Year 12	Autumn 1	Autumn 1	Autumn 2 & Spring 1	Spring 1, 2 & Summer 1	Summer 2
	Baseline skill assessment: Summer Learning What will be learnt? 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. Why will it be learnt? • To demonstrate recalled performance skills from previous dramatic experience • To demonstrate an awareness of staging ideas that are appropriate to the context of the performance • To learn lines - a much needed skill to A Level • To listen and respond constructively to others	Concept performance: Docu- drama/Verbatim Monsters, Niklas Radstrom What will be learnt? Pupils will look at the performance genres of Docu- drama and Verbatim and be invited to challenge the similarities and differences between them. 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. Why will it be learnt? • To demonstrate an awareness of staging ideas that are appropriate to the context of the performance • To learn lines - a much needed skill to A Level	Scripted performance What will be learnt? 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. Why will it be learnt? In preparation for the completion of component two To use dramatic methods to explore social, cultural and historical issues To work collaboratively as an ensemble To work towards a given aim and intention To vork as an ensemble To experience what it would be like to work as part of professional performance To take instruction	Component 1: Devising 40% of A Level What will be learnt? 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. Pupils will be guided through writing the accompanying coursework. Why will it be learnt? • To complete component 1 of Edexcel A Level course • To demonstrate a practical and written understanding of the requirements of Component 1 • To listen and respond constructively to others	Play Study Equus and/or Lysistrata* For Lysistrata please see year 13 What will be learnt? Students will study the play Equus. 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. Pupils will gain an understanding of Section B of the written exam. Why will it be learnt? • Students answer two extended response questions based on an unseen extract from the performance text they have studied. • Students will demonstrate how they, as theatre makers, intend to realise the extract in performance. • Students answer from the perspective

I	To use dramatic	To liston and roomand		To use dramatic	of a performer and a
		To listen and respond			
	methods to explore	constructively to		methods to explore	designer.
	social, cultural and	others	Skills developed?	social, cultural and	 Performance texts
	historical issues	 To use dramatic 		historical issues	for this section are
		methods to explore	To be an actor, a director a	 To work collaboratively 	not allowed in the
		social, cultural and	choreographer and a	to produce a	examination as the
	Skills developed?	historical issues	designer.	professional piece of	extracts will be
			5		provided.
	To be an actor, a director a	How lighting can be		theatre	provided.
	choreographer and a	used on stage to	 learn how to commit dialogue to 	 To consider how 	Skills developed?
	designer.	communicate with the	memory for devised performances	theatrical elements	
	designer.	audience	and/or learn text they are performing	such as sound and	Research skills
			for text-based performances	lighting can have a	Independent critical thinking
			 develop the ability to interpret 	impact on the audience	Political, Social, Cultural and
	learn how to commit dialogue to	Skills developed?	and/or create and perform a character as appropriate to the		
	memory for devised performances and/or learn text they are performing		demands of the performance		Historical contexts
	for text-based performances	To be an actor, a director a	develop a range of vocal skills and	Skills developed?	Practical exploration
	 develop the ability to interpret 	choreographer and a designer.	techniques eg clarity of diction,	Skills developed?	Extended writing
	and/or create and perform a		inflection, accent, intonation and	To be an actor, a director a	Creativity
	character as appropriate to the	 apply knowledge and understanding 	phrasing; pace, pause and timing;		
	demands of the performance	when making, performing and	projection, pitch; emotional range; song and/or choral speaking	choreographer and a designer.	 forming critical
	 develop a range of vocal skills and techniques eg clarity of diction, 	responding to drama	develop a range of physical skills		judgements about the
	inflection, accent, intonation and	explore performance texts,	and techniques eg movement, body	 apply knowledge and understanding when making, performing and responding 	practice of theatre makers
	phrasing; pace, pause and timing;	understanding their social, cultural and	language, posture, gesture, gait, co-	to drama	based on their
	projection, pitch; emotional range;	historical context including the	ordination, stillness, timing, control;	• explore performance texts,	understanding of drama and theatre
	song and/or choral speaking	theatrical conventions of the period in which they were created	facial expression; eye contact,	understanding their social, cultural and	responding to texts
	develop a range of physical skills	develop a range of theatrical skills and	listening, expression of mood; spatial	historical context including the	imaginatively conveying
	and techniques eg movement, body language, posture, gesture, gait, co-	apply them to create performance	awareness; interaction with other performers; dance and choral	theatrical conventions of the period in	ideas clearly and
	ordination, stillness, timing, control;	 work collaboratively to generate, 	movement	which they were created	coherently
	facial expression; eye contact,	develop and communicate ideas	develop an appropriate	 develop a range of theatrical skills and apply them to create performance 	 practically exploring the use of voice, movement,
	listening, expression of mood;	 develop as creative, effective, 	performer/audience relationship and	work collaboratively to generate,	staging and
	spatial awareness; interaction with	independent and reflective students who are able to make informed	ensure sustained engagement	develop and communicate ideas	characterisation
	other performers; dance and choral	choices in process and performance	throughout the performance	 develop as creative, effective, 	 practically exploring
	movementdevelop an appropriate	contribute as an individual to a	 adopt the latest safe working practices. 	independent and reflective students who	ways in which the ideas of
	performer/audience relationship and	theatrical performance	apply knowledge and understanding	are able to make informed	key theatre makers are
	ensure sustained engagement	 reflect on and evaluate their own work 	when making, performing and	choices in process and performance • contribute as an individual to a theatrical	realised in performance • the use of an appropriate
	throughout the performance	and that of others	responding to drama	performance	subject-specific
	 adopt the latest safe working 	 develop an awareness and understanding of the roles and 	explore performance texts,	 reflect on and evaluate their own work 	terminology
	practices.	processes undertaken in contemporary	understanding their social, cultural and historical context including the	and that of others	 analysing the ways in
	apply knowledge and understanding when making, performing and	professional theatre practice	theatrical conventions of the period in	 develop an awareness and 	which different
	responding to drama	 adopt safe working practices. 	which they were created	understanding of the roles and processes undertaken in contemporary	performance and
	explore performance texts,		 develop a range of theatrical skills 	professional theatre practice	production elements are brought together to create
	understanding their social, cultural		and apply them to create	 adopt safe working practices. 	theatre.
	and historical context including the	How will learning be	performance		
	theatrical conventions of the period in which they were created	assessed?	 work collaboratively to generate, develop and communicate ideas 		
	in which they were cleated		 develop and communicate ideas develop as creative, effective, 		
			independent and reflective students		

 develop a range of theatrical skills 	Formative practical	who are able to make informed	How will learning be	How will learning be
and apply them to create performance	assessment throughout using	 choices in process and performance contribute as an individual to a 	assessed?	assessed?
 work collaboratively to generate, 	A Level component one	theatrical performance		
develop and communicate ideas	criteria.	reflect on and evaluate their own	Pupils performances will be	Written examination: 2 hours
 develop as creative, effective, 	ontenta.	work and that of others	recorded in line with Edexcel	30 minutes 40% of the
independent and reflective students	Written assessments will be	develop an awareness and	guidance, marked and	qualification 80 marks
who are able to make informed choices in process and performance	carried out. Written	understanding of the roles and processes undertaken in	moderated on site but being	qualification of marite
contribute as an individual to a		contemporary professional theatre		Section B: Page to Stage:
theatrical performance	assessments are written using	practice	securely kept until a sample is	Realising a Performance Text
reflect on and evaluate their own	Component three, Section C	 adopt safe working practices. 	called from the exam board.	
work and that of othersdevelop an awareness and	criteria of Q3 and Q4. Marking			● 36 marks
understanding of the roles and	will be done in line with the		Performance	
processes undertaken in	criteria outlined for this	How will learning be	Assessment using	
contemporary professional theatre	component.	assessed?	Component 1, Devising	
practiceadopt safe working practices.			performance criteria	
adopt sale working practices.	How does it link to A Level	Formative practical	 Written Assessment in 	
	drama?	assessment throughout	line with Component 1	
How will learning be		using A Level component	Devising Theatre	
assessed?	Component One, Devised unit	Two criteria.	Statement of intent	
assessed :			 Devising Log, 	
Work will be assess using A	Component Three, Section C	Summative practical	Component 1, Devising	
Level component two		assessment using A Level	performance criteria	
marking criteria		component Two criteria.		
marking chiena			This is a devised SOL which is	
How does it link to A Level		How does it link to A Level	teacher lead at the start and	
drama?		drama?	end, but teacher facilitated in	
urama?			the middle. Written lessons are	
		Component 2: Texts in	lead supported fully by teacher.	
		Practice		
			Lessons are differentiated and	
			taught in accordance with	
			pupil's ideas. Resources to be	
			found/made in accordance with	
			this also.	
			In line with Edexcel A Level	
			requirement, this must be the	
			work of the students and	
			teachers are there to facilitate.	
			support and guide.	
			support and guide.	
			*Stimulus used can change in	
			accordance with class and year	
			of teaching	

		How does it link to A Level drama? Component 1: Devising	