

Year 12

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Component 3: Making theatre	How can I use practitioner methods to enhance my performance skills and create meaning?	<p>Interpreting the text, creating and communicating meaning. Realising artistic intentions suitable to the play texts.</p> <p>EDI – students explore a variety of plays and practitioners and their social, historical, political context, students work collaboratively to discover their artistic intentions</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Practical understanding and performance of play text 3 Regular performance opportunities, filmed and detailed feedback given. Peer and self-assessment using the grading criteria. <p>Skills</p> <ul style="list-style-type: none"> Vocal interpretation of a character/s Physical interpretation of a character/s Contrast of character <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> Final performance of text 3 externally assessed
	Component 1: Live theatre	How can I describe, analyse and evaluate live theatre?	<p>Describing, analysing and evaluating the contribution made to the dramatic effectiveness of live theatre.</p> <p>EDI – students see a wide variety of performances</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Practice Papers <p>Skills</p> <ul style="list-style-type: none"> Exam technique Describing, analysing and evaluating live performance <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> Mock exam question
Autumn 2	Component 3: Making theatre	How can I use practitioner methods to enhance my performance	<p>Interpreting the text, creating and communicating meaning. Realising artistic intentions suitable to the play texts.</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Practical understanding and performance of play text 3 Regular performance opportunities, filmed and detailed feedback given.

	Component 1: Live theatre	<p>skills and create meaning?</p> <p>How can I describe, analyse and evaluate live theatre?</p>	<p>EDI – students explore a variety of plays and practitioners and their social, historical, political context, students work collaboratively to discover their artistic intentions</p> <p>Describing, analysing and evaluating the contribution made to the dramatic effectiveness of live theatre.</p> <p>EDI – students see a wide variety of performances</p>	<ul style="list-style-type: none"> Peer and self-assessment using the grading criteria. <p>Skills</p> <ul style="list-style-type: none"> Vocal interpretation of a character/s Physical interpretation of a character/s Contrast of character <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> Final performance of text 3 externally assessed <p>How understanding is assessed</p> <ul style="list-style-type: none"> Practice Papers <p>Skills</p> <ul style="list-style-type: none"> Exam technique Describing, analysing and evaluating live performance <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> Mock exam question
Spring 1 & 2	Component 1: Set Text 2 Our Country's Good	<p>What are the key requirements for Section B of the exam?</p>	<p>Students explore the text Our Country's Good, and will learn how to interpret the text as a performer, director, and designer.</p> <p>EDI – students explore texts across history and their different social, historical and political contexts</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Essay on Why Timberlake Wertenbaker wrote Our Country's Good Class discussions about the interpretation of the text Extract performances Sketched designs Written practice questions <p>Skills</p> <ul style="list-style-type: none"> Exam technique Comprehension

				<p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> Mock exam questions
<p>Summer 1</p>	<p>Component 1: Set Text 2 Our Country's Good</p>	<p>What are the key requirements for Section B of the exam?</p>	<p>Students explore the text <i>Our Country's Good</i>, and will learn how to interpret the text as a performer, director, and designer.</p> <p>EDI – students explore texts across history and their different social, historical and political contexts</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Essay on Why Timberlake Wertenbaker wrote <i>Our Country's Good</i> Class discussions about the interpretation of the text Extract performances Sketched designs Written practice questions <p>Skills</p> <ul style="list-style-type: none"> Exam technique Comprehension <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> Mock exam questions
<p>Summer 2</p>	<p>Component 2 Devising: Creating original Drama</p>	<p>What is the process of creating original drama?</p>	<p>Devising Drama as a process. Practitioners and their influences. How to create original Drama and communicate meaning</p> <p>EDI – students are encouraged to use their own experiences and backgrounds to devise their own theatre while being encouraged to research their chosen topic broadly</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Exploration of stimulus <p>Skills</p> <ul style="list-style-type: none"> Devising as a process

				Assessment Point information (if applicable) N/A
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