

End Game		The main skills the students leave us with, and what we base our entire curriculum on, are: <ul style="list-style-type: none"> • Communication: The ability to perform a complex character with voice, gesture & physicality • Trust: To take direction without personality getting in the way, and take risks. • Teamwork: to work with a number of different cast members, to lead and be led. • Maturity: to work independently on a given project while understanding self. • Expression (Creativity) : to create a piece of complex drama from any starting point • Evaluation: to be critically self and peer evaluative and be able to take professional criticism • Context: The history and context of theatre, including writers and practitioners 			
		September – November Component 2 of GCSE	November – December Component 2 Start of Component 1	January – March Continuation of Component 1 Start Component 3	April- June
Year 11	Fertile Question	What is your devised piece about?	What does the text tell us about the present day?	What are audiences meant to think, feel and understand when they watch your work?	How can I effectively write down what I have learned?
	Content	The students will start their 1 st GCSE formal exam piece- Devised theatre. They are to be given a stimulus which they need to research, rehearse and perform. They must also keep a detailed log book of their progress, showing key points throughout	The students will complete their devised piece, including formal performance and log book. This will be completed by the start of December. For the remaining time they will start on the set text, including research into the period and context of play, and the nature of theatre.	The students will start to work on their second practical assessment, the text in practice- they students will rehearse and perform a series of duologues from a published play. They will also continue to look at the set text and prepare for the exam- this part also includes the external assessment	The students will be preparing for their written exam, as well as visiting the theatre to watch a play.
	Concepts	<ul style="list-style-type: none"> • Process of creating devised drama. • Performance of devised drama (students may contribute as performer or designer). • Analysis and evaluation of own work. 	In addition to component 2: <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre. • Study of one set play “The Crucible”. • Analysis and evaluation of the work of live theatre makers. • Watching and evaluating live theatre 	In addition to component 1 the students will be assessed on: Performance of two extracts from one play (students may contribute as performer or designer). Free choice of play but it must contrast with the set play chosen for Component 1.	In addition to previous components <ul style="list-style-type: none"> • Study of one set play from a choice of six.- The crucible <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre. • Watching and evaluating live theatre To aid their analysis students should carry out background research into the production
	Knowledge/Skills	Students must develop their ability to: carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress, analyse and evaluate their own process of creating devised drama. For assessment, students must produce an individual Devising log documenting their devising process and an analysis and evaluation of their contribution.	<ul style="list-style-type: none"> • Characteristics of performance text(s) and dramatic work • Social, cultural and historical contexts • How meaning is interpreted and communicated • Drama and theatre terminology and how to use it appropriately • The roles and responsibilities of theatre makers in contemporary professional practice 	<ul style="list-style-type: none"> • learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances • develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance • develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking • develop a range of physical skills and techniques e.g. movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement • develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance • adopt the latest safe working practices. 	<ul style="list-style-type: none"> • Analysis and evaluation of the work of live theatre makers • the plot and characters • specific features or hallmarks of the style/genre of the production •the context of the play/production