



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&2	Autumn 1&2	Spring 1&2	Spring 1&2	Summer 1&2	Summer 1&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
Component 1: Devising Theatre	Component 3: Interpreting Theatre	Component 1: Devising Theatre	Component 3: Interpreting Theatre	Component 1: Devising Theatre	Component 3: Interpreting Theatre
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>Students will work on tasks to aid their understanding of the process of devising:</p> <ul style="list-style-type: none"> How to create original work collaboratively. Exploring the exam board provided stimuli (such as text, image, music, or a theme) to generate ideas. Developing a shared understanding of the stimulus. Using improvisation and experimentation to create and develop ideas. Refining and selecting material for performance. <p>Throughout this process students will recall their knowledge of Drama Techniques and Skills:</p> <p>Use of dramatic elements (e.g.,</p>	<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> <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 	<p>Students will put their knowledge of this process into practice to work on a performance response to the stimulus to create meaning and intent:</p> <ul style="list-style-type: none"> How meaning is conveyed through performance. How to communicate ideas and intentions clearly. Understanding audience impact and how to engage the audience. <p>They will consider also the role of the Performer and Designer:</p> <ul style="list-style-type: none"> How performers interpret and present devised material. The role of the designer in supporting the devised performance (lighting, sound, costume, set). The use of design 	<p>To develop knowledge and understanding exploring:</p> <ul style="list-style-type: none"> 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 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 	<p>Reflective Practice: Students will start to compile a reflective log and portfolio of evidence based on the rehearsal process.</p> <ul style="list-style-type: none"> How to evaluate the success of the devised performance. Understanding the creative process and personal contribution. Identifying strengths and areas for development. <p>Students will rehearse and refine their performance for the Non-Examined Controlled Assessment.</p> <ul style="list-style-type: none"> Developing character through use of vocal and physical skills Include appropriate and effective techniques within their work Engage the audience providing opportunities for emotional response Use design elements to enhance mood and atmosphere and 	<p>Mock Exam preparation:</p> <ul style="list-style-type: none"> Building a bank of revision notes on Set Text. Watching and discussing performances for live theatre review Building a bank of revision notes for LTR

<p>tension, pace, atmosphere).</p> <p>Use of drama techniques such as:</p> <p>Freeze frames, Thought tracking, Role-play, Hot seating, Narration, Mime, Physical theatre</p> <p>Use of performance skills such as:</p> <p>Voice (pitch, pace, tone, volume, projection)</p> <p>Movement (facial expression, posture, gesture, proxemics)</p> <p>Use of space and relationships.</p>		<p>elements to enhance meaning and atmosphere.</p> <ul style="list-style-type: none"> • 		<p>communicate meaning</p>	
<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>
<p>Students will hone and develop their use of skills and techniques in response to a stimulus with a focus on the following assessment objective.</p> <p><i>A01: Create and develop ideas to communicate meaning for devised drama</i></p> <ul style="list-style-type: none"> • Understand how to generate original ideas inspired by a stimulus. • Collaborate effectively with others to develop 		<p>Students will put into practise their knowledge skills and techniques to create a performance in response to the exam stimulus with a focus on the following assessment objective.</p> <p><i>A02: Apply theatrical skills to communicate meaning in devised drama</i></p> <ul style="list-style-type: none"> • Use a wide range of performance skills effectively (voice, movement, facial expression, gesture, 	<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 	<p>Students will reflect on the process and outcome of the performance work through written reflections and evaluations with a focus on the following assessment objective.</p> <p><i>A03: Analyse and evaluate the process and outcome of devised drama</i></p> <ul style="list-style-type: none"> • Reflect on your own contribution and that of others to the creation and performance. 	<p>Practice Questions and feedback</p>

<p>ideas.</p> <ul style="list-style-type: none"> • Use drama techniques and theatrical elements (tension, pace, atmosphere, etc.) to shape the devised work. • Experiment with different forms, styles, and conventions to explore meaning. • Show clear creative intention through the devised piece. 		<p>proxemics).</p> <ul style="list-style-type: none"> • Demonstrate control and precision in the use of drama techniques (freeze frames, thought tracking, hot seating, etc.). • Engage the audience and communicate meaning clearly. • Apply design skills (lighting, sound, costume, set) to support the performance and enhance meaning. • Show understanding of the roles of performer and designer. 	<p>the work of others.</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of the devised piece in communicating meaning. • Identify what worked well and what could be improved. • Show understanding of the creative process from initial ideas to final performance. • Use appropriate drama terminology to describe and evaluate the work. 	
<p>Tier 3 Subject Vocabulary</p>	<p>Tier 3 Subject Vocabulary</p>	<p>Tier 3 Subject Vocabulary</p>	<p>Tier 3 Subject Vocabulary</p>	<p>Tier 3 Subject Vocabulary</p>	<p>Tier 3 Subject Vocabulary</p>
<p>Creative intention Stimulus exploration Collaborative devising</p>		<p>Audience engagement Design Elements Dramatic elements</p>		<p>Reflective skills Self and Peer Evaluation Creative Process</p>	
<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>
<p>Summative assessment task to determine performance grades against GCSE criteria for Component 1 - A01.</p>		<p>Summative assessment task to determine performance grades against GCSE criteria for Component 1 - A02.</p>		<p>Summative assessment task to determine performance grades against GCSE criteria for Component 1 - A03.</p>	

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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
Component 2: Performance from Text	Component 2: Performance from Text	Component 2: Performance from Text - Final Preparation and Examination	Component 3: Interpreting Theatre - Preparation for the Written Examination - Noughts and Crosses	Component 3: Interpreting Theatre- Preparation for the Written Examination - Noughts and Crosses	Component 3: Interpreting Theatre - Preparation for the Written Examination - Noughts and Crosses
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	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 music • costume, makeup and masks as appropriate 	<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 expression and gesture) • use of space and spatial relationships • the presentation of characters/roles • relationships between performer and 	<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 characters/roles • relationships between performer and audience • production elements, such as set (including props), costume, lighting and sound. 	<ul style="list-style-type: none"> • Revisiting and revising the Set Text Noughts & Crosses 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</p> <p>External written examination</p>

	audience				
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural 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. 	Set Text Preparation: <ul style="list-style-type: none"> Explore Performance, direction and design ideas for key extract from the text documenting evidence to utilise as revision notes Practice exam questions Feedback and grading to ascertain areas for development 	Live Theatre Review Preparation: <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. 	Revise all prior learning for Component 3 External written examination
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
Design Concept Proxemics Semiotics Symbolism Thematic Elements Spacial Relationships Digetic & Non-Digetic Sound	Staging Cyclical / linear / non linear structure Genre Performance style	Interpretation & Realisation Rehearsal & Refinement Audience connection Concept realisation Impact and outcome	Stage Directions Visual Communication Analyse and evaluate Production Elements Fresnel Profile spot Gobo Gels Rostra Flats/Wings/Sightlines Interpretation of text	Thematic vision Costume Design Set Design Lighting Design Performer relationships Blocking and placement Status	
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