

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	<p>Component 2: Devising</p> <ul style="list-style-type: none"> Devising in groups based on stimuli provided – developing understanding and knowledge on practitioner and theatre style, Verbatim and Physical Theatre. Re-visit the devising process but in larger groups and identify key area of study through stimuli – music, newspaper articles, photographs Be able to analyse and evaluate devised performances Create a detailed rehearsal schedule Incorporate technical theatre elements and evaluate the significant impact 	<p>(123) Tips for Making Theatre Education Gecko - YouTube</p> <p>(123) Devising Theatre Transforms Lives Ali Godfrey TEDxRoyalCentralSchool - YouTube</p> <p>Netflix Original Documentary – ABTRACT – Set Design</p> <p>Practitioner Study SOW</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 	<p>Formative Assessment: on their ability to create and develop ideas to communicate meaning for theatrical performance (AO1)</p> <p>Summative Assessment: apply theatrical skills to realise artistic intentions in live performance (AO2)</p>

					<div>as stated if appropriate</div> <ul style="list-style-type: none">• Chunking tasks into smaller steps• Scaffolds for written tasks• Extended timings for tasks	
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Component 2	4 per fortnight	<p>Component 2: Devising</p> <p>Each student is required to complete a Devising log documenting the creation and development of their ideas to communicate meaning through a devised piece and analysing and evaluating their individual contribution to the devising process and the final devised piece.</p> <p>The Devising log must comprise three sections, each marked out of 20 marks:</p> <p>Section 1: Response to a stimulus Section 2: Development and collaboration Section 3: Analysis and evaluation.</p>	<p>AQA Scheme of assessment Assessment components Component 2: Devising drama</p> <p>(123) GCSE AQA Drama Component 2 Devising Log - YouTube</p> <p>(123) Seven Deadly Sins GCSE Drama (A/A*) - 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: A02, A04</p> <p>Formative Assessment: apply theatrical skills to realise artistic intentions in live performance (AO2)</p> <p>Summative Assessment: analyse and evaluate their own work (AO4).</p> <p>Submission of a devising log which</p>

		<p>The process of the Devising Log and completing the NEA written component in preparation for Year 11 exams.</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 	<p>can be taken through to Year 11</p>
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