



At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
<p>Component 2: Performance from Text</p> <p>And</p> <p>Component 3: Theatre Makers in Practice - Practical Exploration - DNA</p>	Component 2: Performance from Text	Component 2: Performance from Text - Final Preparation and Examination	Component 3: Theatre Makers in Practice - Preparation for the Written Examination - DNA	Component 3: Theatre Makers in Practice - Preparation for the Written Examination - DNA	Component 3: Theatre Makers in Practice - Preparation for the Written Examination - DNA
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> Interpreting and exploring two key extracts from a chosen performance text. 	<ul style="list-style-type: none"> Interpreting and exploring two key extracts from a chosen performance text. Performing or realising a design of two key extracts from this text. 	<ul style="list-style-type: none"> Interpreting and exploring two key extracts from a chosen performance text. Performing or realising a design of two key extracts from this text. 	<ul style="list-style-type: none"> Understanding a full text (DNA) from the perspective of a Performer and a Director 	<ul style="list-style-type: none"> A detailed understanding of a full text (DNA) from the perspective of a Performer, a Director and a Designer Analysing and evaluating a live piece of theatre 	<p>Study Leave</p> <p>Revision for Component 3 External written examination</p>
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<p>To develop a greater depth of knowledge, understanding and ideas on how performers, directors and designers create impact and meaning through many elements of performance including:</p> <ul style="list-style-type: none"> acting style and purpose, including vocal and physical skills use of stage space and spatial relationships, including levels and entrance points intended impact and meaning for the audience. lighting and sound, including colour and 	<p>To gain knowledge and understanding to explore how meaning is communicated through:</p> <ul style="list-style-type: none"> themes, issues, performance conventions genre, structure, form, style, language and stage directions character relationships character development. <p>To develop skills in how meaning is communicated and interpreted through:</p> <ul style="list-style-type: none"> the use of voice, physical and non-verbal techniques (such as facial 	<p>To develop a greater depth of knowledge and understanding to further explore how meaning is communicated through:</p> <ul style="list-style-type: none"> themes, issues, performance conventions genre, structure, form, style, language and stage directions character relationships character development. <p>To develop skills in how meaning is communicated and interpreted through:</p> <ul style="list-style-type: none"> use of space and spatial relationships the presentation of 	<p>To gain knowledge, understanding and ideas on how performers, directors and designers create impact and meaning through many elements of performance including:</p> <ul style="list-style-type: none"> acting style and purpose, including vocal and physical skills use of stage space and spatial relationships, including levels and entrance points intended impact and meaning for the audience. <p>To develop knowledge and understanding exploring:</p>	<p>To develop knowledge and understanding exploring:</p> <ul style="list-style-type: none"> the playwright's use of meaning, genre, structure, character, form, style, language and stage directions for communication between performer and audience vocal and physical interpretation of character design elements, including staging and visual communication, costume, lighting, set and sound sketches and drawings to represent stage space 	<p>Revise all prior learning for Component 3 External written examination</p>

<ul style="list-style-type: none"> music costume, makeup and masks as appropriate 	<ul style="list-style-type: none"> expression and gesture) use of space and spatial relationships the presentation of characters/roles relationships between performer and audience 	<ul style="list-style-type: none"> characters/roles relationships between performer and audience production elements, such as set (including props), costume, lighting and sound. 	<ul style="list-style-type: none"> the playwright's use of meaning, genre, structure, character, form, style, language and stage directions for communication between performer and audience vocal and physical interpretation of character design elements, including staging and visual communication, costume, lighting, set and sound sketches and drawings to represent stage space performance style and theatrical devices. <p>For the theatre review element, students need to develop the ability to:</p> <ul style="list-style-type: none"> analyse and evaluate the work of theatre makers form critical judgements about live theatre based on their understanding of drama and theatre analyse and evaluate the ways in which different performance and production elements are brought together to create theatre analyse and evaluate the work of others. 	<ul style="list-style-type: none"> performance style and theatrical devices. <p>For the theatre review element, students need to develop knowledge in:</p> <ul style="list-style-type: none"> Recognising and understanding how theatrical choices are used by theatre makers to create impact understanding how the meaning of a text can be interpreted and communicated to an audience Using appropriate vocabulary and subject-specific terminology 	
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
Regular examination-style questions	Mock performance examination	External Examination performed to a visiting examiner	Regular examination-style questions	Component 3 External written examination	Component 3 External written examination