



Curriculum Links – Twist

Twist provides multiple opportunities for creative learning across a number of subject areas. Outlined below are specific curriculum links to GCSE Drama, Geography and Citizenship Studies. In addition to the performance, students will have the opportunity to take part in a post-show discussion with the actors and participate in an accompanying workshop, both of which will provide different ways of engaging with the story and its characters. Detailed online resources will be available to all schools, providing guidance towards running follow-up sessions to develop the students' understanding of the performance and the ideas it explores.

GCSE Drama

AQA Exam board:

Component 1: Understanding drama

Section A: Knowledge and Understanding

Through watching the performance of [Twist](#), participating in the workshop and accessing our online resources, students will be enabled to develop and consolidate their existing knowledge in the following areas:

- **Characteristics of dramatic works:** Genre, structure, character, form, style, language, sub-text, character motivation and interaction, the creation of mood and atmosphere, the development of pace and rhythm, dramatic climax, the practical demands of the text.
- **How meaning is interpreted and communicated:** Performance conventions, use of performance space and spatial relationships on stage, actor and audience configuration, relationships between performers and audience, design fundamentals, the design of props, the design of costume, the design of sound, both live and recorded, performers' vocal interpretation, performers' physical interpretation of character.
- **The roles and responsibilities of theatre makers in contemporary professional practice:** Roles: playwright, performer, lighting designer, sound designer, set designer, costume designer, director, stage manager, theatre manager. The interviews in the resources include details of the activities undertaken by these professionals on a day-to-day basis and the aspect(s) of the rehearsal/performance process each is accountable for.

Section C: Live theatre production

In watching the performance of *Twist* and through accessing the accompanying resources, students will have the opportunity to:

- Learn how to analyse and evaluate the work of live theatre makers: performers and/or designers.
- Consider how the play has been interpreted in the production seen and what messages the company might be trying to communicate
- Reflect on the skills demonstrated by the performers and how successfully meaning was communicate to the audience by performers
- Consider the design skills demonstrated in the production and how successfully meaning was communicate to the audience through design

Component 2: Devising drama

In regard to devising stimuli - extracts of the script, aspects of the sound design, songs, characters, statistics that arise from the post-show discussion or exercises that students participate in during the workshops could all be rich and evocative starting points for devising.

Edexcel board:

Component 1: Devising

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Component 2: Performance from Text

Using the accompanying script provided for *Twist*, students and teachers can select appropriate sections from the text in order to:

- Interpret and explore these extracts
- Perform or realise a design of these key extracts

Twist by Chino Odimba fulfils the criteria for being used as an assessment text, as outlined within the exam specifications:

- The performance has been professionally commissioned and produced and is over 45 mins long.

- The production offers students the opportunity to demonstrate exploratory range and depth.
- The piece offers students the opportunity to access the demands of this component as a performer and/or designer.
- The production offers a degree of a challenge, in terms of appropriateness of content, themes and contexts to enable students to achieve at GCSE and access the Assessment Objective.

Component 3: Theatre Makers in Practice

- **Live theatre evaluation**

In watching the live performance of *Twist*, students will be enabled to:

- Reflect on their experience as an informed member of an audience, demonstrating knowledge and understanding of performance through analysis and evaluation.

In regard to meeting the criteria for selection, *Layla's Room* is:

- Not a prescribed text from Component 3
- The production demonstrates a range of production elements
- The performance presents opportunities for students to analyse and evaluate the work of key theatre makers, performers, directors and designers
- The production provides opportunities for students to use subject-specific terminology.

GCSE Geography A

AQA Exam Board

Unit 2: Human Geography

Section A:

Through watching the performance of *Twist*, participating in the workshop and accessing our online resources, students will be enabled to develop their existing knowledge and understanding of the following key ideas:

Population Change

- Population movements impact on both the source regions of migrants and the receiving countries - Migration is a result of decision-making push and pull factors

which can have positive and negative impacts. Economic movements within the EU, refugee movements to the EU and the impacts of such movements.

Changing Urban environments

- There are aspects of urban living in a richer part of the world that need careful planning in order to support the population and environment of cities and towns - Cultural Mix – factors causing ethnic segregation within urban areas. Strategies aimed at supporting the multicultural nature of many urban areas.

The Development Gap

- Global inequalities are exacerbated by physical and human factors - Political influences – the impact of unstable governments.

Evaluating and analysing the themes and situations portrayed in *Twist*, will enable learners to:

- Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- Understand the significance of values and attitudes to the development and resolution of issues
- Develop their responsibility as global citizens and recognise how they can contribute to a future that is sustainable and inclusive
- Develop and apply their learning to the real world through fieldwork and other out of classroom learning

Edexcel Exam Board

Through watching the performance of *Twist*, participating in the workshop and accessing our online resources, students will be enabled to develop their existing knowledge and understanding of the following areas:

Unit 1 -Topic 2: Going Global

4 Roots

- How social and economic factors such as 20th century changes in patterns of work and improvements in health, hygiene, nutrition and education have had an impact on UK population and migration.

5 On the move

- Key migrations into Europe at an international scale, contrasting recent and earlier (postcolonial) flows.

Unit 2 - Topic 3: Unequal Spaces

Recognising inequality

- The processes that lead to uneven levels of environmental quality, social opportunity, wealth (and poverty) and quality of life.

Inequality for whom?

- How inequality creates marginalised groups in a variety of ways in rural and urban areas.

Unit 4 - Option 3: Life on the Margins: the Food Supply Problem

Global and local feast or famine

- What life on the margins means to differing people and the role of food security in the overall quality of life there.

Unit 4 - Option 4: The World of Cultural Diversity

1 Defining culture and identifying its value

- Definitions of culture, in terms of human cultures (ethnicities, beliefs, histories) and places (the production of cultural landscapes); the complex origins of the word 'culture'.
- Some cultures and landscapes are more vulnerable than others from environmental, socio-economic and political pressures.

2 The geography of culture

- Human cultural diversity is usually greatest in cities and in many societies there is a clear urban/rural cultural divide

Evaluating and analysing the themes and situations portrayed in *Twist*, will enable learners to:

- develop their awareness of the complexity of interactions within and between societies, economies, cultures and environments at scales from local to global ,,
- develop as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives ,,
- improve as critical and reflective learners aware of the importance of attitudes and values, including their own ,,
- be inspired by the world around them, and gain enjoyment and satisfaction from their geographical studies and understand their relevance.

GCSE Citizenship Studies

AQA Exam Board

- **Theme 1: Community Action and Active Citizenship - How and why are citizenship issues relevant in the workplace?** In regard to the legal rights and responsibilities of employers and employees in the workplace - particularly relating to ethnicity, religion and age - teachers could pick up on the impact of these in regards to equal pay and equal opportunities.
- **Theme 2: Being a Citizen in the UK: Democracy and Identity - The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding**
Teachers could explore what identities means and how we can appreciate multiple identities in our society
- **Theme 2: How can ethnic identity, religion and culture affect community life?**
What impact have migration and integration had on identities, groups and communities
- **Themes 3: Fairness and Justice- How are citizens' lives affected by the law?**
Teachers could examine the concept of human rights in relation to migrants and

refugees as depicted in the performance. What were the implications for individual freedom, equal opportunity and fairness.

Edexcel Exam Board

- **Unit 1, Theme 1: Rights and Responsibilities: The origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities**

Within the production, the narrative explores the journey of a young refugee into the UK. Explore different kinds of communities living together in the UK, and issues surrounding community cohesion and integration.

- **Unit 3: Citizenship in context: Option B: Changing communities: social and cultural identities**

Looking at this subject matter from an individual perspective, students will need to understand how individuals and groups establish identities and deal with diversity; different perceptions of being a citizen in the UK including those gained from the media. The production and its focus on navigating the complexities of identity and discrimination and will provide a shared reference point through which to approach this discussion.