

| Year 11 | Lesson 1 Learning intentions (what can a student do at the end of the lesson) | Lesson 2 Learning intentions (what can a student do at the end of the lesson) | Lesson 3 Learning intentions (what can a student do at the end of the lesson) |
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| 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 <i>This is Component 1 devising and is teacher facilitated, student led</i> | Practically explore through workshop and devising techniques chosen stimulus <i>This is Component 1 devising and is teacher facilitated, student led</i> | Practically explore through workshop and devising techniques chosen stimulus <i>This is Component 1 devising and is teacher facilitated, student led</i> |
| Week 4 | Practically explore through workshop and devising techniques chosen stimulus <i>This is Component 1 devising and is teacher facilitated, student led</i> | Practically explore through workshop and devising techniques chosen stimulus <i>This is Component 1 devising and is teacher facilitated, student led</i> | Practically explore through workshop and devising techniques chosen stimulus <i>This is Component 1 devising and is teacher facilitated, student led</i> |
| 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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| | <i>This is Component 1 devising and is teacher facilitated, student led</i> | <i>This is Component 1 devising and is teacher facilitated, student led</i> | <i>This is Component 1 devising and is teacher facilitated, student led</i> |
| 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 <i>This is Component 1 devising and is teacher facilitated, student led</i> | Begin to refine performance, checking on timings <i>This is Component 1 devising and is teacher facilitated, student led</i> | Begin to refine performance, checking on timings <i>This is Component 1 devising and is teacher facilitated, student led</i> |
| 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 <i>This is Component 1 devising and is teacher facilitated, student led</i> | Begin to devise middle section of performance and characterisation and conventions and techniques used to portray the stimulus and practitioner influence <i>This is Component 1 devising and is teacher facilitated, student led</i> | 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 <i>This is Component 1 devising and is teacher facilitated, student led</i> |
| 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 <i>This is Component 1 devising and is teacher facilitated, student led</i> |

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

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| Week 16 | Refining and blocking performance and in class full costume rehearsals. Finishing off portfolio work and getting prepared for evaluation writing task. <i>This is Component 1 devising and is teacher facilitated, student led</i> | Refining and blocking performance and in class full costume rehearsals. Finishing off portfolio work and getting prepared for evaluation writing task. <i>This is Component 1 devising and is teacher facilitated, student led</i> | Component 3 set text. Understand how to format answers for exam questions including 15 mark questions. |
| Week 17 | Rehearsals for comp 1 and submitting portfolio work. Component 3 set text. Understand how to format answers for exam questions including 15 mark questions. <i>This is Component 1 devising and is teacher facilitated, student led</i> | Rehearsals for comp 1 and submitting portfolio work. Component 3 set text. Understand how to format answers for exam questions including 15 mark questions. <i>This is Component 1 devising and is teacher facilitated, student led</i> | Understand how to write an evaluation based on performance of component 1. <i>This is Component 1 devising and is teacher facilitated, student led</i> |
| Week 18 | Final rehearsals and amendments for component 1 performance and portfolio <i>This is Component 1 devising and is teacher facilitated, student led</i> | Final rehearsals and amendments for component 1 performance and portfolio <i>This is Component 1 devising and is teacher facilitated, student led</i> | Final rehearsals and amendments for component 1 performance and portfolio <i>This is Component 1 devising and is teacher facilitated, student led</i> |
| Week 19 | Final rehearsals and amendments for component 1 performance and portfolio <i>This is Component 1 devising and is teacher facilitated, student led</i> | Final rehearsals and amendments for component 1 performance and portfolio <i>This is Component 1 devising and is teacher facilitated, student led</i> | Technical aspect focus – Hall for a lesson on how to operate lighting and sound facilities. |
| Week 20 | Final rehearsals and amendments for component 1 performance and portfolio | Final rehearsal before performance and amendments for component 1 | Assessment performance in hall with lightening, costume, props, set and audience. |

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| | <i>This is Component 1 devising and is teacher facilitated, student led</i> | performance and portfolio <i>This is Component 1 devising and is teacher facilitated, student led</i> | <i>This is Component 1 devising and is teacher facilitated, student led</i> |
| Week 21 | Focus on planning for evaluation and create prompt bullet point notes to take into assessment. <i>This is Component 1 devising and is teacher facilitated, student led</i> | Focus on planning for evaluation and create prompt bullet point notes to take into assessment. <i>This is Component 1 devising and is teacher facilitated, student led</i> | Evaluation. Exam conditions. <i>This is Component 1 devising and is teacher facilitated, student led</i> |
| Week 22 | Introduction to component 2 and what is required of performance candidates within this aspect. <i>This is Component 2 devising and is teacher facilitated, student led</i> | Component 2: performing from a text – looking at different texts. <i>This is Component 2 devising and is teacher facilitated, student led</i> | Component 2: performing from a text – looking at different texts. <i>This is Component 2 devising and is teacher facilitated, student led</i> |
| Week 23 | Component 2: performing from a text – looking at different texts. <i>This is Component 2 devising and is teacher facilitated, student led</i> | Component 2: Performing from a text. Looking at past successful performances and how they were successful. Monologues and choosing set text. <i>This is Component 2 devising and is teacher facilitated, student led</i> | Component 2: Performing from a text. Looking at past successful performances and how they were successful. Monologues and choosing set text. <i>This is Component 2 devising and is teacher facilitated, student led</i> |
| Week 24 | Component 2: Performing from a text. Start to learn scripts and character development. <i>This is Component 2 devising and is teacher facilitated, student led</i> | Component 2: Performing from a text. Start to learn scripts and character development. <i>This is Component 2 devising and is teacher facilitated, student led</i> | Component 3: Set text preparation for exam. Reading through section allotted by exam board. Practically exploring this section and practicing writing exam questions for a range of different marks. |
| Week 25 | Component 2: Performing from a text. How to perform a successful monologue. Looking at | Component 2: Performing from a text. How to perform a successful monologue. Looking at | Component 3: Set text preparation for exam. Reading through section allotted by exam board. Practically exploring this |

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| | <p>examples of successful monologues.</p> <p><i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>examples of successful monologues.</p> <p><i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>section and practicing writing exam questions for a range of different marks.</p> |
| Week 26 | <p>Component 2: Performing from a text. Start to learn scripts and character development. <i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>Component 2: Performing from a text focus. Practically working towards our monologues.</p> <p><i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>Component 3: Set text preparation for exam. Reading through section allotted by exam board. Practically exploring this section and practicing writing exam questions for a range of different marks.</p> |
| Week 27 | <p>Component 2: Performing from a text. How to perform a successful monologue. Looking at examples of successful monologues.</p> <p><i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>Component 2: Performing from a text focus. Practically working towards our monologues.</p> <p><i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>Component 3: Set text preparation for exam. Reading through section allotted by exam board. Practically exploring this section and practicing writing exam questions for a range of different marks.</p> |
| Week 28 | <p>Component 2: Performing from a text focus. Practically working towards our monologues.</p> <p><i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>Component 2: Performing from a text focus. Practically working towards our monologues. Final rehearsals to take place.</p> <p><i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>Component 3: Set text preparation for exam. Reading through section allotted by exam board. Practically exploring this section and practicing writing exam questions for a range of different marks.</p> |
| Week 29 | <p>Component 2: Performing from a text focus. Practically working towards our monologues. Final rehearsals to take place.</p> <p><i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>Component 2: Performing from a text focus. Practical assessment.</p> <p><i>This is Component 2 devising and is teacher facilitated, student led</i></p> | <p>Component 3: Set text preparation for exam. Reading through section allotted by exam board. Practically exploring this section and practicing writing exam questions for a range of different marks.</p> |

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| Week 30 | <p>Component 3 – Exam Preparation for exam. Reading through section allotted by exam board. Practically exploring this section and practicing writing exam questions for a range of different marks.</p> <p>Live theatre review question – blood brothers</p> | <p>Component 3 – Exam Preparation for exam. Practicing writing exam questions for a range of different marks for set text.</p> <p>Practice live theatre review question – blood brothers</p> | <p>Component 3 – Exam Preparation for exam. Practicing writing exam questions for a range of different marks for set text.</p> <p>Practice live theatre review question – blood brothers</p> |
| Week 31 | <p>Component 3 – Exam Preparation for exam. Practicing writing exam questions for a range of different marks for set text.</p> <p>Practice live theatre review question – blood brothers</p> | <p>Component 3 – Exam Preparation for exam. Practicing writing exam questions for a range of different marks for set text.</p> <p>Practice live theatre review question – blood brothers</p> | <p>Component 3 – Exam Preparation for exam. Practicing writing exam questions for a range of different marks for set text.</p> <p>Practice live theatre review question – blood brothers</p> |
| Week 32 | <p>Exam finished for Drama GCSE year 11. All work submitted and completed.</p> | | |
| Week 33 | | | |
| Week 34 | | | |
| Week 35 | | | |

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| Week 36 | | | |
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