

	Autumn	Spring	Summer
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>Starting Component 2: Devising Drama and preparing for the Component 1 written paper mock exam</p> <p>Students will start their component 2 devised performance and complete their accompanying devising logs.</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 performance via National theatre live. Students will learn how to structure their responses for Section C in order to write a 32 mark response.</p> <p>Revising how to approach section B of the written paper will also be covered in prep for the mock exam.</p>	<p>Starting Component 3 and preparing for the Component 3 performance</p> <p>We will be preparing for the Component 1 written paper in this term ready for the second mock. Students will continue to learn how to structure and develop their responses for Section C in order to write a 32-mark response.</p> <p>Revising how to approach section B of the written paper will also be covered in prep for the mock exam.</p> <p>Students will choose their play for Component 3 and start to explore this and select their extracts.</p>	<p>Completing Component 3 practical performance to external examiner and sitting the component 1 written paper</p> <p>Students will perform their chosen extracts to a visiting examiner.</p> <p>Students will sit the component 1 written paper. In preparation for this we will revise all sections of the paper and practice all questions, improving marked responses also.</p>
Skills- What will be developed?	<p>Skills in interpreting and evaluating live theatre will be developed as students will view a production in London and learn how to respond to this in order to complete Section C of the component 1 written paper.</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 B of the written paper including extended responses.</p> <p>Responding to a stimulus without any class exploration first and using own research/ideas to devise a performance that incorporates drama devices and is in a chosen style/genre.</p> <p>Acting skills/confidence will continue to be developed in this unit.</p> <p>Group work and communication skills are developed in every unit.</p>	<p>Skills in interpreting and evaluating live theatre will be developed as students respond to the production they viewed in London in prep for their mock and to be able to complete Section C of the component 1 written paper.</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 B of the written paper including extended responses in prep for the second mock.</p> <p>Responding to a stimulus without any class exploration first and using own research/ideas to devise a performance that incorporates drama devices and is in a chosen style/genre.</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.</p> <p>Acting skills/confidence will continue to be developed in this unit.</p>	<p>Interpreting a script from page to stage for component 3. 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.</p> <p>Skills in interpreting and evaluating live theatre will be developed as students respond to the production they viewed in London in prep for Section C of the actual component 1 written paper.</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 B of the actual component 1 written paper including extended responses for larger mark questions.</p> <p>Acting skills/confidence will continue to be developed in this unit.</p> <p>Group work and communication skills are developed in every unit.</p>

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Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<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 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 Blood Brothers and the live theatre production we view.</p> <p>For component 2 Students have set bullet points to cover in their devising log where they explain their response to the stimulus, their developmental process and then evaluate what they have learnt in the process.</p> <p>For component 3 students gain knowledge of their chosen play and explore this before selecting their chosen 2 extracts to perform.</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 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 Blood Brothers and the live theatre production we view.</p> <p>For component 2 Students have set bullet points to cover in their devising log where they explain their response to the stimulus, their developmental process and then evaluate what they have learnt in the process.</p> <p>For component 3 students gain knowledge of their chosen play and explore this as a whole before selecting their chosen 2 extracts to perform.</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 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 Blood Brothers and the live theatre production we view.</p> <p>For component 2 Students have set bullet points to cover in their devising log where they explain their response to the stimulus, their developmental process and then evaluate what they have learnt in the process.</p> <p>For component 3 students gain knowledge of their chosen play and explore this as a whole before selecting their chosen 2 extracts to perform.</p>
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.	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.	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.
Assessment - What? Why?	<p>First Mock exam</p> <p>Completing component 2 of the GCSE Drama course contributing to 40% of the final grade</p>	<p>Second Mock exam</p> <p>Completing component 2 of the GCSE Drama course contributing to 40% of the final grade</p>	<p>Mock exam questions</p> <p>Completing component 3 of the GCSE Drama course contributing to 20% of the final grade</p> <p>Completing the component 1 written paper of the GCSE Drama course contributing to 40% of the final grade</p>
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<p>Each lesson starts with retrieval practice questions which are unrelated to the current lesson. 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 starts with retrieval practice questions which are unrelated to the current lesson. 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 starts with retrieval practice questions which are unrelated to the current lesson. 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>
Literacy - reading, extended accurate writing and oracy opportunities	<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. A lot of work is done on interpreting the meaning of lines and the subtext. They also must write extended 12-, 20- and 32-mark answers.</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. A lot of work is done on interpreting the meaning of lines and the subtext. They also must write extended 12-, 20- and 32-mark answers.</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. A lot of work is done on interpreting the meaning of lines and the subtext. They also must write extended 12-, 20- and 32-mark answers.</p>

	Oracy is covered in all 3 components due to the practical nature of the subject.	In component 3 students must learn lines of a scripted extract. They also must interpret these extracts for performance to an external examiner. Oracy is covered in all 3 components due to the practical nature of the subject.	In component 3 students must learn lines of a scripted extract. They also must interpret these extracts for performance to an external examiner. Oracy is covered in all 3 components due to the practical nature of the subject.
Numeracy/computing skills	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. We use/project a digital timer to remind students of task timings that they are working within. For component 2 students type their devising log, they also must work within set word counts and stick to set minimum/maximum time limits set by the exam board. For component 1 students must learn to manage their time and spend an appropriate amount of time on each question.	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. We use/project a digital timer to remind students of task timings that they are working within. For component 2 students type their devising log, they also must work within set word counts and stick to set minimum/maximum time limits set by the exam board. For component 3 students must stick to set minimum/maximum time limits set by the exam board. For component 1 students must learn to manage their time and spend an appropriate amount of time on each question.	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. We use/project a digital timer to remind students of task timings that they are working within. For component 2 students type their devising log, they also must work within set word counts and stick to set minimum/maximum time limits set by the exam board. For component 3 students must stick to set minimum/maximum time limits set by the exam board. For component 1 students must learn to manage their time and spend an appropriate amount of time on each question.
Character development	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.	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.	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.
Equality/Diversity opportunities	Lessons are structured to cater to a range of learning needs. 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. 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. We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.	Lessons are structured to cater to a range of learning needs. 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. 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. We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.	Lessons are structured to cater to a range of learning needs. Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks. 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. We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.
Homework/Independent learning	Conducting own research in response to the stimulus to be used when devising their own component 2 performances.	Improving mock responses including 8- and 12-mark question answers. Creating cue sheets for devised performance.	Line learning for component 3 performance to visiting examiner. Revision for actual component 1 exam

	<p>Revision for mock</p> <p>Timed essay revision</p> <p>Practice Section C essays following live theatre viewing.</p>	<p>Revision for mock.</p> <p>Line learning for component 3 performance to visiting examiner.</p> <p>Revision for actual component 1 exam</p>	
CIAG coverage/links	<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>The 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>The 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>The 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>