



BTEC Level 3 Performing Arts
BTEC Level 3 Acting
OCR Level 3 Performing Arts
A-level Drama



GCSE DRAMA Learning Journey

REVISION DAY: Recalling and Assessing all knowledge

Exam timings and practice questions

Welcome back – What can we remember?

DIRT: Where did I go wrong? What should I revise over the summer?

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Developing an understanding of the characters in Blood Brothers

Identify performance conventions and apply to a performance piece

How to collaborate with others

Understand how to create a devised piece of drama



Written Paper Exam 40%

Component 3: Texts in Practice Exam- 20%
Visiting Examiner

Theory Intervention & Revision

Component 3: Performance of 2 extracts- final practical exam

Component 3: Texts in Practice preparation for final exam

Revision and Preparation

Can you demonstrate an extensive range of performance skills?

Recall how to approach a text. Can you implement interesting staging/blocking that is entirely appropriate to the style/genre of the play?

Appraise character choices through rehearsal

Researching the play, context of speeches and character(s)

Select final extracts

What should I include in each written response?

Describe and explain vocal and physical skills appropriate for a role

Recall and identify acting skills and vocabulary

Watch and **appraise** Live or digitally recorded theatre



How do I **describe, analyse and evaluate?**



Recall knowledge about the set text- Blood Brothers



Component 1: Section B (Blood Brothers)

February Mocks

Component 1: Section C (Live Theatre)

November Mocks

Consolidation of existing knowledge

Investigate how theatre makers communicate meaning to an audience

How do actors use their skills to **interpret** their role?

How successfully did the actors communicate meaning in the performance you watched?

How did contextual factors influence the playwright, Willy Russell?

Demonstrate your contextual knowledge through design. Including Costume, Set, Props, Lighting, Sound, Puppets

YEAR 11

End of Year Exam Written Paper



Development and collaboration- Log Book 2



Will you be successful in demonstrating your artistic intentions through your devised work?

How do we create highly inventive work?

Select your stimulus

Work Experience

Component 2: Devising final exam

Component 2: Final Log Book 1,2 and 3

Component 2: Devising preparation for final exam

Analyse and evaluate- Log Book 3

Final Component 2: Devised practical exam and coursework submitted- 40% T5

Response to stimulus- Log Book 1

How could you use performance conventions to enhance the inventiveness of the work?

Interpret and explore stimulus

Interpreting characters from Blood Brothers

Component 1: Section B Question 3&4

Analysing performance space and interaction

Apply theatrical skills to a monologue

Developing characterisation through rehearsal techniques

Perform a monologue to an audience

Can you **identify** your dramatic intentions?

How do I **apply** appropriate vocal and physical characterisation to a role?

Consolidation of existing knowledge

Component 3: Texts in practice

Scripted performance

How can we demonstrate an extensive range of skills and deploy our skills more effectively?

Welcome back! What can we remember?

Examine how to approach a text



Revise Component 1: Section B Question 1&2

Exploration of duologues and group extracts

Applying rehearsal skills effectively

Understand how to structure your rehearsal time and work effectively as a group

End of Year Exam Written Paper

Component 2: Devised Performance

Component 2: Preparation for Log Book 1

Refine skills for Component 2: Devising

DIRT: Where did I go wrong? What should I revise over the summer?

First response to stimulus

Analyse and evaluate rehearsal process through devising work



How does the use of set design help **demonstrate** contextual factors?

Applying and developing vocal skills

Explore stimulus and practitioners through teacher led workshops

Development and collaboration

What is a stimulus?

Application of a range of social skills through devised process



Analysis of vocal and physical skills

How does costume help **demonstrate** contextual factors?

Developing an understanding of the characters in Blood Brothers

Set Text: Blood Brothers

Component 1: Section B Question 1&2

Component 3: Texts in practice

Investigating the social/historical/ cultural context of Liverpool 1960-1980

Exploring Blood Brothers script practically

Application and development of physical skills

Interpreting character

How do we **create** a piece of drama in response to a stimulus?

Exploring Blood Brothers contextually

How can we **develop** our performance skills within drama?

How do we **apply** our performance skills within drama?

Introduction to Component 1 Section A

Job roles and responsibilities within the theatre?

What do you already know that can help you in GCSE Drama?

Introduction to Component 2: Devising

Component 1: Section A

Introduction to Drama: Skills development

YEAR 9

Baseline Test



How is sound used within drama?

Exploration of use of stage configurations

Identify different performance environments?

What are the different types of lanterns used in lighting?

What is lighting and how do we **apply** it to drama?

What is a Drama Medium?

Before LeAF Studio?
 KS3 Drama/PA?
 Drama/PA Schools?
 Exams/LAMDA?
 Workshops and Classes?

