

Drama

“Art is not a mirror held up to reality but a hammer with which to shape it.” — Bertolt Brecht

Date last reviewed: Summer term 2023

This document represents a sequenced response to the Year 7 and 8 curriculum.

The Drama department believes that all students deserve an ambitious knowledge rich curriculum that goes above and beyond specifications at key stage 4 and key stage 5. The high reaching curriculum allows students to explore the breadth of what theatre has to offer and prepares them well for future learning or employment. Students who continue their studies in Drama gain knowledge and insight into job roles in the performing arts industry, roles both on and off the stage.

The Drama curriculum upholds Arrow Vales vision, we are an inclusive department where we work together so that all aim high and achieve their very best. SEND are supported to access the curriculum and progress to our ambitious end points.

Our Drama curriculum will:

- Equip students with the skills and techniques that are used when creating characters and performances.
- Explore and develop an understanding of theatre history to allow students to comprehend how contemporary theatre has been influenced.
- Deliver a wide range of performance texts which will help students explore dramatic forms, genres and styles and to connect to the world around them.
- Allow students to respond imaginatively to stimuli and use knowledge of dramatic forms, styles and genres to inspire their performance work.
- Encourage creative expression which leads to improved well-being, and supports their wider education. The study of performance texts and theatre history has strong links with English and History.
- Develop self-confidence, oracy skills and resilience for their life beyond their education.
- Empower students to describe, analyse and evaluate their own work and that of others using subject-specific vocabulary.
- Develop students' appreciation of theatre and the etiquette of an audience member.

KS3 - YEAR 9

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
<p>Autumn Term 1a</p>	<p><u>Greek Theatre</u> Aim: To provide an introduction to Ancient Greek Theatre; to experiment with approaches to character through understanding the acting space and required performance style; to work as a Chorus developing vocal skills and physical skills; to explore Sophocles tragedy Antigone and to develop an understanding of the five key elements in a plot line and how this applies to Antigone.</p> <p>Much of the work will be teacher directed at this stage - independent work leading to paired work/small groups.</p>	<p><u>Key knowledge taught:</u> Theatre/Theatron Drama/Dran Festival of Dionysus Comedy Tragedy Satyr Amphitheatre Orchestra Skene Proskenion Parodos Theatron Chorus Exposition Rising Action Climax Falling Action Denouement Protagonist Deuteragonist Tritagonist</p> <p><u>Skills developed:</u> Communication Collaboration Resilience Acting skills related to body, movement, voice and space</p>	<p>This scheme of work culminates with a summative assessment quiz to test students' knowledge of Greek Theatre and the essential knowledge delivered. Skills are not assessed in Year 9 Drama. Teachers will observe students' skills development offering verbal feedback regarding what is going well and on how to improve.</p>

		Theatrical conventions: still image, chorus	
Autumn Term 1b	<p><u>Theatrical Styles: Naturalism, Epic Theatre and Theatre of the Oppressed</u> Aim: To explore the style of three theatre practitioners: Stanislavski, Brecht and Boal; to experiment with approaches to character and performance through understanding their intended performance styles. To work as a performer developing both vocal and physical skills in naturalistic and non-naturalistic performances.</p> <p>Much of the work will continue to be teacher directed at this stage - independent work leading to paired work/small groups.</p>	<p><u>Key knowledge taught:</u> Naturalism Konstantin Stanislavski Emotional Memory Method of Physical Action Subtext The Magic 'If' Epic Theatre Bertolt Brecht Verfremdungseffekt Lehrstucke Theatre of the Oppressed Augusto Boal Forum Theatre</p> <p><u>Skills developed:</u> Communication Collaboration Resilience Acting skills related to body, movement, voice and space Theatrical conventions: placards, direct address, third-person narration</p>	<p>This scheme of work culminates with a summative assessment quiz to test students' knowledge of Theatrical Styles and the essential knowledge delivered. Skills are not assessed in Year 9 Drama. Teachers will observe students' skills development offering verbal feedback regarding what is going well and on how to improve.</p>
Spring Term 2a and 2b	<p><u>DNA by Dennis Kelly</u> Aim: To explore a contemporary performance text; to experiment with approaches to character through off-text rehearsal strategies and understanding the required naturalistic performance style; to work as a performer developing both vocal and physical skills in naturalistic and non-naturalistic performances and to revisit the five key elements of a plot line and understand how this applies to <i>DNA</i>.</p>	<p><u>Key knowledge taught:</u> Exposition Rising Action Climax Falling Action Denouement Intentions Proxemics Seven States of Tension Status</p>	<p>This scheme of work culminates with a summative assessment quiz to test students' knowledge of Explorative Techniques and Kelly's performance text <i>DNA</i>. Skills are not assessed in Year 9 Drama. Teachers will observe students' skills development offering verbal feedback regarding what is going well and on how to improve.</p>

		<p>Off-text Improvisation Naturalistic Non-naturalistic</p> <p><u>Skills developed:</u> Communication Collaboration Resilience Acting skills related to body, movement, voice and space Theatrical conventions: monologue, thought tracks, still image, flocking, narration, echo, repetition, soundscape</p>	
<p>Summer Term 3a and 3b</p>	<p><u>Macbeth by William Shakespeare</u> Aim: To explore <i>Macbeth</i>, an ambitious text - benefitting their future studies in English; to experiment with approaching a scene as an Actor or a production role e.g., Director, Lighting, Sound, Costume and Set Designers further exposing students to the possible careers in performing arts. To revisit the five key elements of a plot line and understand how this applies to <i>Macbeth</i>. To critically evaluate a National Theatre recorded performance of <i>Macbeth</i>.</p>	<p><u>Key knowledge taught:</u> Exposition Rising Action Climax Falling Action Denouement Atmosphere Interpretation Status Tension Stage positions Intentions Describe Analyse Evaluate</p> <p><u>Skills developed:</u> Communication Collaboration Resilience</p>	<p>This scheme of work culminates with a summative assessment theatre review to test students' knowledge when providing an evaluation of professional performance work. Skills are not assessed in Year 9 Drama. Teachers will observe students' skills development offering verbal feedback regarding what is going well and on how to improve.</p>

KS3 – KS5 Drama Curriculum

		<p>Acting skills related to body, movement, voice and space</p> <p>Director</p> <p>Lighting design</p> <p>Sound design</p> <p>Costume design</p> <p>Set design</p> <p>Theatrical conventions: still image</p>	
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KS4 Curriculum

Qualification: WJEC Level 2 Vocational Award in Performing Arts (Technical Award)

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Autumn Term 1a	<p><u>Theatre Styles and History</u></p> <p>Aim: Students will explore the style of prominent theatre practitioners: Stanislavski, Brecht and Boal. They will explore these theatrical styles place in theatre history. Students will experiment with approaches to character and performance through understanding these performance styles. They will work as a performer developing both vocal and physical skills in naturalistic and non-naturalistic performances.</p>	<p><u>Key knowledge taught:</u></p> <p>Naturalism</p> <p>Konstantin Stanislavski</p> <p>Emotional Memory</p> <p>Method of Physical Action</p> <p>Subtext</p> <p>The Magic 'If'</p> <p>Epic Theatre</p> <p>Bertolt Brecht</p> <p>Verfremdungseffekt</p> <p>Lehrstucke</p> <p>Theatre of the Oppressed</p> <p>Augusto Boal</p> <p>Forum Theatre</p> <p><u>Skills developed:</u></p> <p>Communication</p>	<p>This scheme of work culminates with a summative assessment quiz to test students' knowledge of Theatrical Styles and the essential knowledge delivered. Teachers will observe students' skills development offering verbal feedback regarding what is going well and on how to improve.</p>

		<p>Collaboration Resilience Acting skills related to body, movement, voice and space Theatrical conventions: placards, direct address, third-person narration, round by through, chair duet</p>	
<p>Autumn Term 1b</p>	<p>Unit 1: Performing Aim: Students will develop the skills and techniques needed to produce a successful performance of an existing piece of professional work (an extract from a play).</p> <p>1.1 Research and rehearsal 1.2 Performance 1.3 Review and reflect</p>	<p><i>1.1 Research and rehearsal</i> Key knowledge taught: The playwright’s intentions Intended mood and style/genre Themes and ideas Performance space Purpose The relationship between audience and performer Original target audience New target audience Rehearsal schedule The use of a reflective journal Action planning Rehearsal preparation away from the rehearsal space (e.g. line learning) Responding to direction Receiving and recording blocking; annotating scripts Refining Different types of rehearsal (e.g. stagger through, technical run, dress rehearsal) Observing appropriate health and safety requirements.</p>	<p>Students will be assessed through project work. For Unit 1 they will undertake a project (not an exam) in response to a brief. The project for this Unit will take 10 hours and be worth 30% of their qualification. They will be given a scenario and they will need to undertake a number of tasks.</p>

		<p><u>Skills developed:</u> Communication Collaboration Resilience Confidence Learning independently Organisation Problem solving Research Self-discipline Stamina Taking on responsibility Time management Acting skills related to body, movement, voice and space Theatrical conventions (as relevant)</p>	
<p>Spring Term 2a</p>	<p><u>Unit 1: Performing</u> Aim: Students will develop the skills and techniques needed to produce a successful performance of an existing piece of professional work (an extract from a play). 1.1 Research and rehearsal 1.2 Performance 1.3 Review and reflect</p>	<p><i>1.2 Performance skills</i> <u>Key knowledge taught:</u> Review the findings of their research and consider how this will impact on their performance. <u>Skills developed:</u> Accuracy Coordination Communication Control Dealing with mistakes; coping under pressure Interpretation and development of character Clarity of chosen acting style/genre Use of movement and gesture Use of voice</p>	

		<p>Response to text</p> <p><i>1.3 Review and reflect</i></p> <p>Key knowledge taught: Respond to feedback (e.g. from audience, peers, teacher, other professionals) Review whether the performance fulfilled its intention Identify strengths and areas for future development Create action plans and targets for future performances Refer to professional working practices, including appropriate health and safety.</p> <p>Skills developed: Communication Resilience Learning independently Organisation Problem solving Self-discipline Time management</p>	
<p>Spring Term 2b</p>	<p>Unit 2: Creating Aim: Students will learn how to create and refine their own original work in performing arts.</p> <p>This work can be completed through any one of the following disciplines: Devised Drama, Choreography, Costume design, Lighting design, Make-up and hair design, Set design, Sound design.</p> <p>2.1 Explore and develop</p>	<p><i>2.1 Explore and develop</i></p> <p>Key knowledge taught: Intended purpose Intended effect Intended performance space and occasion Intended audience Themes and ideas (e.g. consideration of social or historical factors)</p>	<p>Students will be assessed through project work. For Unit 2 they will undertake a project (not an exam) in response to a set brief provided by WJEC. The project for this Unit will take 10 hours and be worth 30% of their qualification. They will be given a scenario and they will need to undertake a number of tasks.</p>

	<p>2.2 Applying knowledge and skills to create original work 2.3 Review, reflect and refine</p>	<p>The scale of the piece (e.g. number of performers) Their own interests and previous experience Resources available Different styles and their demands The work of at least two named practitioners</p> <p><u>Skills developed:</u> Devised drama: voice, movement, interaction; scripting, blocking, development through improvisation, narrative structure Communication Collaboration Resilience Confidence Learning independently Organisation Problem solving Research Self-discipline Stamina Taking on responsibility Time management Acting skills related to body, movement, voice and space Theatrical conventions (as relevant)</p>	
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<p>Summer Term 3a and 3b</p>	<p>Unit 2: Creating Aim: Students will learn how to create and refine their own original work in performing arts.</p> <p>This work can be completed through any one of the following disciplines: Devised Drama, Choreography, Costume design, Lighting design, Make-up and hair design, Set design, Sound design.</p> <p>2.1 Explore and develop 2.2 Applying knowledge and skills to create original work 2.3 Review, reflect and refine</p>	<p><i>2.2 Applying knowledge and skills to create original work</i> Key knowledge taught: Devised drama: knowledge and use of devising processes, communication of character, use of movement and gesture, use of voice in relation to character, interaction with others (if relevant).</p> <p>Skills developed: Communication Skills related to: creativity (including quality of original ideas), development of ideas, appropriate health and safety.</p> <p><i>2.3 Review, reflect and refine</i> Key knowledge taught: Respond to feedback from professionals (e.g. the teacher, specialist designers) Respond to feedback from peers Respond to audience feedback Evaluate the success of the original piece in terms of the brief Review their own skills and how these have been used and exemplified Respond to feedback and self-evaluation findings by explaining how work can be developed and justifying why</p>	<p>Students will be assessed through project work. For Unit 2 they will undertake a project (not an exam) in response to a set brief provided by WJEC. The project for this Unit will take 10 hours and be worth 30% of their qualification. They will be given a scenario and they will need to undertake a number of tasks.</p>
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		<p>particular feedback would not be acted on.</p> <p>Skills developed: Communication Resilience Learning independently Organisation Problem solving Self-discipline Time management</p>	
<p>Autumn Term 1a</p>	<p>Unit 2: Creating Aim: Students will learn how to create and refine their own original work in performing arts.</p> <p>This work can be completed through any one of the following disciplines: Devised Drama, Choreography, Costume design, Lighting design, Make-up and hair design, Set design, Sound design.</p> <p>2.4 Explore and develop 2.5 Applying knowledge and skills to create original work 2.6 Review, reflect and refine</p>	<p><i>2.1 Explore and develop</i></p> <p>Key knowledge taught: Intended purpose Intended effect Intended performance space and occasion Intended audience Themes and ideas (e.g. consideration of social or historical factors) The scale of the piece (e.g. number of performers) Their own interests and previous experience Resources available Different styles and their demands The work of at least two named practitioners</p> <p>Skills developed: Devised drama: voice, movement, interaction; scripting, blocking, development through</p>	<p>Students will be assessed through project work. For Unit 2 they will undertake a project (not an exam) in response to a set brief provided by WJEC. The project for this Unit will take 10 hours and be worth 30% of their qualification. They will be given a scenario and they will need to undertake a number of tasks.</p>

		<p>improvisation, narrative structure Communication Collaboration Resilience Confidence Learning independently Organisation Problem solving Research Self-discipline Stamina Taking on responsibility Time management Acting skills related to body, movement, voice and space Theatrical conventions (as relevant)</p> <p><i>2.2 Applying knowledge and skills to create original work</i></p> <p>Key knowledge taught: Devised drama: knowledge and use of devising processes, communication of character, use of movement and gesture, use of voice in relation to character, interaction with others (if relevant).</p> <p>Skills developed: Communication Skills related to: creativity (including quality of original ideas), development of ideas, appropriate health and safety.</p>	
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<p>Autumn Term 1b</p>	<p>Unit 2: Creating Aim: Students will learn how to create and refine their own original work in performing arts.</p> <p>This work can be completed through any one of the following disciplines: Devised Drama, Choreography, Costume design, Lighting design, Make-up and hair design, Set design, Sound design.</p> <p>2.4 Explore and develop 2.5 Applying knowledge and skills to create original work 2.6 Review, reflect and refine</p>	<p><i>2.2 Applying knowledge and skills to create original work</i> Key knowledge taught: Devised drama: knowledge and use of devising processes, communication of character, use of movement and gesture, use of voice in relation to character, interaction with others (if relevant).</p> <p>Skills developed: Communication Skills related to: creativity (including quality of original ideas), development of ideas, appropriate health and safety.</p> <p><i>2.3 Review, reflect and refine</i> Key knowledge taught: Respond to feedback from professionals (e.g. the teacher, specialist designers) Respond to feedback from peers Respond to audience feedback Evaluate the success of the original piece in terms of the brief Review their own skills and how these have been used and exemplified Respond to feedback and self-evaluation findings by explaining how work can be developed and justifying why</p>	<p>Students will be assessed through project work. For Unit 2 they will undertake a project (not an exam) in response to a set brief provided by WJEC. The project for this Unit will take 10 hours and be worth 30% of their qualification. They will be given a scenario and they will need to undertake a number of tasks.</p>
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		<p>particular feedback would not be acted on.</p> <p>Skills developed: Communication Resilience Learning independently Organisation Problem solving Self-discipline Time management</p>	
<p>Spring Term 2a and 2b</p> <p>Summer Term 3a</p>	<p>Unit 3: Performing Arts in Practice Aim: Students will learn how to respond to an industry commission.</p> <p>They will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.</p> <p>3.1 Planning performance work 3.2 Promoting and pitching Evaluating and reflecting</p>	<p><i>3.1 Factors influencing the creation of performance work</i> Key knowledge taught: Social, cultural, political and historical contexts Mood and style/genre Performance space/venue Themes and ideas Purpose Target audience The work of practitioners who have created performance work Different types of organisations that create performance work.</p> <p><i>3.2 Promoting and pitching</i> Key knowledge taught: How events are advertised and marketed The use of social media A range of advertising tools (e.g. advertisements, billboards, flyers, posters and multi-media platforms)</p>	<p>Students will be assessed externally. For Unit 3, an assignment brief will be provided by WJEC that will include a scenario and several tasks. The assignment for this Unit will take 20 hours and be worth 40% of their qualification.</p>

		<p>A range of promotional activities (e.g. teaser campaigns, tv and radio interviews, flash mob events) Use of practical examples of performance/production disciplines (e.g. extracts of performance, production designs).</p> <p>Skills developed: Presentation skills Clarity Communication Use of tone.</p> <p><i>3.3 Evaluating and reflecting</i> Key knowledge taught: Respond to feedback from a commissioning panel Evaluate the planning of the event Evaluate the promoting of the event Evaluate the pitching of the event Review their own skills and how these have been used and exemplified Identify strengths and areas for future personal development Identify actions and targets for future creative proposals.</p>	
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KS5 Curriculum

Qualification: RSL Level 3 Diploma in Creative and Performing Arts

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
<p>Autumn Term</p>	<p>CAPA310 Approaches to Acting The aims of this unit are: 1.To introduce students to different approaches to acting. 2.To enable students to incorporate ideas taken from one of these into their own performances.</p> <p>The purpose of this unit is to enable students to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance.</p> <p>Assessment Criteria: 1.1 Describe the basic principles of four major acting system. 2.1 Act a scene or scenes from a play drawn from one of the acting systems, including a. An introduction to the scene, explaining how they will incorporate the approaches of their chosen system. b. Demonstration of acting skills drawn from their chosen system. 3.1 Evaluate the performance, distinguishing between strengths and areas requiring further development.</p>	<p>Key knowledge taught: Naturalism Konstantin Stanislavski Emotional Memory Method of Physical Action Subtext The Magic 'If' Objectives Given Circumstances Epic Theatre Bertolt Brecht Verfremdungseffekt Lehrstucke Gestus Juxtaposition Physical Theatre Frantic Assembly Round by through Chair duet Hymns hands Lifts Theatre of Cruelty Antonin Artaud</p> <p>Skills developed: Learning in this area will support the development of the following specialist and transferable skills: -Imaginative response to text.</p>	<p>Learning outcomes: Through completion of this unit, the student will: 1.Understand the basic principles of four major systems of acting. (1.1) 2.Understand the content and application of one of these systems. (2.1) 3.Be able to evaluate their performance. (3.1)</p> <p>Summative assessment methods: Students will describe the basic principles of four major acting systems. Students will act a scene or scenes from a play drawn from one of the acting systems, including an introduction to the scene, explaining how they will incorporate the approaches of their chosen system and a demonstration of acting skills drawn from their chosen system. Students will evaluate the performance, distinguishing between strengths and areas requiring further development.</p>

		<ul style="list-style-type: none"> -Researching Theatre and Performance History. -Interpretation of character, motivation and narrative. -Reading of specialised drama material with understanding -Employ improvisation and acting exercises. -Understanding of complex ideas on acting. 	
<p>Spring Term 2a</p>	<p><u>CAPA311 Audition Techniques</u> The aim of this unit is to introduce students to audition techniques.</p> <p>The purpose of this unit is for students to develop practical skills in the techniques for auditioning in the performing arts.</p> <p><u>Assessment Criteria:</u> 1.1 Select two short audition speeches appropriate for presentation in an audition context. 1.2 Perform the two audition speeches, including: a. An introduction for each, clarifying of title of the play, author and character performed. b. Effective use of vocal skills. c. Effective use of stagecraft. 1.3 Respond to suggestions to change the presentation of an audition speech. 1.4 Perform a short improvisation using appropriate vocal skills, movement and use of space. 1.5 Sight-read text from a play with minimal preparation. 1.6 Sing an unaccompanied song in character using physical and vocal expression.</p>	<p><u>Key knowledge taught:</u> The key knowledge taught is dependent on the audition speeches selected.</p> <p><u>Skills developed:</u> Learning in this area will support the development of the following specialist and transferable skills: -Researching and choosing speeches appropriate for presentation in particular audition contexts. -Presenting successful audition speeches. -Acquiring the flexibility and openness to respond quickly and effectively to demands for immediate contrasting presentation of audition speeches or for demonstration of aptitude for improvisation. -Developing the ability to sight read at short notice and possibly in less than ideal contexts.</p>	<p><u>Learning outcomes:</u> Through completion of this unit, the student will: 1. Demonstrate effective audition techniques. (1.1 – 1.7)</p> <p><u>Summative assessment methods:</u> Students will select two short audition speeches appropriate for presentation in an audition context. Students will perform the two audition speeches. Students will respond to suggestions to change the presentation of an audition speech. Students will perform a short improvisation using appropriate vocal skills, movement and use of space. Students will sight-read text from a play, with minimal preparation. Students will sing an unaccompanied song in character using physical and vocal expression. Students will demonstrate a confident and articulate presentation of ‘self’ in a short interview.</p>

	<p>1.7 Demonstrate a confident and articulate presentation of 'self' in a short interview.</p>	<p>-Showing an ability to offer as good a rendition as possible of a short unaccompanied song. -Honing the skills necessary for presentation of themselves in interview/conversational situations as interesting, informed, sensible and somebody who it would be a pleasure to train or employ.</p>	
<p>Spring Term 2a and 2b</p>	<p>CAPA313 Contemporary Theatre The aim of this unit is to introduce students to the concepts of contemporary theatre.</p> <p>The purpose of this unit is for students to understand how contemporary theatre works.</p> <p>Assessment Criteria: 1.1 Compare and contrast the business practices and performances of two contemporary theatre companies. 1.2 Analyse the factors that will influence one of the companies' performance using a SWOT analysis. 1.3 Present their findings using appropriate supporting evidence and resource.</p>	<p>Key knowledge taught: The key knowledge taught is dependent on the contemporary theatre companies selected.</p> <p>Skills developed: Learning in this area will support the development of the following specialist and transferable skills: -Research skills. -Sifting and organising research into a coherent and informative portfolio. -Presenting selected conclusions, drawn from the analysed research, in a pertinent and specific manner, both orally and in writing. -Developing an understanding of the salient factors impacting on a business, its practices, personnel, strengths, weaknesses, opportunities and challenges.</p>	<p>Learning outcomes: Through completion of this unit, the student will: 1. Understand the factors that underpin the practice and performance of contemporary theatre companies. (1.1 – 1.3)</p> <p>Summative assessment methods: Students should compare and contrast the business practices and performances of two contemporary theatre companies and analyse the factors that will influence one of the companies' performance using a SWOT analysis. Students should present their findings using appropriate supporting evidence and resources.</p>

<p>Spring Term 2b / Summer Term 3a</p>	<p><u>CAPA306 Planning for a Career in the Creative and Performing Arts</u> The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the student engages with their learning.</p> <p>The purpose of the learning assessed in this unit is to familiarise students with the processes associated with effective career planning.</p> <p><u>Assessment Criteria:</u> 1.1 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance to create a learning and skills development plan that contains the following: a. An assessment of current knowledge and skills. b. An overview of current aspirations and goals. c. An assessment of knowledge and skills required to attain the goals. d. A schedule for on-going review of progress towards goals. 2.1 Assess the potential for progress into two roles in the creative and performing arts industries, (relevant to their identified goals), evaluating their suitability for each role through an analysis of: a. Current skills and required skills for the role. b. Accepted routes into the role. c. Availability of the role. d. Competition for the role. 2.2 Devise and explain personal strategies to generate revenue from each area of work identified in 2.1 and how they may be combined</p>	<p><u>Key knowledge taught:</u> The key knowledge taught is dependent on the career aims of the students.</p> <p><u>Skills developed:</u> Learning in this area will support the development of the following specialist and transferable skills: -Knowledge of own place within the creative and performing industries context. -Awareness of the professional landscape and opportunities within it across the creative and performing arts industries. -Awareness and understanding of own suitability to a variety of creative and performing arts industries roles. -Awareness of training opportunity to support professional development in the creative and performing arts industries. -Understanding requirements for professional engagement and/or employment in the creative and performing arts industries. -Knowledge of own strengths and areas for development. -Ability to set targets for development. -Ability to plan to achieve targets. -Ability to define short, medium and long term planning objectives.</p>	<p><u>Learning outcomes:</u> Through completion of this unit, the student will: 1. Create a career action plan to support future engagement in the creative/performing arts profession. (1.1) 2. Establish strategies for getting work in the creative and performing arts industries. (2.1 – 2.3)</p> <p><u>Summative assessment methods:</u> Create a Career Action Plan (often called an Individual Learning Plan) the process of which includes carrying out an assessment of current skills and aspirational skills; why & how these skills will lead to a career; identification of potential progression/career aims - what's needed to attain these; role of the course in aiding progress towards goals; barriers and how to overcome them; measuring progress and impact of learning. Develop strategies for getting work in the creative and performing arts, including identification of roles, assessment of own suitability for the roles, requirements for the roles, how to target the roles as a potential career milestone and strategies for generating revenue in those roles, including a range of supporting materials (e.g. CV, business plan, pitch).</p>
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	<p>or used independently, to produce a sustainable income. 2.3 Create a range of materials (e.g. CV, business proposal, pitch to a given brief) that will support their strategies to generate income.</p>	<p>-Ability to define learning and measure impact of the learning against defined parameters.</p>	
<p>Spring Term 2b and Summer Term 3a and 3b</p>	<p>CAPA321 Working with Masks or Puppetry The aim of this unit is to enable students to explore and understand the potential of masks or puppets in creating theatre.</p> <p>The purpose of this unit is to work towards the performance of an original piece of theatre devised by the student.</p> <p>Assessment Criteria: 1.1 Describe the ways in which masks or puppets can be used to enhance a theatre performance. 1.2 Give examples of plays where masks or puppets have been used. 2.1 Produce a performance outline for a solo performance that will use up to two masks or puppets. 2.2 Design character mask(s) or puppet(s) that can be used in a theatre performance. 2.3 Explain the initial concept along with the materials and tools to be used. 2.4 Construct the character mask/puppet while showing an understanding of safety and functionality. 3.1 Plan the staging of a solo theatre performance using the mask(s) or puppet(s). 3.2 Use their mask(s) or puppet(s) effectively in the performance, demonstrating appropriate vocal agility, interpretation of text, character creation and incorporation of sound/music.</p>	<p>Key knowledge taught: Greek Theatre Masks Noh Theatre Masks Commedia dell Arte Masks Vamos Theatre Masks Punchdrunk Masks</p> <p>Skills developed: Learning in this area will support the development of the following specialist and transferable skills: -Imaginative response to text. -Vocal agility and an ability to move or operate effectively. -Ability to inhabit a mask or use a puppet as an extension of the body. -Understanding of the possibilities of mask and puppet work. -Acting informed by the use of masks or puppets. -Understanding of various forms of mask or puppet and their use. -Design and construction of masks and puppets.</p>	<p>Learning outcomes: Through completion of this unit, the student will: 1. Understand the potential of character masks and puppets in creating theatre. (1.1 – 1.2) 2. Design and construct original mask(s) or puppet(s) for use in a theatre performance. (2.1 – 2.4) 3. Use mask(s) or puppet(s) in a solo theatre performance. (3.1 – 3.3)</p> <p>Summative assessment methods: Students will describe the ways in which masks or puppets can be used to enhance a theatre performance, giving examples of plays where masks or puppets have been used. Students will produce a performance outline for a solo performance that will use up to two masks or puppets. Students will design character mask(s) or puppet(s) that can be used in a theatre performance, explaining the initial concept along with the materials and tools to be used. Students will construct the character mask/puppet showing understanding of safety and functionality. Students will plan the staging of a solo theatre performance using the mask(s) or puppet(s). Students will use their mask(s) or puppet(s) effectively in the performance, demonstrating appropriate vocal agility, interpretation of text, character creation and incorporation of sound/music. Students will evaluate strengths and areas for development.</p>

	<p>3.3 Evaluate strengths and areas for development.</p>		
<p>Autumn Term</p>	<p>CAPA314 Drama in the Community The aim of this unit is to introduce students to the concept of community drama.</p> <p>The purpose of this unit is to enable students to participate in the creation and performance of a community drama project.</p> <p>Assessment Criteria: 1.1 Explain the concept of community drama, the purpose it serves and the nature of performance within community drama. 1.2 Identify the best ways to involve the community and to obtain material for performance. 2.1 Identify a target group for the creation of a community drama. 2.2 Identify a performance space and material required. 2.3 Produce a script for a short community drama performance. 2.4 Take responsibility for organising two of the following areas in preparation for the performance: a. Lighting b. Music c. Costume d. Choreography e. Publicity f. Stage management g. Fund raising</p>	<p>Key knowledge taught: Theatre of the Oppressed Augusto Boal Forum Theatre Verbatim Theatre The Paperbirds</p> <p>Skills developed: Learning in this area will support the development of the following specialist and transferable skills: -Imaginative response to text. -Script writing and devising. -Identifying performance spaces and material. -Flexible acting, dance and movement styles. -Understanding of the concept of community drama and taking part in its creation. -Acting informed by sound technique and a sense of timing. -Characterisation. -Use of theatre technology and design. -Working with inexperienced actors and other theatre practitioners. -Identifying performance venues.</p>	<p>Learning outcomes: Through completion of this unit, the student will: 1. Understand the concept of community drama. (1.1 – 1.2) 2. Plan, organise and create a performance for a short community drama. (2.1 – 2.4) 3. Perform in a short community drama. (3.1) 4. Understand their own strengths and areas for development. (4.1)</p> <p>Summative assessment methods: Students will explain the concept of community drama, the purpose it serves and the nature of performance within community drama and identify the best ways to involve the community and to obtain material for performance. Students will identify a target group for the creation of a community drama and a performance space and material required. Students will produce a script for a short community drama performance. Students will organise two areas in preparation for the performance. Students will demonstrate acting, dancing, movement and vocal techniques appropriate to the context of the community drama performance. Students will evaluate their performance, identifying strengths and areas for improvement.</p>

	<p>3.1 Demonstrate acting, dancing, movement and vocal techniques appropriate to the context of the community drama performance and showing understanding of: -Stylistic and genre characteristics. -Stage persona and presentation skills. -How to communicate with other performers and the audience. -How to use personal equipment safely and efficiently.</p> <p>4.1 Evaluate their performance, identifying strengths and areas for improvement.</p>		
<p>Spring Term</p>	<p><u>CAPA304E Performance Preparation (External Unit)</u> This unit prepares students for participation as performers/technicians/managers in a performance production by developing their understanding of the styles and contexts of performance genres, exploring and developing a range of skills and techniques required for auditions/ interviews for roles in performance productions as well as developing their planning and rehearsal skills in collaboration with others.</p> <p><u>Assessment Criteria:</u> 1.1 Describe the style and context of two contrasting performance genres. 1.2 Observe and review the productions of two contrasting performance genres. 1.3 Compare and contrast the style and context of the two contrasting performance genres. 2.1 Explain how they would prepare to audition/interview for a specific role in a performance production.</p>	<p><u>Skills developed:</u> Learning in this area will support the development of the following specialist and transferable skills:</p> <p>Thinking Skills: -Appropriate knowledge of performance genre and an understanding of contrasting styles. -Ability to compare performance genres and draw comparisons as an individual. -Clear understanding of genre, history, and context. -Ability to analyse information that is researched and collated.</p> <p>Performance/Audition Skills: -Appropriate knowledge of repertoire for performance. -Ability to project the voice as appropriate.</p>	<p><u>Learning outcomes:</u> Through completion of this unit, the student will: 1. Understand the style and context of contrasting performance genres. (1.1 – 1.3) 2. Understand how to audition for a performance. (2.1 – 2.3) 3. Collaborate with others to develop the plan for an integrated production. (3.1 – 3.4)</p> <p><u>Summative assessment methods:</u> This unit is externally assessed in the form of a task-based controlled assessment. Students are given an assignment that is set and marked by RSL. The assignment provides the opportunity for students to demonstrate and also integrate their knowledge, understanding and skills from across the area of study. It will also enable students to develop study skills and to underpin practical skills with core knowledge and understanding.</p>

	<p>2.2 Use a range of techniques, including those developed through their optional units, to audition/interview for a specific role in a performance production.</p> <p>2.3 Evaluate the audition/interview in terms of strengths and areas for improvement.</p> <p>3.1 Work with others to develop a plan for a collaborative production.</p> <p>3.2 Develop a rehearsal schedule for the performance.</p> <p>3.3 Contribute to regular rehearsals for the performance.</p> <p>3.4 Make suggestions for modifications to the performance based on rehearsals and feedback from others.</p>	<p>-Clear understanding of character/role within an audition or performance situation.</p> <p>-Understanding the nature of the production and the need to attend all rehearsals.</p> <p>-Ability to perform repertoire as required for the disciplines of acting, dancing, and singing, as appropriate.</p> <p>-Ability to safely and efficiently set up personal equipment for performance as required.</p> <p>-Strategies for overcoming nerves in all areas of performance.</p> <p>-Techniques for communicating with other performers/technical and events team.</p> <p>-Ability to perform in collaboration with others.</p> <p>Technical Skills:</p> <p>-Understanding of the technical requirements needed for the production.</p> <p>-IT skills appropriate to working the necessary equipment during rehearsals, including live sound (PA systems) and lighting desks.</p> <p>-Ability to respond to audio/visual/musical cues as part of the backstage crew in live rehearsals.</p> <p>-Understanding the nature of the performance and the technical environment.</p>	
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