

BTEC Drama GH6 Learning Journey

Skills

Year 13

"Are you Fit for FEET?"

- Continue to develop practical performance skills including correct application of voice and physical skill.
- Research, investigate and evaluate avenues of successful practice in the Performing Arts industry.
- Research, explore and evaluate the impact of different routes of actor training in higher education
- Develop skills in interpreting a stimulus for performance.
- Track and evaluate progress towards the creation of an original piece of theatre.
- Evaluate the impact of a piece of original theatre on a live audience.



Year 12

"Introduction to A-Level Mindset"

- Build an understanding of Naturalism, Political Theatre and Physical Theatre from a theoretical perspective.
- Create performances in a range of different styles.
- Build skills in pairing appropriate theatrical texts and styles to achieve an intended impact on an audience.
- Understand how to investigate the work of current theatre companies.
- Build through research and referencing skills.
- Understand how to successfully compare and contrast skills and techniques.
- Develop skills in interpretation of stimulus.



Knowledge

Developing and refining (Unit 3)

Student led sessions for development and refinement of original performance material in light of students decided intentions.

Group Performance Workshop Unit 3

Unit 3 - Milestone 4

Future Education, Employment & Training

Unit 3 - Milestone 2 / 3

Tracking further development

Creation and Development (Unit 3)

Student led sessions for creation, and development of original performance material in light of students decided intentions

Unit 3 - Milestone 1

Tracking initial development and target setting.

1:1 support provided for all pupils considering who have applied to drama courses at university or conservatoire who need coaching or support with audition pieces.

Interpreting and researching a given stimulus (Unit 3)

Interpreting a stimulus provided by the examination board, completing research in order to develop a workshop performance.

Workshopping a given stimulus (Unit 3)

Student led workshops based around a given stimulus and research to develop performance material.

Extra-curricular opportunities to develop directorial skills, taking the role of assistant director in either Shakespeare Schools Festival or National Theatre

Evaluating final outcomes for performance. (Unit 2)

Reflecting on the findings from the research project and rehearsal process to evaluate skills and techniques for live performance and setting targets for the future.

Performance to an audience (Unit 2)

Offers of a range of different theatre trips to attend throughout the year.

Selecting and workshopping a play text (Unit 2)

Applying findings from the research project to select and workshop a pre-existing text for performance, tracking and evaluating progress.

Rehearsing a play text for performance (Unit 2)

Applying findings from the research project to successfully rehearse and refine a pre-existing text for performance, tracking and evaluating progress.

Extra-curricular opportunities to develop performance skills in Whole School Production and KS5 Theatre company

Presentation of findings (Unit 2)

The creation of a presentation of finding from the research project, through live presentation or written report.

Investigation into the Performing Arts industry (Unit 2)

An in-depth research project into elements of the Performing Arts Industry



Unit 3 - Mock Project.

Interpret a stimulus – Workshopping ideas and developing a workshop performance. Tracking progress of development and evaluating final outcomes.

Mock Assessment Unit 3

Unit 1 Final Assessment.

Comparative skills (Unit 1)

Develop comparative skills through an in-depth comparison of the work of Frantic Assembly and Splendid

Productions

Stanislavski Performance (Unit 19)

Apply skills and techniques of Frantic assembly to a given performance text, tracking progress, setting targets for further development, and evaluating impact of work.

Revision (Unit 1)

Teacher and student led revision in preparation for Unit 1 external assessment.

1:1 support provided for all pupils considering applying for Drama at university or conservatoire throughout the year.

Stanislavski (unit 19)

Complete practical workshops to explore the theatrical style of Stanislavski's naturalism. Tracking progress and understanding and setting targets for development.

Splendid investigation (Unit 1)

An in-depth investigation into the repertoire of the theatre company and the contexts within which they work.

Extra-curricular opportunities to develop directorial skills, taking the role of assistant director in either Shakespeare Schools Festival or National Theatre Connections

Splendid Productions (Unit 1/19)

Complete practical workshops to explore the theatrical style of Splendid Productions – Tracking progress and understanding and setting targets for development.

Splendid Performance (Unit 19)

Apply skills and techniques of Splendid Productions to a given performance text, tracking progress, setting targets for further development, and evaluating impact of work.

Offers of a range of different theatre trips to attend throughout the year.

Frantic investigation (Unit 1)

An in-depth investigation into the repertoire of the theatre company and the contexts within which they work.

Frantic Assembly Performance (Unit 19)

Apply skills and techniques of Frantic assembly to a given performance text, tracking progress, setting targets for further development, and evaluating impact of work.

Extra-curricular opportunities to develop performance skills in Whole School Production and KS5 Theatre company.

Frantic Assembly (Unit 1/19)



Complete practical workshops to explore the theatrical style of Frantic Assembly – Tracking progress and understanding and setting targets for development.