

The Warriner School Subject Curriculum Map



Subject: DRAMA	Year Group: 11	Unit: COMPONENT THREE – Interpreting Theatre
<p>Unit objectives: Written Examination; 1hour 30 minutes, 40% of overall GCSE, 60 marks</p> <p>Students are required to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.</p> <p>Section A</p> <p>The criteria for selecting appropriately contrasting texts for Component 2 and Component 3 are listed below. The texts must be written by different playwrights. The texts must be written in historically different time periods. The texts must contrast in theme. It is expected that learners will approach the study of the text practically as an actor, designer and director.</p> <p>Students must consider how the text is constructed and how performances create meaning through:</p> <ul style="list-style-type: none">• the characteristics of the performance text, including<ul style="list-style-type: none">- genre- structure- character (including interpretation and function within an extract)- form and style- language/dialogue- stage directions• the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created• how meaning is interpreted and communicated through o performance conventions<ul style="list-style-type: none">- use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene- relationships between performer and audience- the design of lighting, sound, set (including props) and costume, hair and make-up- the actor's vocal and physical interpretation of character. <p>Section B</p> <p>Students are required to analyse and evaluate one piece of live theatre viewed during the course. It is recommended that learners take the opportunity to view a professional full length theatre production. It is also recommended that learners see more than one live performance when preparing for this assessment to allow sufficient scope for answering on a variety of aspects during the examination. The live theatre production chosen for viewing must not be the text studied in Section A of this component. Learners will be expected to analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance.</p> <p>Learners must consider the role of the:</p>		

The Warriner School Subject Curriculum Map

- actor
 - interpretation of character
 - character interaction
 - vocal skills
 - movement skills
- designer
 - creation of mood and atmosphere
 - use of performance space
 - lighting
 - sound
 - set and props
 - costume and make-up
- director
 - interpretation and style
 - performance conventions
 - spatial relationships on stage
 - relationship between performer and audience
- reaction and response
 - individual
 - audience.

Context for study:

Over the course of the GCSE students will study two texts that must represent a range of social, historical and cultural contexts and centres should consider carefully their choice of texts in all components to ensure they cover a range of contexts. Students have the opportunity to study as a performer, director and designer.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know how to complete relevant **RESEARCH** that encapsulates **HISTORICAL, SOCIAL AND CULTURAL CONTEXT; THEATRICAL PURPOSE AND PRACTICES; WORKING METHODS; THEATRICAL STYLE AND USE OF CONVENTIONS.**
- To know how to **DEVELOP** ideas based on **RESEARCH.**
- To know how to plan a **PERFORMANCE SPACE** effectively to communicate meaning.
- To know how to create a **PRODUCTION CONCEPT** for each text that includes details of: **STAGING, LIGHTING, SOUND, SET, PROPS, COSTUME, HAIR & MAKE UP**
- To know and understand the text **DNA**
- To know how to identify elements of **LIVE THEATRE**
- To know how **DRAMATIC THEORY** can be linked to **PRACTICE.**

The Warriner School Subject Curriculum Map

- To know how to **WRITE** concisely to ensure maximum opportunity to achieve marks
- To know how to use and apply an exam board **MARK SCHEME** to ensure maximum opportunity to achieve marks
- To know how to **STRUCTURE** essay style answers
- To know the requirements and demands of each question on the exam paper

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

- SCHP of each text – identified through discussion/assessment and discussed as whole class.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

- Identified through mock exams and practice questions – do students structure their answers in a way that is clear, organised and shows their knowledge of each text in answer to the question?

Literacy and Oracy development opportunities:
Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

- Identifying difficult words during reading of texts and looking up 'live'
- Assessment & Feedback sheets – whole class and personalised
- Walking Talking Mocks to model answers
- Q&A sessions regarding each section of the examination