

Year 10

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Acting Skills and techniques	How can an actor prepare?	<ul style="list-style-type: none"> Developing performance skills and a secure understanding of how preparing will improve skills and communicating meaning to the audience. 	How understanding is assessed <ul style="list-style-type: none"> Engagement with weekly activities Perform of scripted piece
	Component One Live theatre	How does an actor use their skills to communicate meaning	<ul style="list-style-type: none"> 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 	Skills <ul style="list-style-type: none"> Vocal Physical Spatial Assessment Point information Live theatre written essay marked
Autumn 2	Devising Component 2	How can you explore stimulus to develop ideas for performance?	<ul style="list-style-type: none"> 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 	How understanding is assessed <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 Skills <ul style="list-style-type: none"> Epic theatre techniques Physical theatre techniques Responding to stimuli

				<ul style="list-style-type: none"> • Collaborating • Characterisation • Physicality • Vocal dynamics • Directing • Performing <p>Assessment Point information</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)
Spring 1	Devising Component 2	How can you devise a performance collaboratively from your stimulus exploration?	<ul style="list-style-type: none"> • Students will use their exploration of their chosen stimuli and practitioner methods to develop a performance collaboratively • 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 • Responding to stimuli • Collaborating • Characterisation • Physicality
Spring 2		How can you rehearse and evaluate your final performance?	<ul style="list-style-type: none"> • Students will perform their devised pieces to an audience and write a logbook which describes, analyses and evaluates their process of devising a performance • EDI – students use their own background and understanding of their social, historical and 	

			political contexts to develop creative ideas collaboratively	<ul style="list-style-type: none"> • Vocal dynamics • Directing • Performing <p>Assessment Point information</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)
Summer 1	Component One Set text: 'Blood Brothers'	How can designers create meaning on the stage?	<ul style="list-style-type: none"> • Developing a secure understanding of the requirements of designers in the theatre. Exploration of how to answer the key exam questions. • EDI – students explore social mobility through the play of 'Blood Brothers' 	<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</p> <ul style="list-style-type: none"> • Written assessment paper

Summer 2	Exploration of texts Component 3: Text in practice	How can you apply performance techniques to a text?	<ul style="list-style-type: none"> • Performance skills and rehearsal techniques to effectively portray a range of characters from the play. • 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>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</p> <ul style="list-style-type: none"> • Not formal assessment
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