

	Year 10 2022/2023	Year 11 2022/2023
Unit HT1	Introduction to all components (1,3) Component 1: (40%) Component 3: (40%) 1DRO/01	Component Audit Component 1: (40%) Component 2 (20%) Component 3 (40%) Coursework Portfolio 1DRO/01
Objectives	<p>Component 1 devising workshops – in groups students explore a range of stimuli to develop their skills as a designer or performer.</p> <p>The three areas of focus are:</p> <ol style="list-style-type: none"> 1) Creating and developing a devised piece from stimuli 2) Group performance/design realisation of the devised piece 3) Analysing and evaluating the creative process and group devised performance. <p>The portfolio is a written evaluation of between 1500-2000 words, students will complete question 1,2 and 3 of their portfolio.</p> <p>Portfolio questions:</p> <ol style="list-style-type: none"> 1- What was your initial response to the stimuli and what were the intentions of the piece? 2- What work did your group do in order to explore the stimuli and start to create ideas for performance? 3- What were some of the significant moments during the development process and when rehearsing and refining your work? <p>Component 3 – students develop knowledge and understanding of a range of skills within several creative roles.</p> <p>The two areas of focus are:</p> <ol style="list-style-type: none"> 1) Study of one complete performance text : ‘DNA’ by Dennis Kelly 2) A live theatre evaluation 	<p>Component 1 portfolio- Students complete the final draft of their portfolio answering all six questions to their target level. Performers complete final recordings to exam requirements. Designers complete portfolio pf design evidence.</p> <p>Component 2-workshops on developing performing skills:</p> <ul style="list-style-type: none"> • performing a duologue and monologue • analysing and evaluating work using BBC Drama, National Theatre and Digital Theatre Plus. • Students will build upon their understanding of physical theatre skills from studies of ‘Frantic Theatre’ exploring the mechanics of movement and choreography. <p>Component 3- Students will observe live theatre performances online and in person:</p> <ul style="list-style-type: none"> • complete C3 Section B questions, thus creating a bank of revision resources. • complete a live theatre review on ‘Blood Brothers’ (visit Oct 22) • write a confident review identifying all the different elements of theatre making involved. These elements include: lighting, set, staging, direction, costume and acting. • discuss the impact of each one as a performer/audience member. • write assuredly about how design communicates meaning to the audience
NC links	Drama KS4: C1 English: S1/S2, W1/W2, G1/G2, R1/R2 ICT KS4: 1	Drama KS4: C1 English: S1/S2, W1/W2, G1/G2, R1/R2 ICT KS4: 2,3
Tier 2 Vocab	Devising, stimulus, a, evaluate, perform, create, connotation	Analyse, evaluate, perform, create, develop, devise, practical, intention
Tier 3 Vocab	Blocking, proxemics, chorus, ensemble, fourth wall, naturalism, end on/proscenium arch, stage configuration, diegetic sound, epic theatre, Verfremdungs Effekt, transitions, semiotics Realisation, facilitation, conveyance	Snap, gobo, colour, red, blue, green, pink, fade, wash, flood, intensity, gel, lantern
Homework	Portfolio specific questions Research Practitioners Learning specified words from the glossary	Portfolio specific questions Practitioners Learning specified words from the glossary
Career link (Unifrog)	Designer – https://edu.digitaltheatreplus.com/content/guides/a-guide-to-theatre-design	Lighting Technician – https://www.unifrog.org/student/careers/keywords/lighting-technician
Employability skills	Aiming high Creativity Leadership Listening Communication Teamwork Problem solving Staying positive	Aiming high Creativity Leadership Listening Communication Teamwork Problem solving Staying positive
Common misconceptions	Focus on the characterisation of minor characters and stock characters.	Focus on using subject specific vocabulary effectively to attain highest marks possible
Assessment	Component 1: Portfolio questions 1,2 and 3 Component 3, Section B Question Live theatre evaluation	Written – Exam practice question
HT2 Nov-Dec	Component 3: Theatre Makers in Practice Component 1: Devising	Component 3: Theatre makers in Practice: Exam skills Live theatre evaluation Component 2: Performance from a text
Objectives	<p>Component 3 – Mock exam preparation (Live theatre evaluation)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • write a confident review identifying all the different elements of theatre making involved. These elements include: lighting, set, staging, direction, costume and acting. • discuss the impact of each one as a performer/audience member. 	<p>Component 3 mock exam, section B (Live theatre evaluation) based on a visit to see ‘Blood Brothers’ (Carlisle, October 2022). The mock exam will take place in November.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • write a confident review identifying all the different elements of theatre making involved. These elements include: lighting, set, staging, direction, costume and acting. • discuss the impact of each one as a performer/audience member.

	<ul style="list-style-type: none"> write assuredly about how design communicates messages to the audience having had several model answers to analyse in their mock preparation. <p>Component 1: Devising Students will be able to:</p> <ul style="list-style-type: none"> develop their initial ideas from HT1 record a performance of up to 10 minutes per group (performers). Designers will focus on a chosen design element and bring that to realisation through the use of mood boards, photographic and written evidence. answer questions 4,5 and 6 of the portfolio questions evaluating their personal and group devising process and outcomes. <p>Component 1- portfolio questions</p> <ul style="list-style-type: none"> Students will be able to analyse and evaluate the devising process and performance (Questions 4,5 and 6) in answering the following questions: 4-How did you consider genre, structure, character, form, style, and language throughout the process? 5-How effective was your contribution to the final performance? 6-Were you successful in what you set out to achieve? 	<ul style="list-style-type: none"> write assuredly about how design communicates messages to the audience having had several model answers to analyse in their mock preparation. <p>Component 2- performance from a text Students will be able to:</p> <ul style="list-style-type: none"> focus on two key extracts from the play analysing character. Students will learn how important the emotion of empathy is. develop their communication skills through class/group discussions about morals and personal values. explore range and depth of character through analysis and portrayal in a chosen combination of either a duologue and monologue per extract. Two extracts are required by Performers (3-5 minutes per extract). designers will choose one element of interest from: costume, set, Lighting or sound and bring their ideas into realisation through physical evidence of: devising logs, mood boards, photos and video evidence. communicate ideas collaboratively to create an end result of a costume design for performance.
NC links (where applicable)	Drama KS4: C1 English: W1/W2/S1/S2G1/G2 ICT: 1	Drama KS4: C1 C2 English: W1/W2/S1/S2/G1/G2 ICT: 2,3
Tier 2 Vocab	Chorus, analyse, evaluate, genre, comedy, tragedy, style, devise, transitions	Colour, Connotation, Analyse, Evaluate, Red, Blue, Green, Pink, Intensity
Tier 3 Vocab	Blocking, Proxemics, Ensemble, Fourth Wall, Naturalism, Stimuli, End On/Proscenium Arch, Stage Configuration, Diegetic Sound, Epic Theatre, Verfremdungs Effekt, Transitions, Semiotics, Devising	Snap, Gobo, Colour, Connotation, Fade, Wash, Flood, Intensity, Gel, Lantern
Homework	Written draft of 500 words – crib sheet to be used in the mock exam https://www.digitaltheatreplus.com/ and TNT online https://www.nationaltheatre.org.uk/content/learning-digital-resources	https://www.digitaltheatreplus.com/ and TNT online https://www.nationaltheatre.org.uk/content/learning-digital-resources
Career links	Director - https://www.unifrog.org/student/careers/keywords/theatre-director	Lighting Technician - https://www.unifrog.org/student/careers/keywords/lighting-technician
Employability skills	Aiming high Creativity Leadership Listening Communication Teamwork Problem solving Staying positive	Aiming high Creativity Leadership Listening Communication Teamwork Problem solving Staying positive
Common misconceptions	How the audience interpret messages about characterisation through lighting design	The colour wheel Using colour for characterisation as well as mood and atmosphere
Assessment	Mock exam Live Theatre review notes for exam (500 words)	Mock exam prep (Nov) Live Theatre review notes for exam (500 words)
HT3 Jan- Feb	<p>Component 3: Theatre makers in Practice Section A – Bringing texts to life Exam skills 1DrO/3B</p>	<p>Component 1: Devising Component 2: Performance from a text Component 3: Theatre makers in Practice</p>
Objectives	<p>Component 3 Section A- students will be introduced to the set text choice: ‘DNA’ by Dennis Kelly focusing on a complete read through of the play with a view to being able to write confident, assured exam answers. Section A consists of one question divided into five parts (short and extended responses) based on an unseen extract from the chosen performance text.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> build upon their devising work in KS3 to explore background/context of the play analyse model answers and hone key exam skills in this unit. explore characters and ideas through practical drama. understand that thematic links to wider messages of cruelty, bullying, peer pressure and pack mentality into question. Are these behaviours societal and learned, or are they inherent in us all? develop a more critical and varied approach to their own work as theatre makers. write with insight into how texts may be brought to life for an audience and the creative roles within this process. Both performers and designers continue to work collaboratively to bring both roles into realisation. performers –will begin to gather ideas for a group/paired/individual performance designers–will begin create an artistic intention and physical evidence of design realisation 	<p>Component 2 continued- students are learning to build upon their understanding, knowledge and skills of how a play is constructed and performed from a text. Students will be able to:</p> <ul style="list-style-type: none"> explore the plot, structure and narrative of the set text in further detail. develop methods of communicating ideas and themes as duologues/monologues to an audience. polish their rehearsal performance skills Designers will provide a range of evidence to support their design realisations for two key extracts. designers will add as much detail to their final project evidence in preparation for the visiting examiner. Performers will record their performances (from two extracts of the play ‘Too much punch for Judy’ by Mark Wheeller) <p>Component 1 - portfolios will be finalised and completed by February half term.</p> <p>Component 3- mock exam will take place in June, Section A</p>

NC links (where applicable)	Drama KS4: C1 English: R1/R2 W1/W2 S1/S2 G1/G2 ICT: 1	Drama KS4: C1 English: R1/R2 W1/W2 S1/S2 G1/G2 ICT: 2
Tier 2 Vocab	Stage, transition, entrance, exit, space, character motivation, conflict, ensemble, resolution, staging	Specialised booklet of subject specific vocabulary https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE_Drama_glossary.pdf structure, theatre maker, setting, costume, acting style, motivation, levels, articulation
Tier 3 Vocab	Blocking, proxemics, ensemble, fourth Wall, naturalism, stimuli, end On/proscenium arch, stage configuration, diegetic sound, epic theatre, verfremdungs effekt, semiotics, devising	Textile, mock up, seamstress, swatch, wardrobe, muslin, calico, fittings, dress rehearsal, technical rehearsal
Homework	Completion of devising and design logs Exam revision	Completion of devising and design logs Exam revision
Career link (Unifrog)	Screenwriter https://www.unifrog.org/student/careers/keywords/screenwriter	Theatre Producer - https://www.unifrog.org/student/careers/keywords/dance-producer
Employability skills (Highlight applicable)	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	How a focus on SS vocabulary can attribute to attainment of higher grades	Focus on SS vocabulary to attain higher grades
Assessment	A mock exam (end of Feb) will assess Component 3, Section A. Final performances Devising Logs Design interviews	Final performances Devising Logs Design interviews
HT4 Mar-Apr	Component 2: Performance from a text 'Too much punch for Judy'	Component 3: DNA Theatre makers in Practice
Objectives	Component 2- students explore the plot, structure and narrative of the set text and develop methods of communicating ideas and themes as duologues/monologues. The play 'Too much punch for Judy' by Mark Wheeler, is a documentary-style play about real life events of addiction/driving under the influence and tragic death. Students will be able to: <ul style="list-style-type: none"> focus on two key extracts from the play analysing character. Students will learn how important the emotion of empathy is. develop their communication skills through class/group discussions about morals and personal values. explore range and depth of character through analysis and portrayal in a chosen combination of either a duologue and monologue per extract. Two extracts are required by Performers (3-5 minutes per extract). designers will choose one element of interest from: costume, set, Lighting or sound and bring their ideas into realisation through physical evidence of: devising logs, mood boards, photos and video evidence. communicate ideas collaboratively to create an end result of a costume design for performance. 	Component 3- students continue revision of model answers, examiner's reports and practice of exam questions to ensure that all students can confidently navigate and answer all questions to a high standard. Students will be able to: Component 3- developing key exam skills in order to answer a full paper (Section A & B). Section A consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text. Students will be able to: <ul style="list-style-type: none"> continue to analyse model answers and hone key exam skills in this unit. explore practically how to study a performance text effectively, building upon previous knowledge and understanding. develop a wide range of subject specific vocabulary and be able to apply it to exam responses to show insight into audience interpretation. both performers and designers continue to work collaboratively to bring both roles into realisation. navigate and answer a complete exam booklet with a secure skills set and confidence.
NC links (where applicable)	Drama KS4: C1 English: W1/W2/S1/S2 G1/G2 ICT: 1	Drama KS4: C2 C3 English: W1/W2/S1/S2 G1/G2 ICT: 1,3
Tier 2 Vocab	Intensity, colour, diegetic, non-diegetic sound, focus, functional, practical, incidental, form, mood, atmosphere	Intensity, colour, cue, analyse, colour-mixing, cue sheet, texture, focus, house lights
Tier 3 Vocab	Lantern, Gel, Wash, Straw, Flood, Uplighting, Parcan, Profile, Fresnel, Follow-spot, Special, Blackout, Fade, Cross Fade	Specialised booklet of subject specific vocabulary- all vocab referred to https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE_Drama_glossary.pdf
Homework	Knowledge organiser Key areas to read and analyse from key text Devising log updates	NHTWG Knowledge organiser Exam questions
Career link (Unifrog)	Roadie https://www.unifrog.org/student/careers/keywords/roadie	SFX https://www.prospects.ac.uk/job-profiles/special-effects-technician
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence	Aiming high Literacy Creativity Numeracy Leadership Independence

(Highlight applicable)	Listening Presenting Problem solving	Communication Teamwork Staying positive	Listening Presenting Problem solving	Communication Teamwork Staying positive
Common misconceptions	Focus on audience interpretation Focus on effective use of SS Vocabulary in exam style questions		Focus on audience interpretation Effective use of SS Vocabulary in exam style questions	
Assessment	Written pieces Performance Design evidence		Written pieces Performance	
HT5 Apr-May	Component 3: Theatre Makers in Practice DNA Exam skills		Component 3: Theatre Makers in Practice DNA Exam skills	
Objectives	<p>Component 3- developing key exam skills in order to answer a full paper (Section A &B). Section A consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> continue to analyse model answers and hone key exam skills in this unit. explore practically how to study a performance text effectively, building upon previous knowledge and understanding. develop a wide range of subject specific vocabulary and be able to apply it to exam responses to show insight into audience interpretation. both performers and designers continue to work collaboratively to bring both roles into realisation. navigate and answer a complete exam booklet with a secure skills set and confidence. <p>A mock exam (June) will assess Component 3, Section A and B.</p>		<p>In this latter part of the course, students are honing their specific exam writing skills for Component 3. Revision of model answers, examiner's reports and practice of exam questions dominates this last half term to ensure that all students can confidently navigate and answer all questions to a high standard.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> continue to analyse model answers and hone key exam skills in this unit. explore practically how to study a performance text effectively, building upon previous knowledge and understanding. develop a wide range of subject specific vocabulary and be able to apply it to exam responses to show insight into audience interpretation. Both performers and designers continue to work collaboratively to bring both roles into realisation. <p>Component 3 GCSE exam – May 2023 End of two year course.</p>	
NC links (where applicable)	Drama KS4: C2 English: W1/W2/S1/S2 G1/G2 ICT: 2		Drama KS4: C2 English: W1/W2/S1/S2 G1/G2 ICT 2	
Tier 2 Vocab	Monologue, duologue, melodrama, scene, staging, style, tragedy, betrayal, deception, gaslighting, narcissism https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE_Drama_glossary.pdf		NHTWG Specialised booklet of subject specific vocabulary Facial expressions, posture, stance, https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE_Drama_glossary.pdf	
Tier 3 Vocab	Specialised booklet of subject specific vocabulary Blocking, naturalism, realism, satire, stock characters, tension, interaction https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE_Drama_glossary.pdf		Specialised booklet of subject specific vocabulary https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE_Drama_glossary.pdf	
Homework	Students will be set both section A and section B questions, as well as annotating model answers. Examination of Examiner's reports www.digitaltheatreplus.com www.thenationaltheatre.com		Pearson Edexcel exam questions and analysis of model exam papers www.digitaltheatreplus.com www.thenationaltheatre.com	
Career link (Unifrog)	Singer https://www.unifrog.org/student/careers/keywords/singer		Concept Designer https://www.unifrog.org/student/careers/keywords/concept-designer	
Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
Assessment	Scene summaries Exam questions		Scene summaries Exam questions	

HT6 Jun- Jul	Revision of Component 1 : Devising Component 2: Performance from a text
Objectives	Component 1- students have an opportunity to revise their portfolio and provide a final draft of 1500-200 words in exam format. Students will be able to : <ul style="list-style-type: none"> ensure all recordings of component 1 performances are complete and devising logs and fabrications are in a state of realisation for designers (all performances must meet the exam guideline timings). stretch and challenge their original ideas through the analysis of a range model answers. expand their skills set and final outcome through application of a wider range of vocabulary. revisit Component 2 performances and fabrications and ensure they demonstrate a wide range of acting/design skills. perform to a live audience in order to gain a deeper understanding of audience interpretation. participate in audience Q&A for live feedback with a view to developing an exam vocabulary word bank.
NC links (where applicable)	Drama KS4: C3 English: W1/W2/S1/S2 G1/G2 ICT: 2
Tier 2 Vocab	Specialised booklet of subject specific vocabulary: https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE_Drama_glossary.pdf Ground plan, materials, props, light set, preset, revolve rostra, rostrum, flats
Tier 3 Vocab	Strike, FX, Cyclorama, cross fade, sightlines, upstage, downstage, centre stage, stage left, stage right
Homework	Final draft of portfolio Recordings of performances Completion of devising logs
Career link (Unifrog)	Director - https://www.unifrog.org/student/careers/keywords/theatre-director
Employability skills (Highlight applicable)	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	Exploring how use of the stage (blocking/proxemics) is pivotal to audience interpretation
Assessment	Completed portfolio draft Completed recordings for components 1 &2 Completion of design portfolios