

### Year 10 -11 Big Picture (cohort 24-26 onwards)

Year 10		
<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 21 (6 weeks)</i>
<p>Performing Component 2(practice)</p> <p>DNA Dennis Kelly</p> <p>Introduction to drama through: Team games Stanislavski Brecht Berkoff Frantic assembly Set and costume design Adapt a play to suit the style</p> <p>HW- prepare monologue for Big test</p>	<p>Component 3 practice Responding to a brief</p> <p>Students given a stimulus to discuss and develop their ability to select and perform.</p> <p>Students will be expected to complete the Live performance unit as a mock.</p> <p>Students will be introduced to theatre practitioners to consolidate the learning from Autumn term.</p> <p>Students will be expected to devise a 3 minute scene based upon chosen stimulus.</p> <p>Students will be expected to develop their evaluation skills from Aut 1.</p>	<p>Component 1</p> <p>Students will be introduced to Splendid Theatre company.</p> <p>They will explore their stylistic qualities, design roles and responsibilities and rehearsal techniques. They will complete controlled assessment work as evidence to be submitted May 25.</p>
<p>Assessment Objectives</p> <p>Learning outcome A: Use rehearsal or production/design processes Learning outcome B: Apply skills and techniques in performance or realisation Learning outcome C: Review own development and application of performance or design skills</p>	<p>Assessment Objectives</p> <p><b>A Understand how to respond to a brief</b> <b>B Select and develop skills and techniques in response to a brief</b> <b>C Apply skills and techniques in a workshop performance in response to a Brief</b> <b>D Evaluate the development process and outcome in response to a brief</b></p>	<p>Assessment Objectives</p> <p>Learning outcome A: Investigate how professional performance or production work is created Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</p>
<p><b>Big Test</b></p> <p><b>Students will perform a 1-minute monologue</b> <b>Students will review and reflect on this performance</b></p>	<p><b>Big Test</b> <b>Perform a devised performance</b> <b>And evaluate</b></p>	<p><b>Controlled assessment throughout</b></p>
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
<p>Component 1</p> <p>Students will be introduced to Frantic Assembly Theatre company.</p> <p>They will explore their stylistic qualities, design roles and responsibilities and rehearsal techniques. They will complete controlled assessment work as evidence to be submitted May 25. festival.</p>	<p>Component 1</p> <p>Students will be introduced to paperbirds Theatre company.</p> <p>They will explore their stylistic qualities, design roles and responsibilities and rehearsal techniques. They will complete controlled assessment work as evidence to be submitted May 25.</p>	<p>Component 2</p> <p>Antigone Students will explore the social, historical and cultural context of a play text. They will explore different interpretations, rehearsal techniques and rehearse in the appropriate style and genre for the piece. They will be recorded and create written documents throughout the term under controlled conditions. This work will be submitted to the exam board by Jan.</p>

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Assessment Objectives	Assessment Objectives	Assessment Objectives
<p>Learning outcome A: Investigate how professional performance or production work is created</p> <p>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</p>	<p>Learning outcome A: Investigate how professional performance or production work is created</p> <p>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</p>	<p>Learning outcome A: Use rehearsal or production/design processes</p> <p>Learning outcome B: Apply skills and techniques in performance or realisation</p> <p>Learning outcome C: Review own development and application of performance or design skills</p>
Controlled assessment throughout	Controlled assessment throughout	Controlled assessment throughout
<b>Autumn 01 Y11</b> Weeks 1 – 7 (6 weeks)	<b>Autumn 02</b> Weeks 8 – 15 (8 weeks)	<b>Spring 01</b> Weeks 16 - 21 (6 weeks)
Component 2	Component 2	Component 3
<p>Antigone</p> <p>Students will explore the social, historical and cultural context of a play text.</p> <p>They will explore different interpretations, rehearsal techniques and rehearse in the appropriate style and genre for the piece.</p> <p>They will be recorded and create written documents throughout the term under controlled conditions. This work will be submitted to the exam board by Jan.</p>	<p>Antigone</p> <p>Students will explore the social, historical and cultural context of a play text.</p> <p>They will explore different interpretations, rehearsal techniques and rehearse in the appropriate style and genre for the piece.</p> <p>They will be recorded and create written documents throughout the term under controlled conditions. This work will be submitted to the exam board by Jan.</p>	<p>Students will respond to an assignment brief from the exam board.</p> <p>They will explore ideas and their own response to the theme.</p> <p>They will work together in workshops to rehearse and generate ideas for a performance.</p> <p>They will get together in groups to create a 10-15 minute performance with strong links to a chosen performance style of their choice and theme of the brief.</p>
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<b>Spring 02</b> Weeks 22 (Spring 01) – 27 (6 weeks)	<b>Summer 01</b> Weeks 28 – 33 (6 weeks)	<b>Summer 02</b> Weeks 34 – 39 (7 weeks)
Component 3	Component 3	
<p>Students will respond to an assignment brief from the exam board.</p> <p>They will explore ideas and their own response to the theme.</p> <p>They will work together in workshops to rehearse and generate ideas for a performance.</p> <p>They will get together in groups to create a 10-15 minute performance with strong links to a chosen performance style of their choice and theme of the brief.</p>	<p>Students will respond to an assignment brief from the exam board.</p> <p>They will explore ideas and their own response to the theme.</p> <p>They will work together in workshops to rehearse and generate ideas for a performance.</p> <p>They will get together in groups to create a 10-15 minute performance with strong links to a chosen performance style of their choice and theme of the brief.</p>	
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