

	Autumn	Spring	Summer
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>All units in Year 12 are mocks of the actual units that students will complete in Year 13.</p>	<p>Introduction to Practitioners and the set text <i>Our Country's Good</i></p> <p>Students will take part in a series of workshops on a range of Drama Practitioners. For both Component 2 and Component 3, the practical work students create must be influenced by the working methods and techniques of a key practitioner.</p> <p>We will be reading O.C.G in this term and learning how to structure responses for Section B of the Component 1 written paper.</p> <p>We will also be preparing for the live theatre section of the Component 1 written paper in this term when we view a National Theatre live production. Students will learn how to structure their responses for Section C in order to write a 25-mark response that is much more detailed than GCSE where students must consider the aims and intentions of the production too.</p>	<p>Exploring the second set text <i>Hedda Gabler</i> and completing a mock of component 3</p> <p>We will be reading Hedda Gabler in this term and learning how to structure responses for Section A of the Component 1 written paper.</p> <p>Students will complete a mock of component 3 where they explore the text, select an extract, apply the methods of a practitioner and also learn their lines.</p>	<p>Revisiting Component 1 and a mock of Component 2</p> <p>In this term students complete their second mock. We therefore revisit all 3 sections of the paper in prep for this. We have allocated fortnightly lessons where we learn how to approach various questions from past papers.</p> <p>A mock of component 2 where students choose their stimulus, create a piece of original drama, and apply the techniques of a practitioner.</p> <p>We will also explore a range of scripted extracts during this term so that students have studied multiple plays and are able to work within a variety of styles in prep for Component 3.</p>
<p>Skills- What will be developed?</p>	<p>Skills in understanding and applying the techniques of Drama Practitioners will be developed.</p> <p>Skills in interpreting and evaluating live theatre will be developed as students will view a recorded production and learn how to respond to this in order to complete Section C of the component 1 written paper.</p> <p>Skills in understanding the set text and being able to write about how they would interpret roles and direct performers within given extracts will be gained, as well as skills in being able to structure responses for Section B of the written paper including extended responses.</p> <p>Group work and communication skills are developed in every unit.</p>	<p>Time management skills will be developed when preparing for the mock exam.</p> <p>Skills in being able to write about how they would interpret roles within given extracts will be gained as well as skills in being able to structure responses for Section A of the written paper including extended responses in prep for the second mock.</p> <p>Interpreting a script from page to stage for component 3.</p> <p>Working on how to bring the written word within a scripted scene to life offering your own interpretation that fits the intentions of the playwright but is also influenced by the working methods and techniques of a drama practitioner.</p> <p>Group work and communication skills are developed in every unit.</p>	<p>Time management skills will be developed when preparing for the mock exam.</p> <p>Skills in being able to structure responses for all 3 sections of the component 1 written paper will be gained via prep for the mock, the mock, and editing and improving responses after the mock.</p> <p>Skills needed for component 2 will be developed such as how to create original drama inspired by the techniques of a practitioner. Learning how to document the process through a working notebook will also be developed.</p> <p>Group work and communication skills are developed in every unit.</p>
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained?</p>	<p>Knowledge of key drama and theatre practitioners will be gained.</p>	<p>For component 1 students gain knowledge of how theatre makers create meaning through use of skills.</p>	<p>In prep for the component 1 mock students gain knowledge of how theatre makers create meaning to the audience through their use of skills.</p>

<p>What areas/themes/concepts will be explored?</p>	<p>Questions will be asked regarding these practitioners such as: What is significant about their methods/techniques? How could you apply these to your own work? How does what we know about the SCHP of when they were/are working tell us about their style/intentions?</p> <p>For component 1 students gain knowledge of how theatre makers create meaning through use of skills. Questions will be asked regarding how they would use their skills to interpret roles or direct performers given the context and setting of a scene. Questions will also be asked on how others have used their skills and the impact of this. Students also gain knowledge of the set text O.C.G and the live theatre production we view.</p> <p>The SCHP (Social, cultural, historical and political context) of all plays and practitioners will be discussed.</p> <p>For Section B, questions on the play/themes/Wertenbaker as a playwright will be asked.</p> <p>For Section C, questions on the aims and intentions of the production will be asked as well as how theatre makers created meaning through their use of skills.</p>	<p>Questions will be asked regarding how they would use their skills to interpret roles or direct performers within the play. Students also gain knowledge of the set text Hedda Gabler and the SCHP of this. Questions on the play/themes/Ibsen as a playwright will be asked.</p> <p>Questions regarding interpretation for component 3 will be asked such as:</p> <p>Which practitioners' methods do you want to apply to your work? What style of text do you think would work with their methods? What do you want to communicate to your audience and how can the techniques of your chosen practitioner help you to achieve this?</p>	<p>Questions will be asked regarding how they would use their skills to interpret roles or direct performers given the context and setting of a scene. Questions will also be asked on how others have used their skills and the impact of this on them as audience members.</p> <p>For the component 2 mock students will be asked questions such as: What do you group wish to communicate to the audience? How do you aim and intend to achieve this? How are you applying the methods of your chosen practitioner and what is this communicating? How have you developed your piece/what process and approach have you taken and why?</p> <p>Students will also develop evaluation skills being able to assess the merits of their own work and the work of others.</p>
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>Mixed groupings. Modelling practically, orally and in written form when approaching the Component 1 written paper. Practical examples are used for this too/using students as part of this to give a visual representation of the task. Questions pitched at different levels.</p>	<p>Mixed groupings. Modelling practically, orally and in written form when approaching the Component 1 written paper. Practical examples are used for this too/using students as part of this to give a visual representation of the task. Questions pitched at different levels.</p>	<p>Mixed groupings. Modelling practically, orally and in written form when approaching the Component 1 written paper. Practical examples are used for this too/using students as part of this to give a visual representation of the task. Questions pitched at different levels.</p>
<p>Assessment- What? Why?</p>	<p>Mock practitioner based mini component 2 performance.</p> <p>Practice Section C and B essay questions.</p>	<p>Mock exam</p> <p>Mock component 3 performance of Things I know to be true</p>	<p>Mock exam</p> <p>A mock of component 2 where students create their own performance and accompanying working notebook</p>
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Each lesson incorporates retrieval practice questions which are unrelated to the current lesson, tasks are also set for HWK. We use modelling for Component 1 to help students structure their exam answers. Students must learn many lines too and we support with strategies to aide this.</p>	<p>Each lesson incorporates retrieval practice questions which are unrelated to the current lesson, tasks are also set for HWK. We use modelling for Component 1 to help students structure their exam answers. Students must learn many lines too and we support with strategies to aide this.</p>	<p>Each lesson incorporates retrieval practice questions which are unrelated to the current lesson, tasks are also set for HWK. We use modelling for Component 1 to help students structure their exam answers. Students must learn many lines too and we support with strategies to aide this.</p>

<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<p>For component 1 students must interpret language to be able to say how they would interpret characters vocally and physically on given lines from the text, with justification. They must also answer questions as Director's so again time is spent on interpreting the text to create meaning.</p> <p>We read the first set text Our Country's Good during this term. We explore extracts practically before completing written responses so that students can bring scenes to life to make sense of the language first.</p> <p>We will also be preparing for the live theatre section of the Component 1 written paper in this term when we go to view a live theatre production. Students will learn how to structure their responses for Section C in order to write a 25-mark response that is much more detailed than GCSE where students have to consider the aims and intentions of the production too.</p> <p>We look at the 3x10 mark questions from Section B of the component 1 written paper.</p> <p>Oracy is covered in all 3 components due to the practical nature of the subject.</p>	<p>For component 1 students must interpret language to be able to say how they would interpret characters vocally and physically on given lines from the text, with justification. They must also answer questions as Director's so again time is spent on interpreting the text to create meaning.</p> <p>We complete Section B and C of the written paper for the mock which all involve extended writing.</p> <p>In component 3 students must learn lines of a scripted extract. They also must interpret these extracts for performance to an external examiner.</p> <p>Oracy is covered in all 3 components due to the practical nature of the subject.</p>	<p>For component 1 students must interpret language to be able to say how they would interpret characters vocally and physically on given lines from the text, with justification. They must also answer questions as Director's so again time is spent on interpreting the text to create meaning.</p> <p>We complete a mock of component 2 where we look at the working notebook they will complete in Year 13. We will complete a mock of this which involves extended writing.</p> <p>Oracy is covered in all 3 components due to the practical nature of the subject.</p> <p>Students sit a mock of all 3 sections and have 3 hours to write 5 essays.</p>
<p>Numeracy/computing skills</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness.</p> <p>Students must work within set word counts and stick to set minimum/maximum time limits set by the exam board.</p> <p>For component 1 students must learn to manage their time and spend an appropriate amount of time on each question.</p> <p>Homework is often set as needing to be typed so that improvements/edits can be made more easily</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness.</p> <p>For component 2 students type their working notebook, they also must work within set word counts and stick to set minimum/maximum time limits set by the exam board.</p> <p>For component 3 students must stick to set minimum/maximum time limits set by the exam board.</p> <p>For component 1 students must learn to manage their time and spend an appropriate amount of time on each question.</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness.</p> <p>For component 2 students type their working notebook, they also must work within set word counts and stick to set minimum/maximum time limits set by the exam board.</p> <p>For component 1 students must learn to manage their time and spend an appropriate amount of time on each question.</p>
<p>Character development</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>

<p>Equality/Diversity opportunities</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>We explore E/D when discussing the themes of the play and rehabilitation of convicts/the power of theatre/arts in reforming people.</p> <p>Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks. Equality and diversity are also covered within the work dependant on how students- respond to the stimulus and their chosen theme/performance idea.</p> <p>Within group tasks we teach that all group members are equal and that everyone’s ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>We explore E/D when discussing the themes of the play and the role of women in the late 1800s and how the outcome of the play is largely due to gender inequality during the time period.</p> <p>Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks. Equality and diversity are also covered within the work dependant on how students- respond to the stimulus and their chosen theme/performance idea.</p> <p>Within group tasks we teach that all group members are equal and that everyone’s ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks. Equality and diversity are also covered within the work dependant on how students- respond to the stimulus and their chosen theme/performance idea.</p> <p>Within group tasks we teach that all group members are equal and that everyone’s ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.</p>
<p>Homework/Independent learning</p>	<p>DV8 practitioner research</p> <p>Revision for mock</p> <p>Research on OCG SCHP</p> <p>Timed essay revision</p> <p>Practice Section C essays following live theatre visit to London.</p> <p>10 mark Section B questions</p>	<p>Revision for mock.</p> <p>Improving mock responses.</p> <p>Line learning for component 3 mock performance.</p> <p>Super curriculum task</p> <p>Mock Section A Hedda essay</p>	<p>Revision for mock</p> <p>Research for Component 2 mock</p> <p>Practice Section A, B and C Component 1 questions for mock</p>
<p>CIAG coverage/links</p>	<p>All units this year focus on the skills required to be a professional Actor as well as how playwrights develop their work within theatre.</p> <p>All units also look at professional production values and the role of a production team from directors to designers, as well as how directors develop a performance from stimulus to stage.</p>	<p>All units this year focus on the skills required to be a professional Actor as well as how playwrights develop their work within theatre.</p> <p>All units also look at professional production values and the role of a production team from directors to designers, as well as how directors develop a performance from stimulus to stage.</p>	<p>All units this year focus on the skills required to be a professional Actor as well as how playwrights develop their work within theatre.</p> <p>All units also look at professional production values and the role of a production team from directors to designers, as well as how directors develop a performance from stimulus to stage.</p>