

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Component 1	4 x hours per fortnight	<p><b><u>Component 1: Section A &amp; C</u></b></p> <p><b>Section A: Introduction to roles and responsibilities in theatre and that of the industry.</b></p> <p>Students should know:</p> <p>drama and theatre terminology and how to use it appropriately</p> <ul style="list-style-type: none"> <li>stage positioning (upstage, downstage, centre stage)</li> <li>stage configuration</li> <li>theatre in the round</li> <li>proscenium arch</li> <li>thrust stage</li> <li>traverse</li> <li>end on staging</li> <li>promenade</li> <li>the roles and responsibilities of</li> <li>theatre makers in contemporary</li> <li>professional practice.</li> <li>playwright</li> <li>performer</li> <li>understudy</li> <li>lighting designer</li> <li>sound designer</li> <li>set designer</li> </ul>	<p><a href="#">(122) AQA GCSE Drama Key Terminology - YouTube</a></p> <p><a href="#">(122) AQA GCSE Drama: Section A - YouTube</a></p> <p>AQA GCSE Drama by Annie Fox</p>	<p>Literacy</p> <ul style="list-style-type: none"> <li>Use of their specification K&amp;U list</li> <li>Knowledge organisers</li> <li>Evaluation of own work using AO's and mark schemes to outline how to CTG</li> </ul> <p>CEIAG</p> <ul style="list-style-type: none"> <li>Risk assessments and hazards in a practical space</li> <li>Careers in theatre and performance: technical, performance, design embedded in delivery</li> </ul>	<p>Challenge:</p> <ul style="list-style-type: none"> <li>Students to experiment and explain why a technique is being used and why</li> <li>Include genre/style references to practitioners</li> </ul> <p>Scaffold:</p> <ul style="list-style-type: none"> <li>Prior warning to students of practical performance lessons</li> <li>Seating plan is specific to the students' needs</li> <li>Groupings are considered and monitored closely – peer with more able</li> <li>Coloured paper/books as stated if appropriate</li> </ul>	<p>Assessing: A03, A04</p> <p><b>Formative Assessment:</b> knowledge and understanding of how drama and theatre is developed and performed (AO3)</p> <ul style="list-style-type: none"> <li>Low stakes testing in multiple choice format</li> <li>Generate 4 mark answer on design</li> </ul> <p><b>Summative Assessment:</b> analyse and evaluate the live theatre work of others (AO4).</p> <p>Complete 32 mark answers in two parts – 20 for</p>

	<ul style="list-style-type: none"> <li>• costume designer</li> <li>• puppet designer</li> <li>• technician</li> <li>• director</li> <li>• stage manager</li> <li>• theatre manager</li> </ul> <p><b>Section C: Exploring Live Theatre and that of digital theatre; Hamilton.</b></p> <p>Students must have experienced live production as an audience member as part of their course.</p> <p>They should be able to discuss a variety of aspects of one production giving a personal analysis and evaluation of the theatrical elements and how successfully meaning was communicated to the audience.</p>			<ul style="list-style-type: none"> <li>• Chunking tasks into smaller steps</li> <li>• Scaffolds for written tasks</li> <li>• Extended timings for tasks</li> </ul>	analysis and 12 for evaluation
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Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
<i>Component 1</i>	4 x hours per fortnight	<p>Component 1: Section B</p> <p>Introduction to the set text (Blood Brothers by Willy Russell; Methuen Modern Classics, ISBN 978-0413767707) exploring the story, costume, set, lighting and sound to achieve the 4-mark answer.</p> <p>Students are expected to know and understand the characteristics and context of the whole play they have studied. All students must be prepared to answer questions from the perspective of a performer.</p> <p>Characteristics of performance text(s) and dramatic work(s):</p> <ul style="list-style-type: none"> <li>• genre</li> <li>• structure</li> <li>• character</li> <li>• form</li> </ul>	<p><a href="#">(122) AQA GCSE Drama: Section B (4-mark The Crucible) - YouTube</a></p> <p><a href="#">The purpose of set design - Set design - AQA - GCSE Drama Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Set design terms Flashcards   Quizlet</a></p>	<p>Literacy</p> <ul style="list-style-type: none"> <li>• Use of their specification K&amp;U list</li> <li>• Knowledge organisers</li> <li>• Evaluation of own work using AO's and mark schemes to outline how to CTG</li> </ul> <p>CEIAG</p> <ul style="list-style-type: none"> <li>• Risk assessments and hazards in a practical space</li> <li>• Careers in theatre and performance: technical, performance,</li> </ul>	<p>Challenge:</p> <ul style="list-style-type: none"> <li>• Students to experiment and explain why a technique is being used and why</li> <li>• Include genre/style references to practitioners</li> </ul> <p>Scaffold:</p> <ul style="list-style-type: none"> <li>• Prior warning to students of practical performance lessons</li> <li>• Seating plan is specific to the students' needs</li> <li>• Groupings are considered and</li> </ul>	<p>Assessing: A03, A04</p> <p><b>Formative Assessment:</b> knowledge and understanding of how drama and theatre is developed and performed (AO3)</p> <ul style="list-style-type: none"> <li>• Low stakes testing in multiple choice format</li> <li>• Generate 4 mark answer on design</li> </ul> <p><b>Summative Assessment:</b></p>

		<ul style="list-style-type: none"> <li>• style</li> <li>• language</li> <li>• sub-text</li> <li>• character motivation and interaction</li> <li>• the creation of mood and atmosphere</li> <li>• the development of pace and rhythm</li> <li>• dramatic climax</li> <li>• stage directions</li> <li>• the practical demands of the text.</li> </ul> <p>Evaluating and analysing the technical elements of theatre that contribute to the artistic process.</p>	<a href="#">Blood Brothers SOW/PPTs</a>	<p>design embedded in delivery</p>	<p>monitored closely – peer with more able</p> <ul style="list-style-type: none"> <li>• Coloured paper/books as stated if appropriate</li> <li>• Chunking tasks into smaller steps</li> <li>• Scaffolds for written tasks</li> </ul> <p>Extended timings for tasks</p>	<p>analyse and evaluate the live theatre work of others (AO4).</p> <p>Complete 32 mark answers in two parts – 20 for analysis and 12 for evaluation</p>
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