

Year 10

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY TOPIC	Practitioners' Introduction	Devising Exploration	Devising Development	Devising Performance	DNA	DNA – Design Elements
KEY CONTENT	<ul style="list-style-type: none"> To know and explore the different types of staging used in theatre. To understand the difference between form and genre. Understand the principals of Brecht/Epic theatre. To explore and create forum theatre. To understand who Stanislavski is and what impact he had on theatre. To understand who Frantic Assembly are and what impact they have on theatre. Understand the principals of Artaud. 	<ul style="list-style-type: none"> Understand how to explore stimuli using drama techniques. Explore 3 stimuli using drama techniques. Understand the importance of artistic intentions and the impact it can have on an audience. To be able to use evaluation and analysis skills when explaining how drama techniques were used to explore ideas. Create ideas for performance based on different stimuli. Use research to develop ideas and improve the quality of performances. 	<ul style="list-style-type: none"> Develop and refine a devised performance focusing on the style/genre. Develop and refine a devised performance focusing on characterisation. Develop and refine a devised performance with a clear artistic intention. 	<ul style="list-style-type: none"> Understand how to rehearse performance in order to prepare for final performances. Document the development process by analysing and evaluating how their work has met the original artistic intentions. 	<ul style="list-style-type: none"> To understand the key themes and context of the play DNA. To begin to explore the characters and their relationships. To explore performance techniques that can be used to bring the play to life. To understand the main locations, events and structure of the play. 	<ul style="list-style-type: none"> To recognise the key roles within theatre making. To recognise the key features of different types of stages used within theatre. To choose a stage that could be used for a production of DNA and be able to justify choices. To understand the key principals and technologies used in set design. To understand the key principals and technologies used in lighting design. To understand the key principals and technologies used in costume design. To understand the key principals and technologies used in sound design.
KEY ASSESSMENTS	Devised performance from a stimulus based on knowledge of practitioners' styles.	<p>Practical: to perform an extract of your devised performance.</p> <p>Written: to answer the following coursework questions:</p> <ol style="list-style-type: none"> What was your initial response to the stimuli and what were the intentions of the piece? What work did your group do in order to explore the stimuli and start to create ideas for performance? 	<p>Practical: to perform an extract of your devised performance.</p> <p>Written: to answer the following coursework questions:</p> <ol style="list-style-type: none"> What were some of the significant moments during the development process and when rehearsing and refining your work? How did you consider genre, structure, character, form, style and language throughout the process? 	<p>Practical: to perform your devised performance</p> <p>Written: to answer the following coursework questions:</p> <ol style="list-style-type: none"> How effective was your contribution? Were you successful in what you set out to achieve? 	<p>Written: exam style questions on the key themes and context of DNA.</p> <p>Practical: performance of an extract from DNA.</p>	Written: mock exam questions on production elements.

Year 11

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
KEY TOPIC	Devising and live theatre	DNA and scripted performance	Scripted performance	Revision and exam skills	Revision and exam skills
KEY CONTENT	<ul style="list-style-type: none"> ▪ Create ideas for performance based on different stimuli. ▪ Develop and refine a devised performance focusing on the style/genre and characterisation. ▪ Develop and refine a devised performance with a clear artistic intention. ▪ Document the development process by analysing and evaluating how their work has met original artistic intentions. ▪ To be able to analyse and evaluate the use of performance skills. 	<ul style="list-style-type: none"> ▪ To revisit learning on production elements regarding DNA. ▪ To be able to create designs for all production elements of DNA. ▪ To be able to analyse and evaluate their designs. ▪ To understand how characters can be brought to life from page to stage by using key performance and rehearsal techniques. ▪ To apply performance skills to a variety of different character roles. 	<ul style="list-style-type: none"> ▪ To understand a playwright's intentions and how these can be brought to life on stage. ▪ To understand the key context of a script extract and how this might impact performance choices. ▪ To understand character objectives and motivations and how these impact performance. ▪ To create character objectives and motivations to realise the performance of a character from a script extract. 	<ul style="list-style-type: none"> ▪ To revisit learning on production elements regarding DNA. ▪ To recognise, analyse and evaluate the context of DNA and the impact it has on performance. ▪ To revisit learning on the use of performance skills as performers and directors in a production of DNA. ▪ To revisit learning on the use of performance skills and production elements in live theatre. 	<ul style="list-style-type: none"> ▪ To understand the recommended timings for the written exam. ▪ To understand how examiners use the criteria to mark exam answers. ▪ To use exam criteria to improve exam answers.
KEY ASSESSMENTS	<p>To revisit learning on production elements.</p> <p>To recognise, analyse and evaluate performance skills and production elements within a live theatre performance.</p>	<p>To analyse and evaluate the effectiveness of others' performance skills when playing different characters.</p>	<p>To be able to apply key rehearsal techniques to the refinement of a script extract performance.</p>	<p>Past exam papers.</p>	<p>Past exam papers.</p>