

Year 10

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Component One Set text: Blood Brothers	Can we understand Russell's dramatic intentions and achievements? What is the process to turn a piece of script into an effective performance?	Developing a secure knowledge of the plot, themes, issues, characters, and Willy Russell's intention within Blood Brothers.	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Written tasks on social historical political context related to the text. • Design of costumes for all characters • Given circumstances for key scenes • Performance of two contrasting scenes/roles • Example questions from the exam paper <p>Skills</p> <ul style="list-style-type: none"> • Explaining/Describing • Justification • Comprehension • Research <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> • Marks collected from homework tasks on exam questions.
Autumn 2	Component One Set text: Blood Brothers	How can designers create meaning on the stage?	Developing a secure understanding of the requirements of designers in the theatre. Exploration of how to answer the key exam questions.	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Completion of revision booklet with design ideas • Answering exam style questions and completing re-writes • Peer assessment <p>Skills</p> <ul style="list-style-type: none"> • Explaining/Describing • Justification • Comprehension

				<ul style="list-style-type: none"> • Research <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> • Marks collected from homework tasks on exam questions.
Spring 1	Devising Component 2	How can you create performance from a stimulus	<p>Exploration of a range of practitioners and styles of theatre. Responding to a range of stimuli and creating a performance inspired by one or more.</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Taking part in workshops exploring practitioners and styles • Formulating ideas from stimuli • Creating a performance with specific dramatic intentions for a chosen audience • Creating characters • Lead others in creating appropriate performance • Perform in front of an audience <p>Skills</p> <ul style="list-style-type: none"> • Epic theatre techniques • Physical theatre techniques • Responding to stimuli • Collaborating • Characterisation • Physicality • Vocal dynamics • Directing • Performing <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> • Students write a reflective report (60 marks) • Performance of final production (20 marks)
Spring 2 And Summer 1		How can style be applied to performance to create meaning?		

Summer 2	Exploration of texts Component 3: Text in practice	How can you apply performance techniques to a text?	Performance skills and rehearsal techniques to effectively portray a range of characters from the play.	How understanding is assessed <ul style="list-style-type: none">• Performance of key extracts Skills <ul style="list-style-type: none">• Physicalisation• Vocal dynamic• Facial expressions• Assessment Point information (if applicable) <ul style="list-style-type: none">• Not formal assessment
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