

The wider world of theatre is important in the delivery of the Drama qualification, so we ensure students have opportunities to both explore work of theatre practitioners and to see live theatre, both face to face and streamed.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
<b>Year 10</b>  <b>Term 1</b> <b>7 weeks</b>  <b>Introductory workshops</b>  <b>Mini devising Unit</b>	<p>Developing collaborative working practices.</p> <p>Exploring a stimulus</p>	<p>As students are from different bands across year 9, it is important that a sense of safety and trust is developed as soon as possible. Workshops are planned to develop a sense of ensemble.</p> <p>Students use a prior exam board stimulus and are guided through how to explore a stimulus and to extrapolate themes. They also need to formulate</p>	<p>Assessed against the <b>practical performance criteria for C1</b> – groups aim for the length of their performances to meet the minimum time requirements for the</p>	<p><b>Oracy</b> focused on in all lessons - need for clarity when presenting work.</p> <p><b>Literacy</b> – decoding a text, making informed judgements based on information given.</p> <p><b>PHSE</b> – depending on chosen theme for exploration</p>	<p><b>ACPs</b></p> <p>Strategy planning, self-regulation, Imagination, Originality, fluent thinking, automaticity Connection Finding.</p> <p><b>VAAs</b></p> <p><b>Empathy,</b> Collaborative working, Creative and Enterprising, Risk taking, Practice</p>	<p>Independent research on the chosen theme and topic for exploration</p>

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		an aim for their piece that they need to work towards. This creates a foundation for all explorative work across the two years and prepares the students for the real C1.	component i.e., group of 2 = 5 mins, 3 = 7 mins, 4 = 9 mins, 5 = 11 mins.			
Year 10  Term 2 7 weeks  Complete mini devising unit.	Evaluating devised work          Performing devised work	Students are expected to evaluate their work in progress to ensure their work achieves the aims of their piece.   Performing work using both the timings and criteria will give students a clear understanding of the demands of the component in preparation for the actual assessment.	Assessed against the <b>practical performance criteria for C1</b> – groups aim for the length of their performances to meet the minimum time requirements for the component i.e., group of 2 = 5 mins,	<b>Oracy</b> focused on in all lessons - need for clarity when presenting work. <b>Literacy</b> – decoding a text, making informed judgements based on information given. <b>PHSE</b> – depending on chosen theme for exploration	<b>ACPs</b> Strategy planning, self-regulation, Imagination, Originality, fluent thinking, automaticity Connection Finding. <b>VAAs</b> <b>Empathy,</b> Collaborative working, Creative and Enterprising, Risk taking, Practice	Independent research on the chosen theme and topic for exploration

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Practice Component 2	Realising a playscript on stage	Students will move into small performance groups and begin to explore an allocated section of 'Find Me'. This not only gives them an opportunity to realise a playscript ( <b>linking to Component 2</b> ), it also allows them to begin to explore and familiarise themselves with the set text for <b>Component 3</b> .	3 = 7 mins, 4 = 9 mins, 5 = 11 mins.			'Strike up the Banns', 'Loved', 'Mothering Sunday' (all by Olwen Wymark)
Year 10  Term 3 6 weeks  Practice Component 2	Creating a set design	In groups, students need to create a set design that can be used to the whole piece. This helps prepare ideas for <b>Component 3</b> where there will be a design focus to some of the questions. It also	<b>Low stakes assessment</b> – presentation and Q&A about potential designs	<b>Oracy</b> focused on in all lessons - need for clarity when presenting work.  <b>Literacy</b> – decoding a text, making informed judgements based on	<b>ACPs</b> Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality <b>VAA</b> s Collaborative, confident, Risk taking, resilient	Line Learning.  Research into original productions of chosen set text.  Set design.

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	Releasing a playscript on stage.	helps develop an understanding of the practicalities and semiotics of set design Parents are invited in to watch the production of 'Find Me' allowing all students to gain performance experience in front of an audience in the space where all assessed performances ( <b>C1 and C2</b> ) will take place. Performances will take place around the last week of term.	C2 practical performance exam criteria.	information given. Reading, editing.  <b>PHSE</b> – mental health, rule of law, relationships.		
<b>Year 10</b>  <b>Term 4</b> <b>6 weeks</b>	Brecht workshops	C1 performances need to be done in the style of a recognised theatre practitioner or company. Workshops focus on both Brechtian		<b>Oracy</b> focused on in all lessons - need for clarity when presenting work.  <b>Literacy</b> – decoding a text,	<b>ACPs</b> Strategy planning, imagination, accuracy, precision, intellectual confidence <b>VAA</b> s Collaborative working, creative and enterprising,	Research into Brecht and his style, past productions etc...

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	Launch Component 1	philosophies and techniques in order for students to apply those to their C1 pieces. Doing this now means that when exploring the stimuli, they can link areas of exploration to Brecht's social, moral or political message. Having worked on a practice C1 in Term ½, students are led through the exploration of all four stimuli provided by the board. Group choices are determined by the choice of stimulus rather than any other criteria in order to make the written element of the component	<b>Low stakes assessment</b> – regular watching and feedback of devised work (peer and teacher)	making informed judgements based on information given. Reading, editing.	perseverance, Confidence	Individual research based on the different stimuli.

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Year 10 Term 5 6 weeks	Continue to work on Component 1.	Full term developing and refining the devised piece. Focus on ensuring the techniques of Brecht are used within the piece. Mock performances take place week before half term. Assessed against C1 practical criteria and clear feedback given with points to improve.	Low stakes assessment – regular watching and feedback given to develop the piece.  Mock assessment against GCSE criteria.	<b>Oracy</b> focused on in all lessons - need for clarity when presenting work.	<b>ACPs</b> Strategy planning, imagination, accuracy, precision, intellectual confidence <b>VAA</b> s Collaborative working, creative and enterprising, perseverance, Confidence	Line learning, research based on chosen topic.
End of Year 10						