



Year 13 – DEVISING THEATRE

Learning about this topic is important because: In order to understand how theatre is created and how you effect an audience then you need to experience creating performance yourself. Theatre has played an essential part in civilization from before the Greeks – it is vital that society recognises the value of the theatre art form and you yourself can contribute to developing an understanding of the value of theatre.

This builds upon: The work you have done in lower school Drama when you have explored creating your own pieces of theatre and roles, sometimes this will have been linked to a stimulus or theatre practitioner. If you have completed GCSE Drama, then you will have been examined on Devising theatre in Yr 10.

This leads to: A practical performance in Year 13. This will be recorded and sent to the board for moderation. You will also submit a Devising Log, which documents your creative journey and demonstrates a reflective, analytical and evaluative approach.

We will learn:

- How to work collaboratively to create theatre.
- How theatre makers create theatre that will inspire your own work and approach.
- How to develop your own ideas for performance.
- How creating theatre is a process and that it requires reflection and refinement.
- How to use ideas you have seen in performance in your own work
- How to link the ideas and practices of practitioners' work to your own practical exploration and development.
- How to choose a stimulus and use this to develop a performance.
- How to use research to develop performance material.

Skills and knowledge that you develop:

- Research into a range of prominent theatre companies and practitioners to understand how they devise original pieces of theatre.
- Selection of aspects of a practitioner's ideas to influence your own work.
- Practical skills of voice and movement
- The ability to refine and amend your work
- The use of tech to support your practical work
- Develop writing skills to present your process for a reader to understand
- Analytical and evaluative skills in response to the work you create.
- Research skills.

Some of the vocabulary that we will use includes:

Stimulus. Research. Devising. Improvisation. Communication. Style. Genre. Audience interaction. Artistic intention. Impact. Effect. Conventions. Strategies. Company. Collaboration. Unison. Ensemble. Storyboard. Storytelling. Verbatim. Naturalism. Realism. Political. Physical Theatre. Log. Process. Reflection.

Other vocabulary will come from the practitioner and stimulus you choose.

You could learn more about this topic by:

- Looking online at the following: [National Theatre Live | Official website](https://www.nationaltheatre.org.uk/official-website)
- [Filmed live theatre \(ntlive.com\)](https://www.filmedlive.com/)
- www.digitaltheatreplus.com
- Joining the Liverpool Everyman/Playhouse scheme which allows you access to cheap theatre tickets.
- Reading a range of playtexts to develop your knowledge and understanding.
- Look at WKGS Drama folder on the Intranet for past devised projects to get ideas.





Year 13 – DEVISING THEATRE



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| | <ul style="list-style-type: none">• Reading books about devising and researching theatre companies who use devising as part of their creative process. |
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Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

You will work in small groups of 2 or more for your final assessment. Prior to this your teacher will introduce you to a range of practitioners and examples of devised work. You will have the chance to workshop ideas before working on your final piece. You will have approximately 30 hours of lesson time (plus 10 hours of your own free time) for the creation of your final piece. To accompany your performance, you will submit a log of your process where you analyse your approach.



Year 12/13 – LIVE PRODUCTION ANALYSIS



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Learning about this topic is important because: You will learn to understand and evaluate the work of LIVE THEATRE MAKERS – including the work of actors, designers and directors and how their practical decisions can affect an audience. This will help you to develop your own ideas in creating your own theatre pieces.

This builds on the work you have done in: Year 9 when you watch and analyse live theatre as a class and Live Production work that you will have done at GCSE (if you did GCSE Drama). It will also build on the range of performances that you have seen and the range of styles and genres that you have experienced in school and with your friends/family.

This leads to: Your final written examination where you will answer ONE question on a Live (or streamed) production. Over the two years we will see a range of productions and analyse them as a whole class. You will maintain your notes and then prior to the examination you will re-visit two sets of notes that offer contrasting opportunities and focus on developing those. (YOU ARE NOT PERMITTED TO TAKE NOTES INTO THE EXAMINATION)

We will learn:

- How actors/directors/designers communicate meaning to an audience.
- How actors/directors/designers work collaboratively to create unified meaning.
- About how staging configurations can impact on the audience experience.
- How a directors/designers can bring new life/ideas through interpretation to a classic text.
- How we can draw on the past ideas to interpret new plays.
- How to be confident about your own response to a play and see it as valid
- How to assess theatre and the contribution that is made to the overall impact.

We will develop/practise skills including:

- Communication.
- Confidence in sharing own ideas.
- Research.
- Note taking and developing notes.
- Analysis.
- Evaluation.
- Reflection.
- Synthesis.

Some of the vocabulary that we will use includes:

You could learn more about this topic by:





Year 12/13 – LIVE PRODUCTION ANALYSIS



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Analysis. Evaluation. Actor. Director. Designer. Interpretation. Collaboration. Impact. Overall effectiveness. Audience response.

Additional vocabulary will come from the plays you see in relation to style, genre, context, content, writer and practitioner influence.

- Going to see as much theatre as you can. Aim to discuss/reflect upon each play you see to develop your skills in analysis and evaluation.
- Looking online at the following: [National Theatre Live | Official website | Filmed live theatre \(ntlive.com\)](https://www.nationaltheatre.org/live)
- www.digitaltheatreplus.com
- Joining the Liverpool Everyman/Playhouse scheme which allows you access to cheap theatre tickets.
- Going to The Unity Theatre to see fringe shows.
- Reading a range of playtexts to develop your knowledge and understanding.
- Reading theatre reviews or *Theatre Record* about the plays you have seen.

Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

You will have lots of opportunities to see LIVE and STREAMED performances as a whole group. Prior to attending a performance we will do practical preparation, you will be given advice on notetaking and on return we will analyse as a whole class to help develop your notes. You will be given constant feedback on your ideas in class. You will be set essay tasks on plays seen to help develop your essay style. These are marked out of 25 and (20 of these marks are for analysis and evaluation).

PLEASE NOTE: You **cannot** write about the production of the set texts that you are studying.



Year 12 – SET TEXTS



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Learning about this topic is important because: You will have the opportunity to practically explore a text from the perspective of a director, a designer and an actor. You will explore 2 FULL TEXTs and understand how writers structure a play and how they use various devices and techniques to impact the audience. You will recognise the importance of background research into approaching a text and use the research when making practical decisions.

This builds on the work you have done in: Year 7-11 when exploring texts practically. You will have already considered the view of a designer and actor and now you will explore how a director approaches text.

This leads to: The written paper at the end of Year 13. It will also help with the study of a second set text which is a play that represents work from the 20/21st century. With the second text you MUST respond as a) A director b) An actor and c) A designer in short answers.

We will learn:

- How to interpret text from the perspective of an actor, director and designer.
- How undertaking research into the playwright, the context and setting is essential to understanding the text.
(SOCIAL/CULTURAL/HISTORICAL)
- How to experiment with ideas – in order to have an original approach.
- How a play can communicate meaning with an audience.
- You will consider the following: language, genre style, character

We will develop/practise skills including:

- Creative exploration of ideas.
- Risk taking.
- Listening and response
- Use of vocal skills
- Use of physical skills.
- Communication.
- Team work.
- Independent research.
- Actor/audience perspective.
- Staging configurations to impact audience and achieve intentions.
- Playing subtext
- Stage design
- Costume design
- Use of sound and lighting equipment

Some of the vocabulary that we will use includes:

You could learn more about this topic by:

- Looking online at the following:





Year 12 – SET TEXTS

Style. Genre. Staging. Character. Role. Subtext. Research. Motivation. Interaction. Structure. Device. Convention. Audience. Interaction. Actor. Director. Designer.

- [Home | Digital Theatre+ \(digitaltheatreplus.com\)](https://digitaltheatreplus.com)

You have FREE access to hundreds of productions and useful resources to help you understand text and performance.

- [National Theatre Live | Official website | Filmed live theatre \(ntlive.com\)](https://www.ntlive.com)
- Independent research into the play you are studying. This may include watching previous productions, reading expert commentary and/or going to see the play as a live performance.
- Reading *Theatre Record* about previous productions. These are available for all set texts in G8.

Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

All work in Theatre Studies is approached practically and underpinned by theory. You will receive feedback from your teacher and your peers in EVERY lesson regarding your ideas and interpretation. You will be given practical tasks in groups which will be given verbal feedback and require you to analyse the impact you achieve. You will be expected to undertake research and share your findings with the class. You will be set essays that link to the texts in order to help you develop your essay style and the communication of your ideas for performance.



Year 12/13 – TEXT IN PERFORMANCE

Learning about this topic is important because: You will be pulling together the skills you have developed from exploring text (set text), analysing performance (live theatre) and creating your own work (devising) to demonstrate your understanding of how a practitioner can move a page of theatre text into a performance – from the perspective of either an actor or a designer.

This builds upon: The work you have done at Year 11 in approaching the practical component for GCSE. You will have experienced selecting a playtext and moving this into performance for an audience. At A Level you explore a range of texts, show to your teacher and peers but are ONLY externally assessed on your final scripted choice.

This leads to: You will be examined on your skills in a final performance in front of a visiting examiner. You will write about three practitioners in your Reflective Report, which will be marked by the same visiting examiner.

We will learn:

- How to move a play from the page to the stage either as an actor or a designer.
- Draw on the work of others to influence your ideas and approach.
- How to work collaboratively to create theatre.
- How theatre makers create theatre that will inspire your own work and approach.
- How to develop your own ideas for performance.
- How to use ideas you have seen in performance in your own work
- How a performer develops their use of voice and movement
- How as a designer you work closely with the performer to achieve meaning.
- How you present the process of your chosen skill exploration for a reader.

Skills and knowledge that you develop:

- Research into a range of prominent theatre companies and practitioners to understand how they develop performance.
- Selection of aspects of a practitioner's ideas to influence your own work.
- Practical skills of voice and movement
- The ability to refine and amend your work
- Develop writing skills to present your process for a reader to understand
- Communication.
- Reflection.
- Resilience.
- Creative thinking
- Adaptation

Some of the vocabulary that we will use includes:

Communication. Style. Genre. Audience response. Artistic intention. Impact. Effect. Conventions. Company. Collaboration. Unison.

You could learn more about this topic by:

- Looking online at the following: [National Theatre Live | Official website | Filmed live theatre \(ntlive.com\)](https://www.nationaltheatre.org/live)





Year 12/13 – TEXT IN PERFORMANCE

Ensemble. Verbatim. Naturalism. Realism. Political. Log. Process. Reflection. Research. Vocal skills. Physical skills. Design skills. Use of performance space. Stage floor areas. Stage configurations.

Additional vocabulary will be determined by specialism and the writers and plays you choose to explore.

- www.digitaltheatreplus.com
- Joining the Liverpool Everyman/Playhouse scheme which allows you access to cheap theatre tickets.
- Reading a range of playtexts to develop your knowledge and understanding.
- Look at WKGS Drama folder on the Intranet for past scripted performances to get ideas.
- Reading books and commentary about the practitioners you have chosen to explore.
- Reading books about acting and its process that are available in G8.

Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

Over the 2 years you will explore a range of texts practically working as an actor or designer and making a reflective log of your process and learning. The first 2 pieces that you share will be assessed and evaluated in-house by your teacher, yourself and your peers. The final piece that you present as an actor or designer **MUST** be influenced by a practitioner and will be assessed by an external examiner. This examination will take place in the summer term of Year 13. The other pieces will be shared throughout the course.