

	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 13 contribute to the final A Level grade.</p>	<p>Component 2 Creating original Drama unit and preparing for the Component 1 written paper mock exam.</p> <p>We start the Component 2 Unit which contributes to 30% of the final A Level grade within this term. Students devise a performance incorporating the methods of their chosen practitioner and complete an accompanying working notebook which documents the process.</p> <p>In this term students also sit a mock exam of the full 3 hour paper for Component 1. 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>Finishing Component 2, starting Component 3 and completing a second mock of Component 1.</p> <p>Students finish Component 2 at the start of this term.</p> <p>Students start Component 3 in this term and will explore 3 plays and then scripted extracts from these. These are within a chosen style which fits the methodologies of their chosen practitioner in prep for their Component 3 performance to the visiting external examiner in the next term. They also work on their accompanying reflective log.</p> <p>In this term students also complete their second mock exam of the full 3 hour paper for Component 1. 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>Completing Components 1 and 3 of the A Level course</p> <p>For Component 3 students will continue to explore 3 plays and scripted extracts during this term within a chosen style which fits the methodologies of their chosen practitioner. This is in prep for their Component 3 performance to the visiting external examiner which takes place during this term.</p> <p>In this term students will complete the final 2 units contributing to their final A Level Grade. The Component 3 performance to a visiting examiner (30% of final grade) and the component 1 written paper (40% of final grade).</p>
<p>Skills- What will be developed?</p>	<p>Skills in understanding and applying the techniques of Drama Practitioners will be developed as students start their Component 2 Creating original drama unit. Skills needed for component 2 will be developed such as how to create original drama inspired by the techniques of a practitioner. Skills in being able to document the process through a working notebook will also be developed.</p> <p>Skills in interpreting and evaluating live theatre will be developed as students will view a different Live theatre 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 Sections A and B of the written paper including extended responses as students prep for and complete a full mock of the Component 1 written paper.</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. They will also develop reflective skills having to complete an accompanying reflective log.</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 Sections A and B of the written paper including extended responses as students prep for and complete a second full mock of the Component 1 written paper.</p> <p>Time management skills will be developed when preparing for the mock exam.</p> <p>Group work and communication skills are developed in every unit.</p>	<p>In this term students will complete the final 2 units contributing to their final A Level Grade. The Component 3 performance to a visiting examiner (30% of final grade) and the component 1 written paper (40% of final grade). Students will apply skills learnt and developed throughout the course to these 2 units.</p> <p>Time management skills will be developed when preparing for the component 1 written exam.</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>Group work and communication skills are developed in every unit.</p>		
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<p>Knowledge of key drama and theatre practitioners will be gained. 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>When working on Component 2 the main questions will be formed around what they intend to communicate to the audience and how they can apply the methods of their chosen practitioner to their message/purpose of their piece. The exam board give set bullet points that the students must consider when creating their piece and documenting their process within their accompanying working notebook.</p>	<p>When working on Component 2 the main questions will be formed around what they intend to communicate to the audience and how they can apply the methods of their chosen practitioner to their message/purpose of their piece. The exam board give set bullet points that the students must consider when creating their piece and documenting their process within their accompanying working notebook.</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? Again, students are provided with prompt bullet points by the exam board.</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>Students will also develop evaluation skills being able to assess the merits of their own work and the work of others.</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? Again, students are provided with prompt bullet points by the exam board.</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>Students will also develop evaluation skills being able to assess the merits of their own work and the work of others.</p>

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SEND- how will support be seen? Seating plans? Simplified questions?	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. Use of Docs plus and laptops where required for exam prep. Differentiated feedback.	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. Use of Docs plus and laptops where required for exam prep. Differentiated feedback.	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. Use of Docs plus and laptops where required for exam prep. Differentiated feedback.
Assessment- What? Why?	Mock exam of the Component 1 written paper Completing the Component 2 creating original drama unit which is 30% of the final A Level grade. Timed graded assessments of Section A, B and C questions from past papers.	Mock exam of the Component 1 written paper Completing the Component 2 creating original drama unit which is 30% of the final A Level grade. Starting the Component 3 Making Theatre scripted unit which is 30% of the final A Level grade. Timed graded assessments of Section A, B and C questions from past papers.	Sitting the Component 1 written paper, which is 40% of the final A Level grade. Completing the Component 3 Making Theatre scripted unit which is 30% of the final A Level grade, performing to a visiting external examiner. Timed graded assessments of Section A, B and C questions from past papers.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	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. We use model answers to help students to structure responses and quiz regularly to help students retain and retrieve information.	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. We use model answers to help students to structure responses and quiz regularly to help students retain and retrieve information.	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. We use model answers to help students to structure responses and quiz regularly to help students retain and retrieve information.
Literacy- reading, extended accurate writing and oracy opportunities	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. We reread and recap our first set text 'Hedda Gabler during this term' in prep for the mock.	Students produce a working notebook for Component 2 that is up to 3000 words. They also create a practical performance that communicates their ides to the audience. In component 3 students must learn lines of a scripted extract. They also read 3 plays and explore 3 extracts. They also must interpret these extracts for performance to an external examiner.	In component 3 students must learn lines of a scripted extract. They also must interpret these extracts for performance to an external examiner. They also read 3 plays and explore 3 extracts. Students have to complete extended writing for their accompanying component 3 reflective log written work. For component 1 students must interpret language to be able to say how they would interpret characters vocally

	<p>We recap our second 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 second performance. Students will learn how to structure their responses for Section C having viewed a production different in style to the previous year.</p> <p>Students sit the full 3 hour paper in their mock in this term, and all 3 sections involve extended writing.</p> <p>Students produce a working notebook for Component 2 that is up to 3000 words.</p> <p>Oracy is covered in all 3 components due to the practical nature of the subject.</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. We reread and recap our first set text 'Hedda Gabler during this term' in prep for the mock.</p> <p>We recap our second 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 second performance. Students will learn how to structure their responses for Section C having viewed a production different in style to the previous year.</p> <p>Students sit the full 3 hour paper in their mock in this term, and all 3 sections involve extended writing.</p>	<p>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. We reread and recap our first set text 'Hedda Gabler during this term' in prep for the mock.</p> <p>We recap our second 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 third performance. Students will learn how to structure their responses for Section C having viewed a production different in style to the previous year.</p> <p>Students sit the full 3 hour final component 1 exam in this term, and all 3 sections involve extended writing.</p>
Numeracy/computing skills	<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>Research is done online using computers.</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>Research is done online using computers.</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 1 students must learn to manage their time and spend an appropriate amount of time on each question.</p> <p>For component 3 students must stick to set minimum/maximum time limits set by the exam board. They also type their accompanying written work.</p> <p>Research is done online using computers.</p>
Character development	<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>

	The set texts explore moral decisions and character, and students reflect upon this, and in the exam, they also have to write as if they were in the shoes of the given characters when forming their written responses.	The set texts explore moral decisions and character, and students reflect upon this, and in the exam, they also have to write as if they were in the shoes of the given characters when forming their written responses.	The set texts explore moral decisions and character, and students reflect upon this, and in the exam, they also have to write as if they were in the shoes of the given characters when forming their written responses.
Equality/Diversity opportunities	<p>Lessons are structured to cater to a range of learning needs.</p> <p>We explore E/D when discussing the themes of the set text and rehabilitation of convicts/the power of theatre/arts in reforming people. We have chosen a set text by a female playwright</p> <p>We explore E/D when discussing the themes of the other set text 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>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>For component 3 we give students access to a diverse range of play texts written by a diverse range of playwrights.</p>
Homework/Independent learning	<p>Research for Component 2 creating original Drama performance/accompanying working notebook.</p> <p>Revision for mock</p> <p>Timed essay revision</p> <p>Practice Section A, B and C questions weekly for Component 1 mock.</p>	<p>Research for Component 2 creating original Drama performance/accompanying working notebook.</p> <p>Revision for mock.</p> <p>Improving mock responses.</p> <p>Practice Section A, B and C questions weekly for Component 1 mock.</p>	<p>Research for Component 3 scripted unit performance/accompanying written work.</p> <p>Practice Section A, B and C questions weekly for Component 1 mock.</p> <p>line learning for component 3 exam performance to visiting examiner.</p>
CIAG coverage/links	All units this year focus on the skills required to be a professional Actor as well as how playwrights develop their work within theatre.	All units this year focus on the skills required to be a professional Actor as well as how playwrights develop their work within theatre.	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>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>In Components 2 and 3 students have the option to work as performers, directors or designers.</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>In Components 2 and 3 students have the option to work as performers, directors or designers.</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>In Components 2 and 3 students have the option to work as performers, directors or designers.</p>
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