

Year 10

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Acting Skills and techniques Component One Live theatre	How can an actor prepare? How does an actor use their skills to communicate meaning	Developing performance skills and a secure understanding of how preparing will improve skills and communicating meaning to the audience. Developing analytical and evaluative skills, understanding how theatre makers produce performance to communicate meaning. EDI – students watch many different plays, discussions about EDI based on those plays.	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Engagement with weekly activities. Perform of scripted piece. <p>Skills</p> <ul style="list-style-type: none"> Vocal. Physical. Spatial. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> Live theatre written essay marked.
Autumn 2	Devising Component 2	How can you explore stimulus to develop ideas for performance?	Students will be shown a variety of stimuli which they will explore through the prescribed AQA practitioner methods in order to develop ideas for performance. EDI – students use their own background and understanding of their social, historical and political contexts to develop creative ideas collaboratively.	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Taking part in workshops exploring practitioners and styles. Formulating ideas from stimuli. Creating a performance with specific dramatic intentions for a chosen audience. Creating characters. Lead others in creating appropriate performance. Perform in front of an audience. <p>Skills</p> <ul style="list-style-type: none"> Epic theatre techniques. Physical theatre techniques.

				<ul style="list-style-type: none">● Responding to stimuli.● Collaborating.● Characterisation.● Physicality.● Vocal dynamics.● Directing.● Performing. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none">● Students write a reflective report (60 marks). Students will submit section 1 of the logbook this term (20 marks).● Work in Progress mark for performance (20 marks).
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Spring 1	Devising Component 2	How can you devise a performance collaboratively from your stimulus exploration?	<p>Students will use their exploration of their chosen stimuli and practitioner methods to develop a performance collaboratively.</p> <p>EDI – students use their own background and understanding of their social, historical and political contexts to develop creative ideas collaboratively.</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Taking part in workshops exploring practitioners and styles. ● Formulating ideas from stimuli. ● Creating a performance with specific dramatic intentions for a chosen audience. ● Creating characters. ● Lead others in creating appropriate performance. ● Perform in front of an audience.
Spring 2		How can you rehearse and evaluate your final performance?	<p>Students will perform their devised pieces to an audience and write a logbook which describes, analyses and evaluates their process of devising a performance.</p> <p>EDI – students use their own background and understanding of their social, historical and political contexts to develop creative ideas collaboratively.</p>	<p>Skills</p> <ul style="list-style-type: none"> ● Epic theatre techniques. ● Physical theatre techniques. ● Responding to stimuli. ● Collaborating. ● Characterisation. ● Physicality. ● Vocal dynamics. ● Directing. ● Performing. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Students write a reflective report. Students will complete Section 2 in Spring Term 1 (20 marks) and Section 3 in Spring Term 2 (20 marks). ● The whole logbook will be marked (60 marks). ● Performance of final piece (20 marks).

<p>Summer 1</p>	<p>Component One Set text: 'Blood Brothers'</p>	<p>How can designers create meaning on the stage?</p>	<p>Developing a secure understanding of the requirements of designers in the theatre. Exploration of how to answer the key exam questions.</p> <p>EDI – students explore social mobility through the play of 'Blood Brothers'.</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Completion of revision booklet with design ideas. ● Answering exam style questions and completing re-writes. ● Peer assessment. <p>Skills</p> <ul style="list-style-type: none"> ● Explaining/Describing. ● Justification. ● Comprehension. ● Research. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Written assessment paper.
<p>Summer 2</p>	<p>Exploration of texts Component 3: Text in practice</p>	<p>How can you apply performance techniques to a text?</p>	<p>Performance skills and rehearsal techniques to effectively portray a range of characters from the play.</p> <p>EDI – students are presented with a number of different plays from a wide variety of playwrights to choose the best option for themselves for their examined performance in Year 11.</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Performance of key extracts. <p>Skills</p> <ul style="list-style-type: none"> ● Physical skills. ● Vocal dynamic. ● Facial expressions. ● Use of space to create meaning. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Not formal assessment.