



**Curriculum Map: Year 13 Theatre Studies**

<b>Topic</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
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<p>Component 2 Scripted and devised preparation</p>	<p><b>Rehearse both pieces for A level Component 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Devised</b></li> <li>• <b>Text</b></li> </ul> <p>Chosen practitioner:</p> <ul style="list-style-type: none"> <li>• Historical, social and cultural context</li> <li>• their theatrical purpose and practices</li> <li>• their artistic intentions</li> <li>• the innovative nature of their approach</li> <li>• their working methods</li> <li>• their theatrical style and use of conventions their collaboration with/influence on other practitioners.</li> <li>• Know and understand how to interpret and develop a stimulus into a devised performance</li> <li>• Skills to create a fully coherent interpretation of character where a high level of emotional engagement.</li> <li>• Mature and consistently focused vocal and physical skills</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Sustain a role throughout the entire performance</li> <li>• Use creative ideas to develop a refined, accomplished and coherent piece of theatre</li> <li>• Develop a characterisation that strongly reflects the practitioner/style</li> <li>• Develop drama demonstrating that the meaning is conveyed through structure, character construction, the style of the text.</li> <li>• Use elements of live theatre production(s) to influence their own creative decisions including interpretation of text, use of design elements, performing styles.</li> <li>• Produce a process and Evaluation report showing a creative and sophisticated response to the stimulus to produce two pieces which display clearly defined structures with fully developed characters</li> <li>• A perceptive and thorough analysis of the creative process</li> <li>• A perceptive and thorough evaluation of both final performances including how well they used performance skills</li> </ul>	<p>(i). one devised piece using the techniques of an influential theatre practitioner or a recognised theatre company</p> <p>(ii). one extract from a text in a different theatrical style to the devised piece.</p> <p>AO1 AO1 will be marked out of 30, divided as follows:</p> <p>AO1.1a will be marked out of 30 (10 marks for each piece) through the performance or design.</p> <p>AO1.1b will be marked out of 10 in the report.</p> <p>AO2 AO2 will be marked out of 60 (30 marks for each piece) through the final performance or design. AO4 AO4 will be marked out of 30, assessed through the report.</p>
	<p><b>Curious Incident, Mark Haddon (Comp 3)</b> Students will know the key techniques in the following:</p> <ul style="list-style-type: none"> <li>• Interpretation of character</li> <li>• Vocal and physical performing skills including interaction</li> <li>• How performance texts are</li> </ul>	<p>Section C Focusing on:</p> <ul style="list-style-type: none"> <li>• The impact of different stages</li> <li>• Character positioning and movement/proxemics</li> <li>• Design elements including sound, lighting, set and props, costume, hair and makeup</li> </ul>	<p>Learners are required to study a specified 10–15-minute extract from a third contrasting performance text- Curious Incident.</p> <p>The extract must be studied within the context of the whole text and the examination</p>

	<ul style="list-style-type: none"> <li>constructed conveying meaning through structure, language, stage directions, rehearsal techniques</li> <li>Interpretation of design elements</li> <li>including sound, lighting, set and props, costume, hair and Makeup</li> </ul>	<ul style="list-style-type: none"> <li>How live theatre influences their decision making and understanding of how drama and theatre is developed</li> </ul>	<p>questions will be based on a different 10–15-minute extract from the text each year.</p>
Component 2 Scripted and devised EXAM	Examination of A level Component 2: (End of term)	See above	<ul style="list-style-type: none"> <li>See above</li> <li>Performances</li> <li>Evaluation of process and performance one week after performance.</li> </ul>
Comp 3 revision	<ul style="list-style-type: none"> <li>Complete and revise SET TEXT 2</li> <li>Revise SET TEXT 1</li> <li>Prepare for Component 3 Section C</li> <li>Curious Incident of the Dog in the Night-time Component 3</li> </ul>	See above & yr 12 Curriculum map	See above & yr 12 Curriculum map