

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>Component 1: Section B</p> <p>Furthering knowledge on the set text and exploring this practically and focussing on director and performer aspects for; 8,12,20 marker.</p> <p>Writing skills: how to answer a Drama based question using English based knowledge.</p> <p>How meaning is interpreted and communicated:</p> <ul style="list-style-type: none"> • performance conventions • use of performance space and spatial relationships on stage • actor and audience configuration • relationships between performers and audience • design fundamentals such as scale, shape, colour, texture • the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying • the design of costume including hair and make-up 	<p>(122) AQA GCSE Drama: Section B (8-mark TIKTBT) - YouTube</p> <p>(122) AQA GCSE Drama: Section B (12-mark TIKTBT) - YouTube</p> <p>(122) AQA GCSE Drama - 20 Mark Question - YouTube</p> <p>The purpose of set design - Set design - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p> <p>Set design terms</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Use of their specification K&U list • Knowledge organisers • Evaluation of own work using AO's and mark schemes to outline how to CTG <p>CEIAG</p> <ul style="list-style-type: none"> • Risk assessments and hazards in a practical space • Careers in theatre and performance: technical, performance, design embedded in delivery 	<p>Challenge:</p> <ul style="list-style-type: none"> • Students to experiment and explain why a technique is being used and why • Include genre/style references to practitioners <p>Scaffold:</p> <ul style="list-style-type: none"> • 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 • Coloured paper/books as stated if appropriate 	<p>Assessing: A03, A04</p> <p>Formative Assessment: knowledge and understanding of how drama and theatre is developed and performed (AO3)</p> <ul style="list-style-type: none"> • Low stakes testing in multiple choice format • Generate 4 mark answer on design <p>Summative Assessment: analyse and evaluate the live theatre work of others (AO4).</p>

		<ul style="list-style-type: none"> • the design of lighting such as direction, colour, intensity, special effects • the design of sound such as direction, amplification, music, sound effects both live and recorded • performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines <p>performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression.</p>	Flashcards Quizlet Blood Brothers SOW/PPTs		<ul style="list-style-type: none"> • Chunking tasks into smaller steps • Scaffolds for written tasks <p>Extended timings for tasks</p>	<p>Answers in sections for the paper; 8, 12, 20 mark answers, scaffold and prepare</p>
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Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Component 3	4 per fortnight	<p>Component 3: Texts in Practice</p> <p>Preparing students for Component 3 through the exploration of a range of different texts, each with different genres and performance styles.</p> <p>Analysing the purpose of scripts and working within monologues to focus on the individual performance.</p> <ul style="list-style-type: none"> - How to write a script - How to analyse text - How to use text to create meaning - Where to develop text and convey character and emotion - How to create a character through physical and vocal skills - How to use rehearsal time to develop a performance <p>Variety of stimuli across multiple playwrights to experience different styles of performance in theatre.</p> <ul style="list-style-type: none"> -Verbatim -Physical Theatre -Naturalism -Melodrama 	<p>(122) How to write a play - five golden rules - YouTube</p> <p>(122) Page to Stage Part 1: Writing/Formatting a Play - YouTube</p> <p>(122) Writing a theatre review - YouTube</p> <p>(122) DNA by Dennis Kelly [Genesis Theatre] - YouTube</p> <p>(122) Things I know to be True - YouTube</p> <p>(122) The Curious Incident of the Dog in the Night Time - YouTube</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Use of their specification K&U list • Knowledge organisers • Evaluation of own work using AO's and mark schemes to outline how to CTG • Writing and analysing scripted text in PEEL structure <p>CEIAG</p> <ul style="list-style-type: none"> • Risk assessments and hazards in a practical space • Careers in theatre and performance: technical, performance, design 	<p>Challenge:</p> <ul style="list-style-type: none"> • Students to experiment and explain why a technique is being used and why • Include genre/style references to practitioners (KS4 level) <p>Scaffold:</p> <ul style="list-style-type: none"> • 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 • Coloured paper/books 	<p>Assessing: A02</p> <p>Summative Assessment: ability to apply theatrical skills to realise artistic intentions in live performance (A02)</p> <p>Perform scripted extracts and write evaluation and review of each others work in the style of a theatre critic</p> <p>March Performance of C3 work</p>

		<p>Develop understanding for Design and the impact to performance processes</p> <ul style="list-style-type: none"> - How does set, costume and lighting add to the impact of a performance - Decipher why choices are made by the Director - Interpret texts as a director - Interpret texts as a performer - Interpreting how to create a performance which involves audience engagement - Practically explore different practitioners to understand how their rehearsal/performance techniques can influence an interpretation of texts - Memorise scripts to help them develop their physical skills within their performance <p>Students will use their prior knowledge from Component 1 to help them understand the physical and vocal skills which will help them to understand how to interpret and perform text.</p>		<p>embedded in delivery</p> <ul style="list-style-type: none"> • Writing a review in the style of theatre critic (careers) 	<p>as stated if appropriate</p> <ul style="list-style-type: none"> • Chunking tasks into smaller steps • Scaffolds for written tasks <p>Extended timings for tasks</p>	
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