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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Unit Title** | Component 1 (Section A, B, C) and 2 | Component 1 (Section A and B) and 3 | Component 1 (Section A and B) and 3 | Component 1 (Section C) and 3 | Revision | N/A |
| **Sequence** | Section C intro (Teacher 1)Breakdown of 4 mark question (teacher 1)Design work and terminology to support question (Teacher 1)Complete Section 3 of C2 coursework (Teacher 2) | Breakdown of 8 and 12 mark question (teacher 1) Character development and deep dives (teacher 1) MOCK EXAMComp 3. Script work practice and finalising choices (teacher 2) | Breakdown of 20 mark question (teacher 1) Extract analysis and developmentComp 3. Rehearsals (Teacher 2)  | Breakdown of section CLive theatre question focus (Teacher 1)Comp 3. examination |  | N/A |
| **Key Building Blocks** | Design elementsShape, Tone, Colour, Space, TextureSet DesignStage PositioningLighting basicsCostume DesignStage ConfigurationsScript Techniques explorationApproved practitioners exploredApplying meaning to movementWorking with a scriptResponding to a theme | Exploration of charactersPractical exploration of context Historical context exploration and project workApplying meaning to movementWorking with a scriptResponding to a theme | Textual analysis skillsClose textual work – subtext, meaning, themes, political, social and historical aims, play write’s intentions.Applying meaning to movementWorking with a scriptResponding to a theme | Textual analysis skillsClose textual work – subtext, meaning, themes, political, social and historical aims, play write’s intentions.Exam skillsPhysical Theatre Applying meaning to movementWorking with a scriptResponding to a theme | Exam preparationRevision Skills | N/A |
| **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 | N/A |
| **Key Skills** | Language & VocabularyTechnical terminology learning Script workCharacter Creation and Development | Language & VocabularyEvaluationScript workCharacter Creation and Development | Language & VocabularyWritten communicationAnalysisEvaluationCharacter Creation and Development | Language & VocabularyAnalysisEvaluationCharacter Creation and Development | Language & VocabularyAnalysisEvaluation | N/A |
| **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 | Written & Oral communicationTier 2 & 3 vocab development | N/A |
| **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 | N/A |
| **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 | N/A |
| **Summative Assessment** | N/A at this time of year | Mocks | N/A at this time of year | Component 3 GCSE Exam | N/A at this time | N/A |
| **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. | N/A |
| **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 | N/A |
| **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 text explored. | N/A |
| **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 text explored (Liverpool) | N/A |
| **British Values** | Tolerance and Respect  | Respect, Tolerance, Responsibility | Liberty and Respect | Links as devised by students | Respect, Tolerance, Responsibility | N/A |
| **Gatsby 4** | Role and responsibilities of professional theatre makers | Role and responsibilities of professional theatre makers | Q&A session with professional actor | Live theatre analysis – analysis of roles of theatre makers | Role and responsibilities of professional theatre makers | N/A |