

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? | <ul style="list-style-type: none"> Interpreting the text, creating and communicating meaning. Realising artistic intentions suitable to the play texts. EDI – students explore a variety of plays and practitioners and their social, historical, political context, students work collaboratively to discover their artistic intentions | <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 |
| | Component 1: Live theatre | How can I describe, analyse and evaluate live theatre? | <ul style="list-style-type: none"> Describing, analysing and evaluating the contribution made to the dramatic effectiveness of live theatre. EDI – students see a wide variety of performances | <p>Assessment Point information Final performance of text 3 externally assessed</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</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 skills and create meaning? | <ul style="list-style-type: none"> Interpreting the text, creating and communicating meaning. Realising artistic intentions suitable to the play texts. EDI – students explore a variety of plays and practitioners and their social, historical, political context, students work collaboratively to discover their artistic intentions | <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</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? | <ul style="list-style-type: none"> Describing, analysing and evaluating the contribution made to the dramatic effectiveness of live theatre. EDI – students see a wide variety of performances | <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</p> <ul style="list-style-type: none"> Mock exam question |
| Spring 1 & 2 | Component 1: Set Text 2 'Our Country's Good' | What are the key requirements for Section B of the exam? | <ul style="list-style-type: none"> Students explore the text 'Our Country's Good', and will learn how to interpret the text as a performer, director, and designer. | <p>How understanding is assessed</p> <ul style="list-style-type: none"> Essay on Why Timberlake Wertenbaker wrote 'Our Country's Good' |

| | | | | |
|-----------------|---|---|---|---|
| | | | <ul style="list-style-type: none"> • EDI – students explore texts across history and their different social, historical and political contexts | <ul style="list-style-type: none"> • 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</p> <ul style="list-style-type: none"> • Mock exam questions |
| Summer 1 | Component 1: Set Text 2 'Our Country's Good' | What are the key requirements for Section B of the exam? | <ul style="list-style-type: none"> • Students explore the text 'Our Country's Good', and will learn how to interpret the text as a performer, director, and designer. • EDI – students explore texts across history and their different social, historical and political contexts | <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 |

| | | | | |
|-----------------|--|--|---|---|
| | | | | Assessment Point information <ul style="list-style-type: none"> Mock exam questions |
| Summer 2 | Component 2 Devising: Creating original Drama | What is the process of creating original drama? | <ul style="list-style-type: none"> Devising Drama as a process. Practitioners and their influences. How to create original Drama and communicate meaning 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 | How understanding is assessed <ul style="list-style-type: none"> Exploration of stimulus Skills <ul style="list-style-type: none"> Devising as a process |