



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Devising Drama NEA	<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>Semiotics</p>	<p>Mock devising project</p> <p>Create drama from stimulus to performance</p> <p>Complete component 1 with OCR Board exam paper.</p> <p>Explore Stimuli</p> <p>Initial ideas</p> <p>Creating and developing drama</p> <p>Rehearsal</p> <p>Performance exam and submission of portfolio.</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/notes</p> <p>Learning Lines</p> <p>Rehearsals</p> <p>Retrieval/revision activities set text.</p>



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<p>Performance and Response</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</p> <p>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>



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<p>Presenting and performing Text</p>	<p>Learners will demonstrate knowledge and understanding of how drama is developed, performed and responded to.</p> <p>Learner will be able to reflect on and evaluate the work of others.</p> <p>Learner will explore practically, and in depth both a whole performance text and the development of drama and performance to be able to complete the written assessment successfully.</p> <p>Learners will know how characters and performances communicate ideas and meaning to an audience.</p> <p>Learners will be able to evaluate and analyse the work of professional theatre</p>	<p>Characterisation</p> <p>Genre</p> <p>Style</p> <p>Convention</p> <p>Playwright</p> <p>Intentions</p> <p>Semiotics</p> <p>These command words Assessment Objective (AO3) :</p> <p>List</p> <p>Name</p> <p>State</p> <p>Identify</p> <p>Give</p> <p>Select</p> <p>Describe</p> <p>Define</p> <p>Annotate / Explain</p> <p>Compare / Contrast</p> <p>How could</p> <p>Explore / Discuss</p> <p>To what extent</p> <p>Justify</p> <p>Assess</p>	<p>Define how the social, historical and cultural contexts have an effect on my set text?</p> <p>Explore and identify the characteristics of a text through practical preparation work?</p> <p>Explain the impact that characteristics of a text have on my set text?</p> <p>Select examples from my own practical study which demonstrate knowledge and understanding of the full range of characteristics of my set text?</p> <p>Identify how meaning is communicated within my set text?</p> <p>Evaluate the roles that theatre makers have on developing, performing and responding to my set text?</p> <p>Evaluate the roles that theatre makers (from contemporary professional practice) have on developing, performing and responding to a set text?</p> <p>State advantages and disadvantages for the decisions made directing, acting and designing for a performance?</p>	<p>AO3</p> <p>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4</p> <p>Analyse and evaluate their own work and the work of others.</p> <p>Literacy– key vocabulary</p> <p>English– evaluation and analysis</p> <p>Working as a group</p>	<p>Revision.</p> <p>Rehearsal diary</p> <p>Rehearsals</p>