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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Unit Title** | Component 1 (Section A and B) and 2 | Component 1 (Section A and B) and 2 | Component 1 (Section A and B) and 2 | Component 1 (Section A and B) and 2 | Component 2 | Component 1 (Section A and B) and 2 |
| **Sequence** | Intro to GCSE – expectations (Teacher 1 and 2)  Group Dynamics/Team Building (Teacher 1 and 2)  Section A Intro and theatre design (Comp. 1) (Teacher 1)  Blood Brothers Intro (Teacher 1)  Devising Intro (Teacher 2) | Reading BB and annotating (Teacher 1)  Practical exploration of extracts (Teacher 1)  Close Textual Analysis (Teacher 1)  Devising skills continued (Teacher 2) | Practical exploration of extracts (Teacher 1)  Close annotation and analysis of BB (Teacher 1)  Devising– groups finalised and project work begins (Teacher 2)  AP1 | Close annotation and analysis of BB (Teacher 1)  Approaches to exam questions  (Teacher 1)  Devising continuation (Teacher 2) | Devising continuation (Teacher 1 and 2)  Exam performance  Begin completion of coursework | Close annotation and analysis of BB (Teacher 1)  Approaches to exam question  (Teacher 1) MOCK EXAM  Coursework completion – Section 1 and 2 (Teacher 2) |
| **Key Building Blocks** | Design elements  Theatre roles  Shape, Tone, Colour, Space, Texture  Set Design  Stage Positioning  Lighting basics  Costume Design  Stage Configurations  Devising Techniques  Working with stimuli  Responding to a theme | Theatre roles, Stage Positioning, Stage Configurations  Social, Cultural, Historical Context of BB  Exploration of themes  Practical exploration of context  Transitions  Lighting  Sound/Music  Costume  Puppetry  Role play  Voice  Movement  Contrast  Characterisation  Script annotations  Duologue  Marking the moment  Mime  Foreshadow  Following directions  Devising Techniques  Working with stimuli  Responding to a theme | Theatre roles, Stage Positioning, Stage Configurations  Social, Cultural, Historical Context of BB  Exploration of themes  Practical exploration of context  Transitions  Lighting  Sound/Music  Costume  Puppetry  Role play  Voice  Movement  Contrast  Characterisation  Script annotations  Duologue  Marking the moment  Mime  Foreshadow  Following directions  Devising Techniques  Working with stimuli  Responding to a theme | Textual analysis skills  Close textual work – subtext, meaning, themes, political, social and historical aims, play write’s intentions.  Exam skills  Devising techniques  Working with a stimuli  Responding to a theme | Exam preparation  Rehearsal  Analysis  Feedback  Evaluation  Improvement  Development | Textual analysis skills  Close textual work – subtext, meaning, themes, political, social and historical aims, play write’s intentions.  Exam skills  Analysis and evaluation of devising process for coursework section 1 and 2 |
| **Retrieval Practices** | Do Now activities  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes | Do Now activities  Low stakes quizzes  Interleaved themes |
| **Key Skills** | Language & Vocabulary  Technical terminology learning  Character Creation and Development | Language & Vocabulary  Evaluation  Script work  Character Creation and Development | Language & Vocabulary  Written communication  Analysis  Evaluation  Character Creation and Development | Language & Vocabulary  Analysis  Evaluation  Character Creation and Development | Character Creation and Development | Language & Vocabulary  Written communication  Analysis & Context Application  Evaluation |
| **Literacy** | Written & Oral communication  Tier 2 & 3 vocab development | Written & Oral communication  Tier 2 & 3 vocab development | Written & Oral communication  Tier 2 & 3 vocab development | Written & Oral communication  Tier 2 & 3 vocab development | Tier 2 & 3 vocab development | Written & Oral communication  Paragraph & Essay structure  Tier 2 & 3 vocab development |
| **Numeracy** | Warm-up and focus games. | Warm-up and focus games | Warm-up and focus games | Warm-up and focus games | Warm-up and focus games | Warm-up and focus games |
| **Formative Assessment** | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback |
| **Summative Assessment** | N/A at this time of year | AP1 Practical Assessment | N/A at this time of year | N/A at this time of year | Component 2 GCSE Exam (practical) | Mock exam  Component 2 GCSE exam (controlled assessment) |
| **Spiritual** | Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition. | Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition. | Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition. | Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition.. | Exploration of given theme and historical events/figures. Links to mercy, empathy, superstition. | Appreciation of performance and imaginary/fantasy worlds |
| **Moral** | Social and Moral issues explored by texts | BB Themes – giving child away, superstitions | Exploring social commentary on different groups. | Moral decisions about consequences for actions of the boys | Exploration of given theme and historical events/figures | Understanding of difficult themes and moral issues in performance |
| **Social** | Social and Moral issues explored by texts | Social context of text explored | Social context of text explored. | Social context of text explored. | Social context of Comp. 2 (as devised by students) | Appreciation of theatre |
| **Cultural** | Exposure to BB script and fundamentals of performance | Cultural context of text explored (Liverpool) | Cultural context of text explored (Liverpool) | Cultural context of text explored (Liverpool) | Cultural context of Comp 2. (as devised by students) | Appreciation of theatre |
| **British Values** | Tolerance and Respect | Respect, Tolerance, Responsibility | Liberty and Respect | Law, Respect, Responsibility | Links as devised by students | Tolerance and respect |
| **Gatsby 4** | Role and responsibilities of professional theatre makers | Role and responsibilities of professional theatre makers | Role and responsibilities of professional theatre makers | Role and responsibilities of professional theatre makers | Role and responsibilities of professional theatre makers | Role and responsibilities of professional theatre makers |