

Year 12	Autumn 1	Autumn 1	Autumn 2 & Spring 1	Spring 1, 2 & Summer 1	Summer 2
	<p>Baseline skill assessment: Summer Learning</p> <p><b>What will be learnt?</b></p> <p>Pupils will be tasked with finding a monologue that they believe showcases their performance style. Pupils will be invited to perform in front of the class to serve as a baseline but also introduction to the new class.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To demonstrate recalled performance skills from previous dramatic experience</li> <li>To demonstrate an awareness of staging ideas that are appropriate to the context of the performance</li> <li>To learn lines - a much needed skill to A Level</li> <li>To listen and respond constructively to others</li> </ul>	<p>Concept performance: Docu-drama/Verbatim</p> <p><b>Monsters</b>, Niklas Radstrom</p> <p><b>What will be learnt?</b></p> <p>Pupils will look at the performance genres of Docu-drama and Verbatim and be invited to challenge the similarities and differences between them.</p> <p>Using the play Monsters pupils will challenge perspectives and manipulate audiences to achieve a given aim. Pupils will have their initial opinions challenged and work collaboratively in a safe environment to look at historic events in a dramatic way.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To demonstrate an awareness of staging ideas that are appropriate to the context of the performance</li> <li>To learn lines - a much needed skill to A Level</li> </ul>	<p>Scripted performance</p> <p><b>What will be learnt?</b></p> <p>Pupils will complete a mock of the group performance requirement for Component Two. This unit is a teacher directed performance where pupils will be cast and directed in a performance. Play choices will be chosen unique to the class.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>In preparation for the completion of component two</li> <li>To use dramatic methods to explore social, cultural and historical issues</li> <li>To work collaboratively as an ensemble</li> <li>To work towards a given aim and intention</li> <li>To work as an ensemble</li> <li>To experience what it would be like to work as part of professional performance</li> <li>To take instruction</li> </ul>	<p>Component 1: Devising</p> <p>40% of A Level</p> <p><b>What will be learnt?</b></p> <p>Students will consolidate their knowledge on how theatre is created by working collaboratively to produce a piece on theatre from a given stimulus. Pupils will work in groups to produce a piece of theatre based around given stimuli. Students will be supported at all moments of the devising process to ensure sensitivity to mature topics are kept.</p> <p>Pupils will be guided through writing the accompanying coursework.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To complete component 1 of Edexcel A Level course</li> <li>To demonstrate a practical and written understanding of the requirements of Component 1</li> <li>To listen and respond constructively to others</li> </ul>	<p>Play Study <i>Equus and/or Lysistrata*</i> For Lysistrata please see year 13</p> <p><b>What will be learnt?</b></p> <p>Students will study the play <i>Equus</i>.</p> <p>Practical exploration and interpretation of a performance text. Students will consider how social, political, cultural, and historical context influences a performance in terms of its acting and technical choices.</p> <p>Pupils will gain an understanding of Section B of the written exam.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>Students answer two extended response questions based on an unseen extract from the performance text they have studied. <ul style="list-style-type: none"> <li>Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.</li> <li>Students answer from the perspective</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>To use dramatic methods to explore social, cultural and historical issues</li> </ul> <p><b>Skills developed?</b></p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> <li>learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances</li> <li>develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance</li> <li>develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking</li> <li>develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement</li> <li>develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance</li> <li>adopt the latest safe working practices.</li> </ul> <p>apply knowledge and understanding when making, performing and responding to drama</p> <ul style="list-style-type: none"> <li>explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created</li> </ul>	<ul style="list-style-type: none"> <li>To listen and respond constructively to others</li> <li>To use dramatic methods to explore social, cultural and historical issues</li> <li>How lighting can be used on stage to communicate with the audience</li> </ul> <p><b>Skills developed?</b></p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> <li>apply knowledge and understanding when making, performing and responding to drama</li> <li>explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created</li> <li>develop a range of theatrical skills and apply them to create performance</li> <li>work collaboratively to generate, develop and communicate ideas</li> <li>develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</li> <li>contribute as an individual to a theatrical performance</li> <li>reflect on and evaluate their own work and that of others</li> <li>develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>adopt safe working practices.</li> </ul> <p><b>How will learning be assessed?</b></p>	<p><b>Skills developed?</b></p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> <li>learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances</li> <li>develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance</li> <li>develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking</li> <li>develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement</li> <li>develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance</li> <li>adopt the latest safe working practices.</li> </ul> <p>apply knowledge and understanding when making, performing and responding to drama</p> <ul style="list-style-type: none"> <li>explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created</li> <li>develop a range of theatrical skills and apply them to create performance</li> <li>work collaboratively to generate, develop and communicate ideas</li> <li>develop as creative, effective, independent and reflective students</li> </ul>	<ul style="list-style-type: none"> <li>To use dramatic methods to explore social, cultural and historical issues</li> <li>To work collaboratively to produce a professional piece of theatre</li> <li>To consider how theatrical elements such as sound and lighting can have a impact on the audience</li> </ul> <p><b>Skills developed?</b></p> <p>To be an actor, a director a choreographer and a designer.</p> <ul style="list-style-type: none"> <li>apply knowledge and understanding when making, performing and responding to drama</li> <li>explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created</li> <li>develop a range of theatrical skills and apply them to create performance</li> <li>work collaboratively to generate, develop and communicate ideas</li> <li>develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</li> <li>contribute as an individual to a theatrical performance</li> <li>reflect on and evaluate their own work and that of others</li> <li>develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>adopt safe working practices.</li> </ul>	<p>of a performer and a designer.</p> <ul style="list-style-type: none"> <li>Performance texts for this section are not allowed in the examination as the extracts will be provided.</li> </ul> <p><b>Skills developed?</b></p> <p>Research skills Independent critical thinking Political, Social, Cultural and Historical contexts Practical exploration Extended writing Creativity</p> <ul style="list-style-type: none"> <li>forming critical judgements about the practice of theatre makers based on their understanding of drama and theatre</li> <li>responding to texts imaginatively conveying ideas clearly and coherently</li> <li>practically exploring the use of voice, movement, staging and characterisation</li> <li>practically exploring ways in which the ideas of key theatre makers are realised in performance</li> <li>the use of an appropriate subject-specific terminology</li> <li>analysing the ways in which different performance and production elements are brought together to create theatre.</li> </ul>
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<ul style="list-style-type: none"> <li>• develop a range of theatrical skills and apply them to create performance</li> <li>• work collaboratively to generate, develop and communicate ideas</li> <li>• develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</li> <li>• contribute as an individual to a theatrical performance</li> <li>• reflect on and evaluate their own work and that of others</li> <li>• develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>• adopt safe working practices.</li> </ul> <p style="text-align: center;"><b>How will learning be assessed?</b></p> <p>Work will be assess using A Level component two marking criteria</p> <p style="text-align: center;"><b>How does it link to A Level drama?</b></p>	<p>Formative practical assessment throughout using A Level component one criteria.</p> <p>Written assessments will be carried out. Written assessments are written using Component three, Section C criteria of Q3 and Q4. Marking will be done in line with the criteria outlined for this component.</p> <p style="text-align: center;"><b>How does it link to A Level drama?</b></p> <p>Component One, Devised unit</p> <p>Component Three, Section C</p>	<p>who are able to make informed choices in process and performance</p> <ul style="list-style-type: none"> <li>• contribute as an individual to a theatrical performance</li> <li>• reflect on and evaluate their own work and that of others</li> <li>• develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>• adopt safe working practices.</li> </ul> <p style="text-align: center;"><b>How will learning be assessed?</b></p> <p>Formative practical assessment throughout using A Level component Two criteria.</p> <p>Summative practical assessment using A Level component Two criteria.</p> <p style="text-align: center;"><b>How does it link to A Level drama?</b></p> <p>Component 2: Texts in Practice</p>	<p style="text-align: center;"><b>How will learning be assessed?</b></p> <p>Pupils performances will be recorded in line with Edexcel guidance, marked and moderated on site but being securely kept until a sample is called from the exam board.</p> <ul style="list-style-type: none"> <li>• Performance Assessment using Component 1, Devising performance criteria</li> <li>• Written Assessment in line with Component 1 Devising Theatre Statement of intent</li> <li>• Devising Log, Component 1, Devising performance criteria</li> </ul> <p>This is a devised SOL which is teacher lead at the start and end, but teacher facilitated in the middle. Written lessons are lead supported fully by teacher.</p> <p>Lessons are differentiated and taught in accordance with pupil's ideas. Resources to be found/made in accordance with this also.</p> <p>In line with Edexcel A Level requirement, this must be the work of the students and teachers are there to facilitate, support and guide.</p> <p>*Stimulus used can change in accordance with class and year of teaching</p>	<p style="text-align: center;"><b>How will learning be assessed?</b></p> <p>Written examination: 2 hours 30 minutes 40% of the qualification 80 marks</p> <p>Section B: Page to Stage: Realising a Performance Text</p> <ul style="list-style-type: none"> <li>• 36 marks</li> </ul>
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