

<b>Year 11</b>	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)
Week 1	Be able to recap on the work done before the holidays in terms of earlier initial comp 1 research	Re familiarise with Stimuli #1 through themes and practical explorations	Re familiarise with Stimuli #2 through themes and practical explorations
Week 2	Re familiarise with Stimuli #3 through themes and practical explorations	Re familiarise with Stimuli #4 through themes and practical explorations	Make a firm choice as to final devising groupings and final stimulus directions
Week 3	Practically explore through workshop and devising techniques chosen stimulus <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Practically explore through workshop and devising techniques chosen stimulus <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Practically explore through workshop and devising techniques chosen stimulus <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>
Week 4	Practically explore through workshop and devising techniques chosen stimulus <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Practically explore through workshop and devising techniques chosen stimulus <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Practically explore through workshop and devising techniques chosen stimulus <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>
Week 5	Recall characteristics of at least four Drama Practitioners (Brecht, Berkoff, Artaud, Stanislavski, Emma Rice, TIE, Frantic etc)	Decide on best fit practitioner for devised piece. Redirect devised piece if necessary to fit in with practitioner	Use rehearsal/devising techniques to develop piece with practitioner in mind
Week 6	Practically explore through workshop and devising techniques chosen stimulus baring in mind chosen practitioner	Practically explore through workshop and devising techniques chosen stimulus baring in mind chosen practitioner	Practically explore through workshop and devising techniques chosen stimulus baring in mind chosen practitioner

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Week 7	Understand demand needed within written coursework	Revisit devising process so far, identifying 'lightbulb' moments and/or any significant change points within devising process	Understand how to structure a response to a Section B question in C3 Answer using perceptive, critical analysis, a question from a past paper
Week 8	Begin to refine performance, checking on timings <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to refine performance, checking on timings <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to refine performance, checking on timings <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>
Week 9	Purple assessment based on knowledge of chosen practitioner for component 1 piece. Begin devising opening scene for comp 1 piece.	Continue to devise and plan out opening scene – looking at successful examples and pulling out techniques that represent their chosen practitioner and stimulus.	Continue to devise and plan out opening scene – looking at successful examples and pulling out techniques that represent their chosen practitioner and stimulus.
Week 10	Begin to devise middle section of performance and characterisation and conventions and techniques used to portray the stimulus and practitioner influence <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to devise middle section of performance and characterisation and conventions and techniques used to portray the stimulus and practitioner influence <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to devise middle rest of story line section of performance and characterisation and conventions and techniques used to portray the stimulus and practitioner influence <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>
Week 11	Begin to refine performance, checking on timings Working constantly on portfolio evidence and questions	Begin to refine performance, checking on timings Working constantly on portfolio evidence and questions	Begin to refine performance, checking on timings Working constantly on portfolio evidence and questions <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>

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Week 12	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>
Week 13	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>
Week 14	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Component 3 set text. Understand how to format answers for exam questions including 15 mark questions.
Week 15	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Begin to refine performance, checking on timings Working constantly on portfolio evidence and final question <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Component 3 set text. Understand how to format answers for exam questions including 15 mark questions.

Week 16	Refining and blocking performance and in class full costume rehearsals. Finishing off portfolio work and getting prepared for evaluation writing task. <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Refining and blocking performance and in class full costume rehearsals. Finishing off portfolio work and getting prepared for evaluation writing task. <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Component 3 set text. Understand how to format answers for exam questions including 15 mark questions.
Week 17	Final rehearsals and submitting portfolio work. Component 3 set text. Understand how to format answers for exam questions including 15 mark questions. <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Assessment performance in hall with lightening, costume, props, set and audience. <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Understand how to write an evaluation based on performance of component 1. <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>
Week 18	Focus on planning for evaluation and create prompt bullet point notes to take into assessment. <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Focus on planning for evaluation and create prompt bullet point notes to take into assessment. <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>	Evaluation. Exam conditions. <b><i>This is Component 1 devising and is teacher facilitated, student led</i></b>
Week 19	Introduction to component 2 and what is required of performance candidates within this aspect. <b><i>This is Component 2 devising and is teacher facilitated, student led</i></b>	Component 2: performing from a text – looking at different texts. <b><i>This is Component 2 devising and is teacher facilitated, student led</i></b>	Component 2: performing from a text – looking at different texts. <b><i>This is Component 2 devising and is teacher facilitated, student led</i></b>
Week 20	Component 2: performing from a text – looking at different texts. <b><i>This is Component 2 devising and is teacher facilitated, student led</i></b>	Component 2: Performing from a text. Looking at past successful performances and how they were successful. Groupings and choosing set text. <b><i>This is Component 2 devising</i></b>	Component 2: Performing from a text. Looking at past successful performances and how they were successful. Groupings and choosing set text. <b><i>This is Component 2 devising and</i></b>

		<i>and is teacher facilitated, student led</i>	<i>is teacher facilitated, student led</i>
Week 21	Component 2: Performing from a text. Start to learn scripts and character development. <b><i>This is Component 2 devising and is teacher facilitated, student led</i></b>	Component 2: Performing from a text. Start to learn scripts and character development. <b><i>This is Component 2 devising and is teacher facilitated, student led</i></b>	Component 2: Performing from a text. Start to learn scripts and character development. <b><i>This is Component 2 devising and is teacher facilitated, student led</i></b>