

CoDA Curriculum

Performing Arts - Drama



Improving the life chances of all students

Students in Year 10 and 11 may study the following specification(s):

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Drama)

| | Autumn | Spring | Summer |
|------------|---|---|---|
| Y11 | Component 3 – Responding to a brief | | |
| | <p>Intent: - Practical exploration of devising group piece in response to an externally set stimulus. Exploring purpose and incorporating appropriate drama conventions. A working notebook must be kept to document process in preparation for assessment.</p> <p>Assessment: - Through practical presentation of devised piece. Clearly communicating aim of piece in response to the stimulus, and 3 milestone written controlled assessments. All externally assessed. (Externally assessed)</p> | | |
| Y10 Wk1 | <p style="text-align: center;">Component 1 research practitioner 1 Richard Bean, One Man, Two Governors (Comedia Del Arte)</p> <p>Intent: - Practical exploration of practitioner’s performance work and explore the interrelationships between constituent features of existing performance material. Group and independent research of practitioner and logging workshops in a working diary to provide information to create own presentation.</p> <p>Assessment: - Through presentation through independent research of 3 practitioners and their work. (Internally assessed)</p> | <p style="text-align: center;">Component 1 research practitioner 2 Lin-Manuel Miranda, Hamilton (Musical)</p> <p>Intent: - Practical exploration of practitioner’s performance work and explore the interrelationships between constituent features of existing performance material. Group and independent research of practitioner and logging workshops in a working diary to provide information to create own presentation.</p> <p>Assessment: - Through presentation through independent research of 3 practitioners and their work. (Internally assessed)</p> | <p style="text-align: center;">Component 1 research practitioner 3 Splendid productions Macbeth (Epic Theatre)</p> <p>Intent: - Practical exploration of practitioner’s performance work and explore the interrelationships between constituent features of existing performance material. Group and independent research of practitioner and logging workshops in a working diary to provide information to create own presentation.</p> <p>Assessment: - Through presentation through independent research of 3 practitioners and their work. (Internally assessed)</p> |
| Y10 Wk2 | Component 2 Developing performance skills | | Component 3 – Responding to a brief |
| | <p>Intent: - Practical exploration of performance of set text, developing understanding of style, characterisation, vocal, physical, and interpretative skills for performance and recording whole process in a working notebook.</p> <p>Assessment: - Through practical performance of set text and presentation of physical and interpretative skills of a character. Students are also assessed throughout the whole process including discussions, rehearsals for their input into their group performance and workshops. (Internally assessed)</p> | | <p>Intent: - Practical exploration of devising group piece in response to an externally set stimulus. Exploring purpose and incorporating appropriate drama conventions. A working notebook must be kept to document process in preparation for assessment.</p> <p>Assessment: - Through practical presentation of devised piece. Clearly communicating aim of piece in response to the stimulus, and 3 milestone written controlled assessments. All externally assessed. (Externally assessed)</p> |
| Y9 | <p style="text-align: center;">Working in the Entertainment industry (Technical-research)</p> <p>Intent: -Exploration of roles and responsibilities of creatives working in the entertainment industry</p> <p>Assessment: -Assessment through written exercises, tests and discussion.</p> <p>Links to BTEC: - Exploration of creative skills and job roles developing understanding of creative intentions in the text. (C1,)</p> | <p style="text-align: center;">Murder Mystery (Devising)</p> <p>Intent: - Practical exploration of devising own piece in response to a stimulus, exploring purpose and incorporating appropriate drama conventions. Create and perform believable and developed characters demonstrating awareness of character skills. Able to identify how actors convey emotion. Able to identify a character’s motivation.</p> <p>Assessment: - Through practical presentation of devised piece. Clearly communicating aim of piece in response to the stimulus.</p> <p>Links to BTEC: - Consolidation of dramatic techniques to create own devised piece in response to a stimulus. (C3)</p> | <p style="text-align: center;">Responding to a brief- Epic Theatre (Devising)</p> <p>Intent: - Practical exploration of practitioner and style. Exploration of techniques developed for Political theatre and consolidation to create own dramatic work in response to a brief.</p> <p>Assessment: - Through practical presentation of devised piece, clearly communicating aim of piece in response to the stimulus.</p> <p>Links to BTEC: - Exploration of practitioner and style developing understanding of devising to a brief. (C1,3)</p> |
| Y8 | <p style="text-align: center;">Disaster Movie (Devising)</p> <p>Intent: - Practical exploration of devising own piece in response to a stimulus. Develop understanding of the devising process exploring purpose and incorporating appropriate drama conventions. Create and perform believable characters demonstrating awareness of character skills and identify how actors convey emotion.</p> <p>Assessment: - Through practical presentation of devised piece. Clearly communicating aim of piece in response to the stimulus.</p> <p>Links to BTEC: - Exploration of style developing understanding of creative intentions in the text. (C1,2)</p> | <p style="text-align: center;">Macbeth (Text / Devising)</p> <p>Intent: - Practical exploration of set text. Developing understanding of atmosphere, themes, and plot, developing characterisation, vocal, physical, and interpretative skills for performance.</p> <p>Assessment: - Through practical performance of devised scenes. Presentation of physical and interpretative skills of a Character.</p> <p>Links to BTEC: - Understanding creative intentions of practitioner’s work. (C1,3)</p> | <p style="text-align: center;">The Riots (Text)</p> <p>Intent: - Practical exploration of performance of set text, developing understanding of style, characterisation, vocal, physical, and interpretative skills for performance.</p> <p>Assessment: - Through practical performance of set text. Presentation of physical and interpretative skills of a character.</p> <p>Links to BTEC: - Exploration of style developing understanding of creative intentions in the text. (C1,2)</p> |
| Y7 | <p style="text-align: center;">Pantomime (Devising)</p> <p>Intent: - Practical exploration of devising own pantomime applying pantomime conventions, demonstrating how to communicate meaning in performance and developing theatrical skills to realise artistic intentions, incorporating performance skills for presentation.</p> <p>Assessment: - Through practical performance of devised piece. Presentation of performance and devising skills including pantomime conventions.</p> <p>Links to BTEC: - Introduction to practical skills for performance and understanding of dramatic conventions for different styles. (C1,2,3)</p> | <p style="text-align: center;">Greek Theatre (Devising)</p> <p>Intent: - Develop understanding of Greek theatre and dramatic conventions. Practical exploration of the story of Medusa, using devising techniques and applying Greek theatre conventions incorporating performance skills for presentation.</p> <p>Assessment: - Through practical performance of devised piece. Presentation of performance and devising skills including Greek theatre conventions.</p> <p>Links to BTEC: - Introduction to practical skills for performance and understanding of dramatic conventions for different styles. (C1,2,3)</p> | <p style="text-align: center;">Harry Potter & The Goblet of Fire (Text)</p> <p>Intent: - Practical exploration of performance of set text developing skills required in communicating meaning in performance and to realise artistic intentions. Practical exploration of Naturalistic theatre and Stanislavski techniques to develop characterisation, vocal, physical, and interpretative skills for performance.</p> <p>Assessment: - Through practical performance of set text. Presentation of physical and interpretative skills of a character.</p> <p>Links to BTEC: - Exploration of style developing understanding of creative intentions in the text. (C1,2)</p> |