

Question: How has the political, social and economical context effected practitioner's work? Students will research and analyse how the context has shaped the works of specific practitioners.

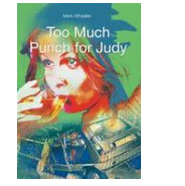
Unit 27 Musical Theatre or Unit 19 Acting Styles

Unit 3 Group Performance Workshop

Question: What makes a successful performance? Students will create their own original piece of Drama in response to a brief set by the board.

Unit 1 Investigating Practitioner's Works

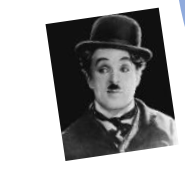
Question: What skills do you need to become successful? Students will develop the skills and techniques needed to be successful in at least 2 different styles of theatre.



Too Much Punch for Judy, Drink Driving, His Case is typical, Ruth Ellis



Question: How can we create different effects for the audience? Students will experiment with different vocal and physical techniques to create different characters and atmospheres.



Question: What's more important dialogue or action? students develop their physical and vocal acting skills by exploring the genre of melodrama and Silent Movies

Characterisation Vocal and physical skills Iambic Pentameter Text exploration

Question: How can we express meaning through movement? Students will develop their physical skills to communicate plot and relationships to the audience.

**Intent: To develop:**  
The 5 C's: Concentration, Co-operation, Creativity, Confidence, Communication.  
Building from one unit to the next. Through:  
Response to scripts  
Response to stimulus  
Performing to a target audience  
Response to live theatre

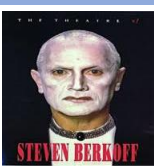
Unit 2 Developing Skills & Techniques for Live Performance



KS5

C3: Responding to a Brief

Question: What makes a successful performance? Students will create their own original piece of Drama in response to a brief set by the board.



Question: What is the triple threat? Students will explore different genres of MT and develop their MT skills or explore different styles of acting

BTEC National Level 3 Extended Certificate in Performing Arts



Question: What type theatre is more powerful, naturalistic or non-naturalistic? Explore a range of performance styles and practitioners including Brecht/Epic, Stanislavski/Naturalism, Frantic Assembly, Physical, Mark Weeller/Verbatim

History – Weimar Republic, Nazi Germany  
Verfremdungseffekt, montage, Direct address, Epic theatre  
Emotion memory  
Given circumstances  
Magic If



C2: Developing Skills and Techniques in the Performing Arts

Question: How can you communicate effectively to an audience? study and performance of plays.

Set & Staging  
Costume  
Lighting  
Sound

BTEC Level 1 /2 Tech Award in Performing Arts



Issue based Drama



Devising

Question: What makes good theatre? This is the culmination of 3 years of building up drama skills and techniques. Students will explore a range of stimuli & use their knowledge of drama conventions & performance styles to devise a piece of theatre



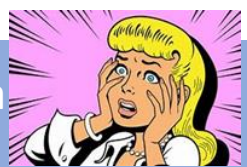
Honesty  
Kindness  
Forgiveness

C1: Exploring the Performing Arts

Question: How do the performers, Creatives and Technical work together to make a successful performance?

Students will practically explore 3 different styles of theatre and analyse how interrelationships of roles in theatre create successful performances

Soap Opera



Question: How did 'Soap Operas' get their name? Students will link this style to melodrama and learn about the conventions of a soap opera creating their own first episode of their brand new soap opera.

Puppets



Question: How did puppets evolve? Students will learn about the origins of shadow puppets and create their own puppets and puppet play

Page to Stage Romeo and Juliet

Question: What's in a name? Exploring plot, character, Of the tragedy and re-vising our combat skills.



Characterisation  
Vocal Skills  
Physical Skills  
Issue Based Drama  
Crime



Devising

9

Theatre in Education

Narration, Flashback, Crosscutting, Monologues, breaking the fourth wall

Question: What makes good theatre? Students will explore a range of stimuli & use their knowledge of drama conventions & performance styles to devise a piece of theatre

Question: Can drama help us to teach and learn? Theatre in Education – exploration and re-telling of social issues or events past or present.



Victorian Theatre



Greek Theatre

Question: What's more important dialogue or action? students develop their physical and vocal acting skills by exploring the genre of melodrama and Silent Movies

Question: How did it all begin? Greek Theatre – To explore the beginnings of theatre, including the amphitheatres, Greek mythology and features of Greek performance



Question: Are we in control of our own fate? Macbeth – Students will Explore original performance conditions, themes, plot, character and motivation.



Fate  
Characterisation  
Motivation  
Ambition  
Supernatural

Issue based Drama

Devising

8

Physical theatre

Question: How can we express meaning through movement? Students will develop their physical skills to communicate plot and relationships to the audience.

Question: How can drama help us empathise with others and solve problems? Students will explore a current issue and work together to solve problems.

Question: Can drama help to retell the past? Using historical facts to develop empathy, leading to a performance using conventions of hot-seating, thought-tracking and improvisation to explore the lives of children in WW2

Question: How can we use symbolism & metaphors in performance? Developing Ensemble skills to create abstract drama



Love of learning  
Sense of humour  
Play  
Confidence

Mime

Storytelling

Page 2 Stage

Darkwood Manor

7

Question: How are ancient stories relevant for us? Students will study the role of the storyteller and experience stories from different eras and cultures and use skills previously learnt to enact them for an audience

Question: How can we bring a script to life? Students will workshop a selection of script extracts  
Build upon skills learnt in the last Unit. Creating character, stagecraft, vocal and physical skills

Question: How can we create character, atmosphere and tension? Students will develop their skills by exploring the ghost story genre

Characterisation  
Vocal Skills  
Physical Skills

