



Year 13 Component 2: Devising Knowledge	Skills
<p>T1 initial learning – this is not assessed in AO of specification but acts to close the gap between GCSE and P16</p> <p>Students will know the key periods in history that drove theatre practice forward</p> <ul style="list-style-type: none"> ➤ Earliest civilisations/forms of drama ➤ Greek drama/theatre ➤ Early medieval drama into 15th Century ➤ Elizabethan drama (16th C) ➤ Victorian drama (19th C) <p>Students will know</p> <p>-The social, cultural and historical context in which the practitioner was working and creating theatre.</p> <p>-Theatrical purpose and practice. Why has this practitioner chosen to create this style of theatre?</p> <p>-Artistic intentions of their own and those of the chosen practitioner.</p> <p>-Innovative nature of their approach</p> <p>-Working methods of the chosen practitioners and intended style and performance.</p> <p>-Theatrical style and use of conventions.</p> <p>-Collaboration with or influence on other practitioners.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Develop their own ideas. • Research relevant processes and practices of theatre making to inform their own practice. • Apply what they have learnt from live theatre to their own work in practice. • Collaborate with other theatre makers. • Explore devising and rehearsal methods. • Refine and amend work in progress. <p><u>Working Notebook (Section 1 and 2)</u></p> <p>Students will be able to offer and comment on: Research they have undertaken and how this has informed their decision making. Ways in which they have applied the work and methodologies of their selected practitioner. Relevant experiences of live theatre production and how these have influenced them in the shaping and development of their piece.</p> <p>Section 1: Rationale and Research</p> <p>Students will offer:</p> <ul style="list-style-type: none"> -The rationale for their starting point. -An explanation of their dramatic influences, including the influences they have drawn from their research, their chosen practitioner and live theatre productions they have experienced. -An explanation of the stylistic and contextual factors they have taken into account. -An explanation of their individual dramatic aims and intentions, identifying the connections they have made between theory and practice. -An explanation of the dramatic aims and intentions of the piece, identifying the connections they have made between theory and practice. <p>Section 2 – Development and Refinement:</p> <p>Students will offer:</p> <ul style="list-style-type: none"> -An explanation of the approach they have taken in devising the piece. -An explanation of their collaborative and independent decision making in relation to their evolving ideas, detailing how these ideas were experimented with, developed and refined during the devising process. -Students should identify how these ideas connect theory and practice. -An explanation of the decisions they have made in relation to the application of their theatrical skills, detailing how these skills were developed and refined in the context of devising.



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	<ul style="list-style-type: none">-An explanation of their final ideas for the devised performance, identifying how these ideas connect theory and practice.-A comparison of the outcome of the final devised performance with the initial aims and intentions for the piece, identifying key areas of change and how the devising process has shaped these changes.
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