



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Devising Drama	<p>Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Analyse and evaluate their own work and the work of others.</p>	<p>Research</p> <p>Stimuli</p> <p>Portfolio</p> <p>Devise</p> <p>Characterisation</p> <p>Genre</p> <p>Style</p> <p>Convention</p>	<p>Mock devising project</p> <p>From stimulus to performance</p> <p>Complete component 1 with exam paper and exam in December.</p>	<p>Literacy– key vocabulary</p> <p>English– evaluation and analysis</p> <p>Working as a group</p>	<p>Research stimuli</p> <p>Rehearsal diary</p> <p>Rehearsals</p>



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<p>Presenting and performing Text</p>	<p>Learners apply their presentation and performance skills through realising two key extracts from one centre-chosen text.</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Analyse and evaluate their own work and the work of others.</p>	<p>Characterisation</p> <p>Genre</p> <p>Style</p> <p>Convention</p> <p>Playwright intentions</p>	<p>Learners will explore the context of the whole text considering how the social, cultural and historical aspects of the text might have an impact on their realisation.</p> <p>Learners will complete a concept pro forma describing their research on the text and their artistic intention for the performance.</p> <p>Learners must develop, apply and practise their skills in acting or design to interpret the playwright's intention, leading them to communicate the extracts in a way that will engage the audience.</p> <p>Learners presenting the performance through acting will consider the style of presentation; their role and its development into one that has an impact and is appropriate for the extract; characterisation and the relationship of their roles with others and with the audience.</p> <p>Learners presenting the performance through design will consider the style of presentation; how their design work will augment and complement the work of the actors; and how their designs will support the impact on an audience.</p>	<p>AO1</p> <p>Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Literacy– key vocabulary</p> <p>English– evaluation and analysis</p> <p>Working as a group</p>	<p>Research of play and playwright.</p> <p>Rehearsal diary</p> <p>Rehearsals</p>