



**St George's School**  
**Drama and Theatre Studies**  
**KS5 Curriculum**

<p><b>PREREQUISITE KNOWLEDGE &amp; SKILLS</b> <i>The foundations needed to thrive in this subject.</i></p>	<p><b>Who should study this subject?</b> Drama and Theatre is a rigorous and challenging A Level and should not just be considered by those wishing to pursue a career in the theatre. It is designed to inspire you to become creative thinkers, problem solvers and confident collaborators, as well as to equip you with the analytical and evaluative skills necessary to succeed at higher education, whether you continue to study Drama and Theatre or decide to pursue any other subject.</p> <p><b>Key Skills developed during KS4:</b> Students will have gained experience in developing their own pieces of theatre (Devising) as well as interpreting texts (studying a set play) and realising their interpretations through performance pieces. They will also have explored different theatrical styles, developed their analytical and evaluative skills through watching live theatre, and built up their understanding of theatre itself.</p> <p>However, whilst it helps to have studied Drama at KS4, it is not essential to joining the KS5 course. We look for students who have shown an interest in creativity and demonstrated an ability to collaborate effectively with others.</p> <p><b>St George's course entry requirements:</b> In addition to the entry requirement for sixth form, a grade 5 or above in English Language or English Literature.</p>
<p><b>QUALIFICATION</b> <i>Exam Board, aims and objectives.</i></p>	<p><b>A Level Drama and Theatre Studies, AQA 7262</b> We want students to have an inspiring and enjoyable experience of studying Drama and Theatre and as such, we place an emphasis on practical creativity alongside research and theoretical understanding. Students learn through experience; of seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.</p> <p>Students can choose to develop as a:</p> <ul style="list-style-type: none"><li>• performer</li><li>• designer (lighting, sound, set, costume, puppets)</li><li>• director</li><li>• combination of these.</li></ul> <p>Whichever option they choose, students will gain many invaluable skills, both theatrical and transferable, to expand their horizons; to become independent theatre makers with the skills they need to go on to higher education, whether that is to study a course in drama and theatre or another subject.</p>
<p><b>ASSESSMENT</b> <i>Internal monitoring and final assessment.</i></p>	<p><b>Internal Assessment:</b></p> <ul style="list-style-type: none"><li>• Year 12: Component 1, Section C - Live Theatre Response (Autumn and Summer term)</li><li>• Year 12: Component 1, Section A and Section C (Spring Term)</li><li>• Year 13: Component 1, Section C - Live Theatre Response (Autumn and Spring)</li><li>• Year 13: Component 1, Section B (Spring Term)</li></ul> <p><b>Final assessment:</b></p> <ul style="list-style-type: none"><li>• Year 12: Component 2: Creating Original Drama NEA (Summer Term)</li><li>• Year 13: Component 3: Making Theatre - performance exam (Spring Term)</li><li>• Year 13: Component 1: Drama and Theatre - written exam (Summer Term)</li></ul>
<p><b>ENRICHMENT</b> <i>Trips &amp; Visits, wider reading, etc.</i></p>	<p><b>Visits and Events:</b> Trips to see Live Theatre is an essential part of the course; we aim to see at least two live productions, of different styles, across the two year course. We also have visiting practitioners come in to do workshops with the students. Outside of the classroom, all students are encouraged to participate in the school productions, and take a lead in the House Drama competition.</p>

	<p><b>Wider reading:</b> All students are encouraged to 'read' around the subject; this includes watching plays, reading scripts, and researching practitioners. We have a programme of reading a range of plays in Year 12, in preparation for Component 3, and provide students with access to Digital Theatre streaming platforms, so that they can view a wide selection of plays in performance, and associated documentary footage about productions, directors and practitioners.</p>
<p><b>NEXT STEPS</b> <i>Where this subject can take you.</i></p>	<p><b>Related University Courses:</b> Whilst some of our students do go on to Drama School, others opt for university to continue their study of Drama and Theatre, or another creative arts discipline such as Film and Media, Directing, Creative Writing, Creative Design. A number also recognise that studying Drama provides them with skills that are transferable, and compliment other subjects they wish to pursue, such as Law, Literature and Humanities.</p> <p><b>Career Paths:</b> Career opportunities for students who study A Level Drama and Theatre include Arts/theatre administration, arts and other forms of journalism, director, actor, designer, playwright, stage management, theatre management, theatrical agent, technician, broadcasting, media presenting, education, business and human resource management, social work, law, drama therapy and scriptwriting.</p> <p>Those considering careers where public speaking is important (e.g., politics, law, journalism and marketing) would find skills acquired through this course extremely useful.</p>

**Depending on group sizes, we may combine some Year 12 and Year 13 lessons. Students will be informed whether they are starting with 'Year A' or 'Year B'.**

<b>Year A</b>	
<p><b>Autumn Term</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● C1: A Brief History of Theatre</li> <li>● C1: Set Text #1 - <i>Much Ado About Nothing</i></li> <li>● C1: Live Theatre #1 - analysis and evaluation</li> <li>● C2: Practitioner #1 study and workshops</li> <li>● C2: Responding to Stimulus and Devising Drama</li> </ul> <p><b>Skills:</b> Understanding the social, cultural and historical contexts of plays</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Informal presentation on selected period of theatrical history and influences on Shakespeare</li> <li>● Practice essays on set play - from performer and director perspective</li> <li>● Written response to Live Theatre production</li> <li>● Initial Assessment of theatrical skills (Devising and Scripted performance or design / technical)</li> </ul>
<p><b>Spring Term</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● C1: Revision</li> <li>● C2: Creating Original Drama - Responding to Stimulus, developing performance &amp; refining theatrical skills</li> <li>● C2: Documenting progress and developing dramatic intentions</li> </ul> <p><b>Skills:</b> Interpretative and performance strategies:</p> <ul style="list-style-type: none"> <li>● genre and form</li> <li>● structure</li> <li>● language</li> <li>● stage directions</li> <li>● character construction</li> <li>● style of play</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Coursework Section 1 completed with feedback provided</li> <li>● Feedback for development of group performance</li> </ul>

<b>Summer Term</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● C1: Live Theatre #2 - Contrasting production</li> <li>● C1: Set Text #1 - <i>Much Ado About Nothing</i></li> <li>● C2: Assessed performance</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● developing their own ideas</li> <li>● research relevant processes and practices of theatre making to inform their own practice</li> <li>● apply what they have learnt from live theatre to their own work in practice</li> <li>● collaborate with other theatre makers</li> <li>● explore devising and rehearsal methods</li> <li>● refine and amend work in progress.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Written response to Live Theatre Production</li> <li>● Practice essays on set play - from designers perspective</li> <li>● C2 - assessed performance and written NEA - internally marked and externally moderated.</li> <li>● Coursework completed with feedback provided to be marked internally and moderated by AQA</li> </ul>
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<b>Year B - see note above</b>
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<b>Autumn Term</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● C1: Set Text #2 - Bronte</li> <li>● C3: Practitioner Study #2 - Stanislavski</li> <li>● C3: Performance of extract 1 &amp; 2</li> <li>● C3: Reflecting on development of Scripted performances</li> </ul> <p><b>Skills:</b> Understanding the social, cultural and historical contexts of plays</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Practice essays on set play</li> <li>● Student led workshops to assess knowledge and understanding of Practitioner</li> <li>● Teacher assessed performances of Extract 1 &amp; 2</li> <li>● Coursework Section 1 &amp; 2 completed and feedback provided</li> </ul>
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<b>Spring Term</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● C3: Performance of extract 3</li> <li>● C3: reflecting on Development and refinement of final extract</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Interpret texts</li> <li>● Create and communicate meaning</li> <li>● realise artistic intention in text-based drama</li> <li>● analyse and evaluate their own work.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● C3 - scripted performance and reflective report - marked by visiting external examiner</li> </ul>
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<b>Summer Term</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Revision for Component 1 - Set Plays and Live Theatre</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Component 1 Formal Examination</li> </ul>
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