

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Component 3	4 x hours per fortnight	<p>Component 3: Texts in Practice</p> <ul style="list-style-type: none"> • Retrieval of genre and style • How to annotate a script • Apply previous knowledge on how to analyse and evaluate the performance texts • Re-visiting scripted performance and focussing on groups for extended piece for extract 1 and extract 2. • Students to explore a variety of genre and styles and texts • John Godber Study – Teechers, Bouncers, Shakers. • Exploring the importance of group performed work. • Generating a statement of drama intent and knowing how to achieve those aims. 	<p>(123) John Godber on 'Bouncers' - YouTube</p> <p>AQA Assessment components Component 3: Texts in practice Performance of key extracts</p> <p>AQA Drama Non-exam assessment administration Administration for Component 3</p> <p>Component 3 SOW & Resources</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: A02</p> <p>Formative Assessment: ability to apply theatrical skills to realise artistic intentions in live performance (A02)</p> <p>Summative Assessment: analyse and evaluate their own work (A04).</p>

					<ul style="list-style-type: none">• Chunking tasks into smaller steps• Scaffolds for written tasks• Extended timings for tasks	
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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 continued:</p> <ul style="list-style-type: none"> • Demonstrate the impact of peer feedback • Evaluating the use of technical elements through; set, costume and lighting in performance of scripted work in groups. • Analysing and evaluating the effectiveness of the statements of dramatic intent and how successful the aims were achieved. 	<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>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 	<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 	<p>Assessing: A04</p> <p>Summative Assessment: analyse and evaluate their own work (AO4).</p> <p>December Performance of C3 work</p>

			<p>(122) The Curious Incident of the Dog in the Night Time - YouTube</p>	<ul style="list-style-type: none">• Careers in theatre and performance: technical, performance, design embedded in delivery• Writing a review in the style of theatre critic (careers)	<ul style="list-style-type: none">• Groupings are considered and monitored closely – peer with more able• Coloured paper/books as stated if appropriate• Chunking tasks into smaller steps• Scaffolds for written tasks• Extended timings for tasks	
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