

# Acting Learning Journey

Post-16  
Options:

- A-level.
- BTEC.

## WJEC Eduqas GCSE in Drama

### Exam.

- C2 performance.
- C3 written (set text and live theatre evaluation).

### Revision and Intervention:

- C2 polishing.
- C3 revision and written practice.
- C3 live theatre evaluation.

### Component 2:

- Decision to work as performer/designer.
- Performance of two extracts from the same script, choice of: *Antigone/The Crucible/Too Much Punch for Judy.*

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## WJEC Eduqas GCSE in Drama

### Component 3:

- Practical exploration of design/directing/performance elements of *Noughts and Crosses/Refugee Boy.*
- Written practice/exam skills.
- Live theatre evaluation.

### Component 1:

- Decision to work as performer/designer.
- Research and practical exploration of genres/practitioners.
- Devising from stimulus and creation of portfolio –**GCSE exam.**

### Revision and Intervention:

- C1 polishing, performance and evaluation – **GCSE exam.**
- C3 practical and written practice.
- C3 live theatre evaluation.

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## Development and Diversity in Acting

### Genres of theatre:

- Pupils to develop a piece of **Theatre in Education** around the dangers of drugs and alcohol.
- This will be inspired by and use extracts from the **script** *I Love You Mum – I Promise I Won't Die.*

### Theatre from other cultures:

- Pupils to **work from a stimulus** to create a piece which uses techniques found in Eastern canon (**Japanese Noh, Chinese Puppet etc**).

### Theatre Practitioners:

- Pupils **devise** a piece of **physical theatre** inspired by **modern and post-modern practitioners** (**Frantic Assembly, LeCoq etc**).

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## The Western Acting Canon

### Theatre from other cultures:

- Pupils create a performance inspired by **Ancient Greek theatre practice** and a choice of **script**: *Antigone/Medea/Oresteia/Seven Against Thebes.*

### Genres of theatre:

- Pupils to **work from a stimulus** to develop a piece that uses that uses the **conventions of Renaissance era tragedy/comedy.**
- *Twelfth Night* and *Hamlet* used to support learning.

### Theatre Practitioners:

- Pupils **devise** a performance based around cyber-bullying inspired by **practitioners from Western Canon** (**Stanislavski, Brecht etc**).

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## Messages and Meaning

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### Characterisation – Vocal Focus:

- Pupils use an existing **script** (*Alice in Wonderland*) to explore and experiment with how to use **pitch, pause, pace, tone and register** to create, communicate and sustain a clear **character.**

### Characterisation – Physicality Focus:

- Pupils **work from a stimulus** to explore and experiment with how to use **body language and facial expression** to create, communicate and sustain a clear **character.**

### Introduction to Acting:

- Pupils create a **devised** piece to send messages about the refugee crisis.
- **Basic drama skills** such as thought-tracking and tableaux etc. are used to create meaning.

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