

	Half term 1 and half term 2	Half term 2 and half term 3	Half term 3 and half term 4
<b>Key focus</b>	Introduction to GCSE	Component 1	Component 3
<b>Key knowledge and skills</b>	<p>Developing knowledge and understanding of the drama skills and techniques required for devising and text-based work.</p> <p>Developing skills to record/log the development of ideas for performance as well as underpinning skills such as analysis and evaluation.</p> <p>Prepare for Component 1 and 3 by developing skills of analysis and evaluation of live theatre.</p>	<p>Devising and exploring a range of stimuli and begin to further develop devising skills.</p> <p>Create and develop a portfolio which logs the development of devised work and records ideas and how these have been used as part of practical performance work and exploration.</p> <p>Work in groups to devise own piece of work based on given stimulus.</p> <p>Complete practical performance examination</p> <p>Develop skills to analyse and evaluate the devising process and the performance within final portfolios.</p>	<p>Students begin to explore the chosen set text by practically exploring extracts from it.</p>
<b>Key words/ vocabulary</b>	<p>Devise, stimulus, visual, aural, textual, spoken thought, freeze frame, dynamics, vocal, physical, interoperate, proxemics, space, levels, text, image, angel and devil, flashback, monologue, Fourth Wall, Direct Address, abstract, surreal, traverse, thrust, end on, apron, proscenium, dynamic range, physical theatre, transition, conscience, Verbatim theatre, Brecht, coherent, intention, inflection, style, form, structure, interaction, reflection</p>	<p>Devise, stimulus, visual, aural, tactile, spoken thought, freeze frame, dynamics, vocal, physical, interpret, proxemics, space, levels, text, image, angel and devil, flashback, monologue, staging, rehearse, naturalistic, abstract, characterisation, pace, pitch, tone, communication, structure, collaboration, production elements, surreal, traverse, thrust, end on, apron, proscenium, dynamic range, physical theatre, transition, conscience, content, genre, refinement, episodic, climax, narrative, coherent, rapport, intention, critical, inflection, style, form, structure, interaction, reflection, orientation, analysis, reflection, contrast, range</p>	<p>Devise, stimulus, visual, aural, tactile, spoken thought, freeze frame, dynamics, vocal, physical, interpret, proxemics, space, levels, text, image, angel and devil, flashback, monologue, staging, rehearse, naturalistic, abstract, characterisation, pace, pitch, tone, communication, structure, collaboration, production elements, surreal, traverse, thrust, end on, apron, proscenium, dynamic range, physical theatre, transition, conscience, content, genre, refinement, episodic, climax, narrative, coherent, rapport, intention, critical, inflection, style, form, structure, interaction, reflection, orientation, analysis, reflection, contrast, range, director, designer, actor</p>
<b>Assessment method</b>	<p>Small group devised tasks from range of given stimuli.</p> <p>Written Self-assessment focusing on style used, structure and characterisation.</p>	<p>Group devised performance developed from range of given stimuli</p> <p>Written portfolio – externally assessed.</p>	<p>1 written exam – 1 hour and 45 minutes</p> <p>Study 1 whole performance text in preparation for Section A of the written exam</p> <p>Watch a live performance at the theatre in preparation for Section B of the written exam</p>



<p><b>Wider links</b></p>	<p><b>Citizenship</b>- studying range of stimuli connected with crime and current affairs. <b>PSHCE</b>- Team work and collaboration</p>	<p><b>Citizenship</b>- studying range of play text and analysing the SCH context. <b>PSHCE</b>- Team work and collaboration</p>	<p><b>English</b>- studying same performance text and analysing the performance context. Structuring extended pieces of writing <b>History</b>- analysing the original/historical performance context. Structuring extended pieces of writing <b>PSCHE</b> – study and explore a range of current themes/moral issues in both AIC and live performance</p>
<p><b>Enrichment opportunities</b></p>	<p>Extra-curricular opportunities – drama, dance and music clubs. Whole school production Theatre trips National Theatre subscription – opportunity to watch live theatre</p>		
<p><b>Careers links</b></p>	<p>Directing Theatre review Theatre production Acting Law and Criminal Justice Directing Theatre review Theatre production - designers Acting</p>	<p>Directing Theatre review Theatre production Acting Law and Criminal Teaching Educational Psychology Playwright Social worker Directing Choreographer Fight choreographer Theatre review Theatre production - designers Acting</p>	<p>Directing Theatre review Theatre production - designers Acting Journalism Directing Theatre review Theatre production - designers Acting Historian</p>