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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 performanceBegin completion of coursework | Close annotation and analysis of BB (Teacher 1)Approaches to exam question (Teacher 1) MOCK EXAMCoursework completion – Section 1 and 2 (Teacher 2) |
| **Key Building Blocks** | Design elementsTheatre rolesShape, Tone, Colour, Space, TextureSet DesignStage PositioningLighting basicsCostume DesignStage ConfigurationsDevising Techniques Working with stimuliResponding to a theme | Theatre roles, Stage Positioning, Stage ConfigurationsSocial, Cultural, Historical Context of BBExploration of themesPractical exploration of context TransitionsLightingSound/MusicCostumePuppetry Role playVoice MovementContrastCharacterisationScript annotations DuologueMarking the momentMimeForeshadowFollowing directionsDevising Techniques Working with stimuliResponding to a theme | Theatre roles, Stage Positioning, Stage ConfigurationsSocial, Cultural, Historical Context of BBExploration of themesPractical exploration of context TransitionsLightingSound/MusicCostumePuppetry Role playVoice MovementContrastCharacterisationScript annotations DuologueMarking the momentMimeForeshadowFollowing directionsDevising Techniques Working with stimuliResponding to a theme  | Textual analysis skillsClose textual work – subtext, meaning, themes, political, social and historical aims, play write’s intentions.Exam skillsDevising techniquesWorking with a stimuliResponding to a theme | Exam preparationRehearsalAnalysisFeedbackEvaluationImprovementDevelopment | Textual analysis skillsClose textual work – subtext, meaning, themes, political, social and historical aims, play write’s intentions.Exam skillsAnalysis and evaluation of devising process for coursework section 1 and 2 |
| **Retrieval Practices** | Do Now activitiesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes | Do Now activitiesLow stakes quizzesInterleaved themes |
| **Key Skills** | Language & VocabularyTechnical terminology learningCharacter Creation and Development | Language & VocabularyEvaluationScript workCharacter Creation and Development | Language & VocabularyWritten communicationAnalysisEvaluationCharacter Creation and Development | Language & VocabularyAnalysisEvaluationCharacter Creation and Development | Character Creation and Development | Language & VocabularyWritten communicationAnalysis & Context ApplicationEvaluation |
| **Literacy** | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationTier 2 & 3 vocab development | Written & Oral communicationTier 2 & 3 vocab development | Tier 2 & 3 vocab development | Written & Oral communicationParagraph & Essay structureTier 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-AssessmentLow stakes quizzesTeacher feedback | Peer & Self-AssessmentLow stakes quizzesTeacher feedback | Peer & Self-AssessmentLow stakes quizzesTeacher feedback | Peer & Self-AssessmentLow stakes quizzesTeacher feedback | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentModel answer comparisonLow stakes quizzesTeacher 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 examComponent 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 |