Autumn Term 1	Autumn term 2	Spring Term 1	Spring Term 2	Summer term 1	Summer term 2
Exploring practitioners	TA1: Mini devising	Comp 3: I love you	Written exam prep	TA2: Set text written	Component 1
	project- MOCK	Mum practical	comp 3	exam	Devising
In this half term		exploration		Students will complete	
students will explore	This is a preparation		Students will	a mock of the written	Continued from
the methods of	unit for the devising	In this component	deconstruct exam style	exam by 8.5.2023	summer 1
Stanislavski , Brecht	component later on in	students are	questions and		
and Artaud. Recapping	the year. Students	introduced to the text	understand how to		
some of the	often struggle with	and content that they	respond to questions	Begin component 1	
praftcioners studied at	devising so this gives	will study for the exam	based on the staging,	DEVISING	
KS3 gives students a	them an insight and	unit IIYM .	costume ,		
real foundation of	chance to develop	We explore the text	characterisation and	Here students will	
knowledge that will	their skills in this area.	practically to allow	technical skills used in	Begin their internal	
form the basis of the	Students will be given a	students to understand	the set text. They will	component 1 work, in	
mini devising project in	picture stimulus and	content and	experience walking	which they will be	
autumn 2. This gives	develop ideas for a	characters, motivations	talking mock in which	given a stimulus Selby	
students a range of	performance, this	and staging etc. We	teachers will walk	the exam board, and	
contrasting	performance will be	will structure lessons	them through and	following the processes	
practitioner's to	influenced by	so that students	exam paper from	from Spring 2 link their	
choose from for their	techniques from a	answer questions	previous year. This is	ideas for the piece to a	
devising project	practitioner studied in	every double lesson in	working towards ta2	practitioner or style of	
	HT1.	relation to what they	which is a mock of	theatre. Students will	
		have studied	Component 3.	complete a log book	
	We will implement log	practically.		alongside their	
	books into this process			rehearsal processes	
	to consist of			and an evaluation after	
	annotations of			the final performance	
	stimulus and				
	development of key				
	ideas , these will form				
	part of the learning				
Franks as a set of the	Checkpoint.	Foundamentals	For demonstrate	Frankan and de	Francisco de la contractiva del contractiva de la contractiva del contractiva de la
Fundamentals:	Fundamentals:	Fundamentals:	Fundamentals:	Fundamentals:	Fundamentals:

Students will examine the methods and practices of naturalism and non naturalism (Brecht and Stanislavski) as well as Artauds theatre of cruelty in order to

- Understand the theory behind these practices.
- Applying their techniques to devised and scripted scenes
- Direct address
- Narrator
- Multi roles
- Placards
- Given circumstance
- Masks
- Assaulting the audience
- The fourth wall
- The feeling of truth

Understanding how to respond to a stimulus

- How to develop questions and ideas in response to a stimulus.
- Using Brecht techniques to devise a performancebreaking the fourth wall, narration, tableaux, third person thought track, placards.
- Exploring structure
- Form and style
- Theme and plot
- Language and dialogue

How to deliver required intent in her performance.

Considering the use of

Learners must consider how the text I love you Mum, I promise I won't die is constructed and how performances create meaning through:

- The characteristics of the performance
- Genreunderstanding verbatim and TIF
- Structure- 2
 ACT play and circular structure
- Characters
- Language
- Stage directions
- Sound and set including props
- Actors vocal and physical interpretation of the character

Students will develop knowledge in relation to: Analysing how meaning is communicated through

Exploring questions such as

the roles of theatre

makers

- How different types of staging would impact the performance of ILYM
- How costume choices have Impacted on the characters and final performances
- The importance of rehearsal technique and what techniques influenced the creation of ILYM

Set text- revising material from Spring 1 and 2 ready for TA 1 exam. Exploring scaffolding models with students.

Begin devising project (full)

A01 – Create and develop ideas to communicate meaning for theatrical performance assessed through a portfolio of supporting evidence

Students will develop Imaginative ideas in response the chosen stimulus communicate meaning.

Students will demonstrate use of a range of techniques associated with the chosen practitioner or genre are incorporated in a highly creative way AO2: Apply theatrical skills to realise artistic intentions in live performance assessed through the final performance.

Highly effective application of performance skills including sensitive interaction with other performance to realise artistic intentions

- A fully coherent and successful interpretations of the character or role using hugely relevant aspects of the practitioner or genre to successfully realise artistic intention.
- Students will demonstrate a highly sensitive individual

	space and staging choices (included proscenium arch, thrust and traverse)		How actors prepared for playing specific characters including vocal and physical techniquestempo, tone, intonation, Gesture body language. Understanding how set is used to allow full impact of the performance. Walking talking mock	as the piece are developed. Using logbooks to detail how performance have been thoroughly developed, refined, during the process to demonstrate meaning and intent. • Students will demonstrate a highly relevant individual contribution to the creation, development and refinement of ideas for performance.	contribution and understand how to sustain audience interest throughout the performance.
Learning checkpoints 2 per this half term as a longer- others half 1 LCP Lc1: Understanding how to apply given	LCP: discuss a significant moment in your rehearsal process and how ideas were developed and refined.	LCP: Demonstration of movement techniques in the rave scene.	LCP: Can I identify and e plain the significance of costume in iLYM?	LCP – logbook detailing development of devising process I response to stimulus	LCP: demonstration of chosen genre /styke in a devised scene

circumstance to a script			
LC2: Demonstrating understanding of Bretch techniques in practical task			

Learning