Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Component 2	4 x hours per fortnight	Component 2: Devising Devising monologues with focus on individual performance to explore their ability of preferred style of performance, generating a scaled version of Devising Log to reflect on practice. Students will explore the genres and performance styles: • comedy • tragedy • melodrama • commedia dell'arte • naturalism • epic theatre • documentary theatre • physical theatre. Use prior knowledge of Component 3 to generate own works and understanding the process of creating engaging theatre.	(122) "WHO KILLED LOLA BROWN?" Devised Drama GCSE - YouTube Exploring different theatrical genres and styles - Selecting a genre or performance style - OCR - GCSE Drama Revision - OCR - BBC Bitesize Drama Online - Genres and forms (dramaonlinelibrary.com) SOW/PPTs	Literacy • Use of their specification K&U list • Knowledge organisers • Evaluation of own work using AO's and mark schemes to outline how to CTG CEIAG • Risk assessments and hazards in a practical space • Careers in theatre and performance: technical, performance, design embedded in delivery	Challenge: • Students to experiment and explain why a technique is being used and why • Include genre/style references to practitioners Scaffold: • Prior warning to students of practical performance lessons • Seating plan is specific to the students' needs • Groupings are considered and monitored closely – peer with more able	Formative Assessment: This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4). Students will plan, rehearse and perform their monologues in the style of

				- Coloured paper/books as stated if appropriate - Chunking tasks into smaller steps - Scaffolds for written tasks - Extended timings for tasks	which they have explored. This is marked out of 20 as per mark schema for Comp 2.

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Component 2	4 x hours per fortnight	Component 2: Devising Introduction to theatre practitioners: Stanislavski, Brecht, Artaud, Frantic Assembly. AQA | Drama and Theatre | Subject content | Prescribed practitioners Workshops in the style of practitioners and their accompanying genres. Stanislavski – Naturalism Brecht – Political Theatre/V-Effekt Artaud – Theatre of Cruelty Frantic Assembly – Physical Theatre Research and investigation to perform in the style of chosen practitioner. (122) Spymonkey: Devising Masterclass - YouTube	(122) An introduction to Brechtian theatre - YouTube (122) Bertolt Brecht and Epic Theater: Crash Course Theater #44 - YouTube (122) How Stanislavski Reinvented the Craft of Acting - YouTube (122) Stanislavsky Acting Methodology - YouTube	Literacy • Use of their specification K&U list • Knowledge organisers • Evaluation of own work using AO's and mark schemes to outline how to CTG CEIAG • Risk assessments and hazards in a practical space • Careers in theatre and performance: technical, performance, design	Challenge: • Students to experiment and explain why a technique is being used and why • Include genre/style references to practitioners Scaffold: • Prior warning to students of practical performance lessons • Seating plan is specific to the students' needs • Groupings are considered and monitored closely – peer with more able	Assessing: A02, A04 Formative Assessment: apply theatrical skills to realise artistic intentions in live performance (AO2) Performance assessment of their devised pieces on particular style/genre. Summative Assessment: analyse and evaluate their own work (AO4). Generate answer based on Devising

| | | | [(122) Frantic Assembly Masterclass: Building Blocks for Devising - YouTube](#) | embedded in delivery | • Coloured paper/books as stated if appropriate
• Chunking tasks into smaller steps
• Scaffolds for written tasks
• Extended timings for tasks | processes: Section 1: Stimuli |