

A What do we want students to know? (Substantive concepts, core knowledge, cultural capital)

B What do we want students to learn to do?

C What do we want students to experience?

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year 10 | Component 3 Intro to set text | | Workshops | Component 1 | | Component 1 performance |
| A | <p>Structure of GCSE course Understanding of the set text - themes and issues Knowledge of all areas of theatre (design, acting, directing) Context of text - original performance conditions vs their exploration Understanding of how to answer as: an actor, director, lighting designer, costume, hair and make up designer, set designer and sound/music designer</p> | | <p>Understanding and difference of different practitioners and genres: Stanislavski Brecht Boal Physical Theatre - LeCoq, DV8, Frantic Assembly, Paper Birds Verbatim Theatre</p> | <p>How to follow a structure to create and devise work Structure and marking criteria of the Component 1 How it is marked/graded, percentages timeline How to create work collaboratively in response to a set stimulus How to use rehearsal and devising techniques linked to practitioners and genres in order to develop and create work How to refine work How to lead and contribute in a group - knowing how to organise their time, plan and structure their rehearsals, follow this plan and work collaboratively on an entire project</p> | | <p>What their working grade is How to complete their portfolio Completion of public and examined performance How to critically evaluate their own work and contribution How to draw on knowledge of rehearsal techniques and practitioner or genre influences and devices used (see term 3)</p> |
| B | <p>Interpret and analyse the set text Demonstrate their understanding of the play through their practical and written exploration, using practical exploration to then inform their written responses. Demonstrate how to create a concept for a performance Sit a mock exam for the set text and complete practice exam questions Demonstrate effective time management</p> | | <p>Explore different devising techniques through their own practical exploration Be able to recall and know the different areas of theatre (dramatic, epic, political, symbolic etc.) Be able to make decisions on which rehearsal techniques or workshops they are strongest at and would want to use in their own devised work Start to create sense of style or performative understanding and a purpose and reason for their work.</p> | <p>Practitioner basic understanding and application to a script - Stanislavski Introduction to Stanislavski - Units and objectives, magic if, Develop key life skills being able to lead when needed, know when to step back and be the person to collaborate and combine ideas, when to be more passive and do what is asked and when to challenge and question ideas and opinions in a respectful and articulate way.</p> | | <p>Perform publicly and in their practical exam Complete portfolio of evidence Complete written evaluation</p> |

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| C | <p>Experience what it is like to explore a play from all different angles of theatre - design, directorial and acting</p> <p>Have experience of theatrical workshops working with ENB/Donmar/Frantic etc - external collaborators</p> <p>Theatre visits for the students - Saturdays and schools performances to gain better understanding of professional theatre</p> <p>Collaboration with other external organisations such as CSSD regarding design exhibitions</p> <p>Study of all areas of theatre</p> | <p>Experience of different workshops from different companies and organisations external and with teacher expertise</p> <p>Physical theatre - LeCoq, Frantic, DV8, Complicite, Paper Birds</p> <p>Brecht - political meaning, episodic structure, placard, gestus</p> <p>Verbatim theatre - Akram Khan, DV8</p> | <p>Experience what it is like to work collaboratively over a long period of time creating a devised performance between 15 and 25 minutes long</p> <p>Experience of group work, organisation, planning, research, autonomy of work, publicity of ideas, performance skills</p> | <p>Experience putting on a public performance</p> | |
| Year 11 | Component 2 | Component 2 Performance | Component 3 exploration and practice | Component 3 exam | |
| A | <p>Knowledge of their purpose/inspiration</p> <p>Knowledge of the play - holistically and the individual extracts</p> <p>Knowledge of their chosen character and their growth throughout the play</p> <p>Knowledge of how to structure their rehearsal time to create performance</p> | <p>Which physical and vocal skills they will be marked on</p> <p>What their artistic intentions are</p> <p>Their characters super objective, objectives and units for the play and their extracts</p> <p>The impact of their performance on an external audience</p> <p>Importance and use of contrast and rapport in performance</p> | <p>Structure of GCSE course</p> <p>Understanding of the set text - themes and issues</p> <p>Knowledge of all areas of theatre (design, acting, directing)</p> <p>Context of text - original performance conditions vs their exploration</p> <p>Understanding of how to answer as: an actor, director, lighting designer, costume, hair and make up designer, set designer and sound/music designer</p> | <p>Confidence in their knowledge of all the areas of the exam</p> <p>Knowledge of how to answer the exam practically - time management, struture, how to access the exam, order of questions</p> <p>Have a clear concept of their own interpretation of the set text</p> | |
| B | <p>Run their own rehearsals</p> <p>Take full ownership of their work</p> <p>Respond to critical feedback</p> <p>Have a clear intention and purpose</p> | <p>Perform publicly and in their practical exam</p> <p>Complete portfolio of evidence</p> <p>Complete written evaluation</p> | <p>Interpret and analyse the set text</p> <p>Demonstrate their undersanding of the play through their practical and written exploration, using practical exploration to then inform their written responses.</p> <p>Demonstrate how to create a concept for a performance</p> <p>Sit a mock exam for the set text and complete practice exam questions</p> <p>Demonstrate effective time management</p> | <p>Manage their time</p> <p>Manage stress and anxiety</p> <p>Self regulate to calm</p> <p>Recall knowledge learnt over their entire course</p> <p>Confidence to succeed and prove their consolidation of their learning</p> | |

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| C | Experience what it is like to be an actor working on a script | Experience putting on a public performance | Experience what it is like to explore a play from all different angles of theatre - design, directorial and acting Theatre visits for the students - compulsory performances | Written exam | |
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