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| **Performing Arts - Year 11 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 1** | **Title : Component 2 – Developing Skills and Techniques in the Performing Arts** | | | | | **Number of lessons in sequence** | **34** |
| **Overarching Curricular Goals (Aims)** (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.) | | **By the end of this unit students will:**   * have a practical overview of the skills, techniques and knowledge required for the discipline of acting**.** * develop and apply techniques to the rehearsal and performance process. * develop technical, stylistic and interpretative skills in relation to published plays. * conduct an ongoing review of the skills and techniques gained in rehearsal and performance, which is essential for students to gain a deeper understanding of their abilities and progression opportunities. * learn many useful transferable skills, including teamwork, leadership and communication.   This component links to Component 1: Exploring the Performing Arts and Component 3: Performing to a Brief. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | * *Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.* * *Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.* * *This unit links to Component 1 – Exploring the Performing Arts (Y10)* * *Links to Physical theatre, Naturalism, Melodrama, Theatre-in-Education, Epic Theatre.* | | |
| **Outcomes/**  **Success Criteria** | | **Knowledge**  **Learners will:**   * *participate in a variety of teacher-led sessions, developing their ability to work as a group as well as individually.* * *observe and discuss current theatre practice and teachers will select elements that match the ability of the group to reproduce in class sessions.* * *note their progress in rehearsal and performance, setting appropriate ongoing targets.*   **Skills**  **Learners will:**   * *learn and develop the acting skills and techniques that will enable them to reproduce scenes and moments from existing plays* * *develop movement, vocal skills and characterisation from week to week, building to a performance of scenes from a current published play.* | |
| **2/3 tier vocabulary.** | | **Differentiation/Scaffolding/Support.** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| xxxxxx  **Oracy:**  Also Add hyperlink to KO | | **Knowledge Support:**  Research tasks built into unit, at intervals; Reference Books available from studio to reinforce and strengthen existing knowledge; KOs used frequently as reference tools, as well as homework and rehearsal aides; Theatre trip to inspire new ideas and techniques in performance  **Reading support**:  Students highlight any difficult vocabulary they encounter in documents/ research and  Use visualiser to showcase good work/ show how to annotate texts/ plan set design/ blocking/ proxemics  **Skills support:**  More able will take on more challenging roles; less able will learn from more able how to convey character; teacher-in-role, where necessary to model characterisation. Creative controllers to help with directing groups; Sentence starters given for feedback prompts in lesson and on KO. | Teacher will sense good moments in a session to ask the most able to work with the least able; to multi-role; to lead on peer assessment; to be far-reaching on self-evaluation; to direct, act and design the same piece.  Students actively encouraged to extensively research the topic outside of lesson, and bring findings back to inform planning.  **Scholarship:**  **(Available to borrow from N. Ousey, or to buy)**  [The Complete Stanislavski Toolkit:](https://books.google.co.uk/books/about/The_Complete_Stanislavsky_Toolkit.html?id=LJpQAAAAMAAJ)  [The Complete Brecht Toolkit](https://www.nickhernbooks.co.uk/the-complete-brecht-toolkit)  [Frantic Assembly Book of Devising Theatre](https://www.routledge.com/The-Frantic-Assembly-Book-of-Devising-Theatre-2nd-Edition/Graham-Hoggett/p/book/9781138777002?gclid=Cj0KCQjwgJv4BRCrARIsAB17JI5p0OB5B1e351Lo6vxnmObTZInf8W6KepN1kofbFcmpUvJKUM0UPocaAhvjEALw_wcB):  [Games for Actors and Non-Actors By Augusto Boal](https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf) Translated by Adrian Jackson Published by: Routledge, UK, 2nd edition, 2002 ISBN: 978-0415267083  [Artaud on Theatre](https://www.amazon.co.uk/Artaud-Theatre-Claude-Schumacher/dp/1566635586) | BBC Bitesize Stanislavski  <https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>  How Stanislavski reinvented the craft of acting:  <https://www.youtube.com/watch?v=iB1fPZX5Zgk>  NT’s Introduction to Brechtian Theatre:  <https://www.youtube.com/watch?v=l-828KqtTkA>  BBC Bitesize Epic Theatre and Brecht  <https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>  Frantic Assembly:  <https://www.franticassembly.co.uk>  The Stage interview with Frantic Director, Scott Graham:  <https://www.thestage.co.uk/features/frantic-assemblys-scott-graham-we-were-the-right-company-in-the-right-place-at-the-right-time>  Forum Theatre:  [**http://www.youththeatre.ie/content/files/Theatre-Forum-Resource-web.pdf**](http://www.youththeatre.ie/content/files/Theatre-Forum-Resource-web.pdf)  Boal – full book available online:  [**https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf**](https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf)  *Teaching Drama: The Essential Handbook* by Denver Casado  *101 Drama Games and Activities* by David Farmer | | | |

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| **Unit Title** | **Sequence of learning Lesson title, theme, big question.** | **Key concepts/outcomes/knowledge and skills.**  **(Could also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.**  **Green=assess/Blue=improve** | **HWK. Add**  **Hyperlink**  **To be in books clearly marked** | **Furthering Cultural Capital.**  **&**  **Opportunities for reading** | **Recall of prior or future topics –** | **Lesson resources including or hyperlink to supporting websites/resources/books/texts & individual lessons.**  **5xT+L essentials to be included in individual lessons,** |
| 1 | LAA: Developing Skills and Techniques for performance #1 | **A1: Development of physical, vocal and interpretative skills**  Introduction to developing skills and techniques in acting. Students to participate in a workshop or class relevant to the chosen acting style  Links to:  Component 1: Exploring the Performing Arts  Component 3: Performing to a Brief | **Introductory activity:** Students, in small groups or pairs, to write down as many different genres or styles of acting that they know. Each pair or group to choose one style and describe or demonstrate the key features to the group.  **Main session activities:**  Teacher introduces Component 2 including an outline of the component and nature of learning aims A, B and C; an overview of criteria, structure of sessions, course expectations, number of mock assessments and summative assessments students will be expected to complete. Overview of A1: Development of physical, vocal and interpretative skills criteria.  Teacher-led acting mini taster session. Teacher-led warm up.  Basic skills, techniques and features relevant to the acting discipline chosen by teacher with use of props as appropriate.  Group and teacher feedback session. Students to note down in logbooks the key points learned and any challenges faced.  **Plenary** **activity:** Teacher to recap learning aim A1 and then set homework task asking students to research the key features of an acting style for class discussion (teacher to assign styles, to ensure variety). | Research the key features of an acting style for class discussion (teacher to assign styles, to ensure variety).  Actor’s Logs | *Teaching Drama: The Essential Handbook* by Denver Casado  *101 Drama Games and Activities* by David Farmer | Acting Styles (Y7-10) | **C2 Activity sheet 1: Acting styles**  **C2 PowerPoint© 1: Summary of assessment**  **C2 PowerPoint 2: Theatre styles and genres**  **Component 2: Developing Skills and Techniques in the Performing Arts Specification (learning aims, and component content)**  **Rehearsal space/black box studio**  **Audio equipment**  **Whiteboard/smartboard**  **Component 2 logbooks**  **Selection of props as appropriate** |
| 2 | LAA: Developing Skills and Techniques for performance #2 | **A1: Development of physical, vocal and interpretative skills**  Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness  Vocal and musical skills, such as: clarity and articulation, projection, breath control, remembering lines, use of pause, timing  Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence  Links to:  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:**  Follow on from Lesson 1 homework task, students in pairs to summarise and describe to the whole class the key features of an acting style/genre in ten words or less, using practical demonstration (optional).  Whole class to provide feedback.  **Main session activities:**  ● Paired activity: students review their own development discussing the feedback received on the introductory activity,  ● Teacher-led activity: teacher introduces short performance video clips of several acting styles: naturalism, absurdism, epic theatre, pantomime, melodrama, etc. Teacher initiates a class discussion on the skills and techniques seen in the video clips.  ● Workshop:  o Teacher-led warm up.  o Teacher explains the basic skills, techniques and features relevant to a selected acting discipline, e.g. physical theatre, mask work, improvisation.  o Group participation with opportunities for practice of skills, feedback and suggestions for improvement.  o Teacher-led cool down.  **Plenary activity**: In pairs students to review own development and note in logbooks three skills or techniques they have learned in the session. Students discuss and compare notes with a partner. | Actor’s Logs |  |  | C2 Activity sheet 2: Recording skills and techniques  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Various short scenes of performance via internet, e.g.  Physical theatre: <https://www.franticassembly.co.uk>  Mask work: <https://www.vamostheatre.co.uk>  Pantomime: [www.concordiatheatre.co.uk](http://www.concordiatheatre.co.uk)  Selection of props/costume as appropriate  Masks if appropriate |
| 3 |  | **A1: Development of physical, vocal and interpretative skills**  Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness  Vocal and musical skills, such as: clarity and articulation, projection, breath control, remembering lines, use of pause, timing  Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence  Links to:  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:** Teacher-led group warm up activity based on physicality on stage and interpretation. The focus of the activity will be characterisation, spatial awareness and movement around the stage.  **Main session activities:**  Teacher-led discussion of the process of characterisation.  Workshop: Students then engage in a range of improvised scenes. This could include scenes with small numbers of characters, adding more characters to the piece until all students are engaged. Teacher could use own stimulus or could ask students to suggest character types and possible scenarios for their peers.  \*\*Students should keep a single character and build this up over the range of scenes\*\*  **Plenary activity:** Students individually note the key features of their character considering their movement and character features. Students identify three strengths and three areas for development after discussion with teacher and peers. | Actor’s Logs |  |  | C2 Activity sheet 3: Improvised theatre  C2 PowerPoint 3: Characterisation  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet |
| 4 |  | **A1: Development of physical, vocal and interpretative skills**  Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness  Vocal and musical skills, such as: clarity and articulation, projection, breath control, remembering lines, use of pause, timing  Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence  **A2: Develop skills and techniques during the rehearsal process**  Rehearsal practices, continuing the development of skills and techniques with reference to the chosen performance style, warming up, working with others and rehearsal practice.  Links to:  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:**  Teacher-led warm up games which focus on the chosen style of acting and/or and the genre of the chosen script extract for mock assessment 1 (Lesson 6).  **Main session activities:**  In small groups, students to work with a script extract, teacher to break down and identify elements in the text: plot, sub-plot, character relationship, stage directions, genre and themes.  Teacher recaps learning aim A2 and introduces the concept of ‘standing’ a piece of scripted theatre up. Various elements will be considered in the development of the script, and general ‘rules’ for the rehearsal process will be discussed, i.e. professional behaviour, punctuality, safe working practices.  Workshop: Skills development with reference to the key themes and issues within the given extract. Exercises which explore issues, i.e. tableau demonstrating a theme, improvisations based on issues or circumstance relevant to the play. Group participation with opportunities for practice of skills, feedback and corrections.  Plenary activity: Students reflect on and note their own working practices in relation to the session in logbooks. Students may refer to previous notes made in Component 2 logbooks. | Actor’s Logs |  |  | C2 Activity sheet 4: Punctuality and themes  C2 PowerPoint 4: Understanding the text  C2 PowerPoint 5: Creating from a ‘theme’  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Script extract/s |
| 5 |  | **A1: Development of physical, vocal and interpretative skills**  Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness  Vocal and musical skills, such as: clarity and articulation, projection, breath control, remembering lines, use of pause, timing  Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence  **A2: Develop skills and techniques during the rehearsal process**  Rehearsal practices, continuing the development of skills and techniques with reference to styles and genre of the extract. This may include reference to the following: Warm up vocally and physically, working with others and rehearsal practice.  Links to:  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:** Working in small groups**,** teacher asks groups to suggest words that are associated with professional practice, e.g. teamwork, commitment, reliability etc. Students will make notes on large-size paper and share with the whole group.  **Main session activities:**  Teacher-led group activity: teacher-led discussion and review of professional practice in rehearsal. Students discuss behaviours and attitudes when working with others. The teacher will introduce the mock assessment for lesson 6 – Performance and filming of short scripted extract.  Workshop: teacher-led warm up in the style. Students are cast into roles, read through extracts, then commence the blocking and development of the extract. Group participation with opportunities for practice of skills, feedback and development.  **Plenary activities:**  Teacher recaps learning aims A1 and A2. Teacher leads a question and answer session. | Homework task: Students should practise blocking and learn their lines in preparation for the mock assessment. |  |  | C2 Activity sheet 5: Rehearsal professional practice  C2 PowerPoint 6: Professionalism in the theatre  Rehearsal space/ black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Extract from script  Items of props/set as appropriate |
| 6 |  | **MOCK ASSESSMENT 1**  **A1: Development of physical, vocal and interpretative skills**  Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness  Vocal and musical skills, such as: clarity and articulation, projection, breath control, remembering lines, use of pause, timing  Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence  **A2: Develop skills and techniques during the rehearsal process**  Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include reference to the following: Recall and repeat blocking and movement, warming up, working with others and rehearsal practice.  Links to:  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **MOCK ASSESSMENT 1**  **Introductory activity:** Teacher asks students to set two targets in relation to the mock assessment session and write them on sticky notes. Each student will read out their targets to the group.  **Main session activities:**  Teacher leads session and begins it with a warm up.  Students run lines and speed through the blocking and changes.  Teacher films the performances of the scripted materials and leads a short discussion after each group.  Students peer assess each group. Students should participate in all activities. Teacher films and leads the evaluation.  **Plenary activity:** Teacher films students as they respond to the targets they set themselves at the beginning of the session. | Actor’s Logs |  |  | C2 Activity sheet 6: Peer assessment (mock assessment 1)  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Sticky notes  Peer assessment worksheet:  Video camera and tripod  Teacher observation records |
| 7 |  | **A1: Development of physical, vocal and interpretative skills**  Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.  **A2: Develop skills and techniques during the rehearsal process**  Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:  • reproducing a scripted extract by:  o communicating a style or genre  o communicating themes and ideas.  • responding to direction, such as:  o applying health and safety procedures  o being prepared, warming up and cooling down  o positive response to teacher instruction and feedback  o peer feedback  o absorbing and applying feedback and corrections.  Links to:  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:** Teacher introduces a theme to students working in pairs. Each pair will then take the theme and create a tableau. Each pair presents to the class and other students guess the characters and situations.  **Main session activities:**  Teacher-led activity exploring the theme from the introductory activity further through a script extract covering the theme. Students discuss the theme as well as the genre or style of the piece. Students will make notes in Component 2 logbooks.  Workshop: Teacher-led warm up in the style. Skills development with reference to blocking featured incorporating physical elements in the piece, e.g. spatial awareness, interaction with and response to other performers, focus, energy and commitment. Dialogue will be considered with vocal expression, projection, pitch, pace and use of pause. Students will practise and develop skills by attempting blocking and line delivery of the extract.  **Plenary activity:** Students review their own development of skills and techniques, making notes in logbooks. | Actor’s Logs |  | Tableaux (Y7)  Devising (Y9 & 10) | C2 Activity sheet 7: Theme and style  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Script extract (try to choose one for which a video of its performance is available on the internet) |
| 8 |  | **A1: Development of physical, vocal and interpretative skills**  Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.  **A2: Develop skills and techniques during the rehearsal process**  Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:   * reproducing a scripted extract by: * communicating a style or genre * communicating themes and ideas. * responding to direction, such as: * applying health and safety procedures * being prepared, warming up and cooling down * positive response to teacher instruction and feedback * peer feedback * absorbing and applying feedback and corrections.   Links to:  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:** Students to take any one character from the extract. Students make notes on character’s age, occupation, motivations, etc. in the play.  **Main session activities:**  Teacher leads a read through of the extract, observing stage directions, and linking back to the thematic work developed last week. Teacher should guide the students to discuss dynamic range, discuss the potential for performance including ideas for use of voice, use of space and performance and interpretative skill. Students make notes in Component 2 logbooks.  Teacher introduces facial expression (first key component of acting) and then splits students into small groups to discuss its role and practise various expressions.  Blocking in rehearsal: In groups students develop the blocking for the piece, observing the genre and style of the piece at all times and continue to develop and practise characterisation. Group participation with opportunities for practice of skills, feedback and corrections. Teacher-led cool down.  **Plenary activities:**  Students note in Component 2 logbooks skills and techniques learned in the blocking of the extract, and note areas for improvement. | Students to bring in a prop or item of clothing that the character would wear/use for next lesson. |  | Script Work (Y7-10) | C2 Activity sheet 8: Character study  C2 PowerPoint 7: Warm up task  C2 PowerPoint 8: Facial expression  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Assignment brief for learning aim A drawn from specification  Script extract |
| 9 |  | **A1: Development of physical, vocal and interpretive skills**  Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.  **A2: Develop skills and techniques during the rehearsal process**  Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:   * reproducing a scripted extract by: * communicating a style or genre * communicating themes and ideas. * responding to direction, such as: * applying health and safety procedures * being prepared, warming up and cooling down * positive response to teacher instruction and feedback * peer feedback * absorbing and applying feedback and corrections.   Links to:  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:** In pairs students create a warm up exercisethat links to their character or a moment of dialogue from the chosen script.  **Main session activities:**   * Teacher introduces students to a prepared summative assessment brief (examples p. 22 of specification) for learning aim A and discusses the requirements with students. The assessment will build on the skills practise and developed in mock assessment 1.   Teacher leads a discussion of safe working practices for warm up and health and safety generally. What does it mean to work as part of a performance company?  Characterisation: Teacher will continue to add to the blocking but with a focus on the characterisation and how the characters should be performed incorporating vocal and physical skills. Group participation with opportunities for practice of skills, feedback and corrections.  **Plenary activities:**  Students note the skills and techniques learned in the session and note areas for improvement. | Homework task: Students to prepare three exercises for a warm up. Teacher will nominate students to lead warm up in the next session. |  |  | C2 Activity sheet 9: Assessing progress  C2 PowerPoint 9: Working in a performance company  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Extracts of scripts  Props, staging and costumes  Learning aim A summative assessment |
| 10 |  | **A1: Development of physical, vocal and interpretive skills**  Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.  **A2: Develop skills and techniques during the rehearsal process**  Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:   * reproducing a scripted extract by: * communicating a style or genre * communicating themes and ideas. * responding to direction, such as: * applying health and safety procedures * being prepared, warming up and cooling down * positive response to teacher instruction and feedback * peer feedback * absorbing and applying feedback and corrections.   Links to:  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:** In pairs, students refine their homework warm up exercises and develop two cool down exercises for the group warm up and cool down. Exercises should link to the extract via theme, genre, style or plot.  **Main session activities:**  Teacher recaps the summative assessment for learning aim A to come in Lesson 12 and discusses the requirements with the students in terms of performance and interpretative skills.  Workshop: Selected pairs of students will lead sections of the warm up using student exercises from the introductory activity. The teacher will facilitate the warm up. Students peer assess each other’s work using a peer assessment sheet. (Pairs not leading can do so in Lesson 11.)  Teacher introduces movement (second key component of acting) and then, using visual examples, encourages students to discuss its role.  Blocking: Teacher continues to block and direct with the group. Students continue to develop and practise movement, vocal range and facial expression, as well as focus and commitment on stage. Students should be encouraged to make notes regarding blocking.  **Plenary activity:** Students will note the skills and techniques learned in the session and areas for improvement. Students will set actions and targets for next session. | Actor’s Logs |  |  | C2 Activity sheet 9: Assessing progress  C2 Activity sheet 10: Warm up peer observation  C2 PowerPoint 10: Physicality/movement  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Learning aim A summative assessment  Script extract  Props, staging, costume |
| 11 |  | **A1: Development of physical, vocal and interpretive skills**  Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.  **A2: Develop skills and techniques during the rehearsal process**  Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:   * reproducing a scripted extract by: * communicating a style or genre * communicating themes and ideas. * responding to direction, such as: * applying health and safety procedures * being prepared, warming up and cooling down * positive response to teacher instruction and feedback * peer feedback * absorbing and applying feedback and corrections.   Links to:  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:** Students, split in to four groups, to thought shower the role of technical support (lighting, sound, staging and props) in performances in general. Notes to be used later in lesson.  **Main session activities:**  Teacher reviews the summative assessment for learning aim A and discusses the requirements for assessment with the students.  Pairs of students (who did not lead in Lesson 10) lead sections of the warm up using student exercises from Lesson 10. The teacher will facilitate the warm up if necessary and complete observation notes. Students will peer assess each other’s work using a peer observation sheet.  Teacher introduces voice (third key component of acting) and then using visual/audio examples encourages students to discuss its role.  Teacher-led discussion of technical elements used within the performance, particularly in terms of ideas for lighting and sound to incorporate mood. Notes should be made regarding use of props and costume and thought given to any that need to be sourced ahead of the next lesson.  **Plenary activity:** Students review their progress. Students should have a last chance to raise any questions or concerns ahead of the summative assessment. | Actor’s Logs |  |  | C2 Activity sheet 9: Assessing progress  C2 Activity sheet 10: Warm up peer observation  C2 Activity sheet 11: Technical worksheet  C2 PowerPoint 11: Voice  C2 PowerPoint 12: Technical support  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Learning aim A summative assessment  Teacher observation records  Script extracts  Props, costume, staging |
| 12 | Learning aim A: SUMMATIVE ASSESSMENT | **A1: Development of physical, vocal and interpretive skills**  Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.  **A2: Develop skills and techniques during the rehearsal process**  Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:  • reproducing a scripted extract by:  o communicating a style or genre  o communicating themes and ideas.  • responding to direction, such as:  o applying health and safety procedures  o being prepared, warming up and cooling down  o positive response to teacher instruction and feedback  o peer feedback  o absorbing and applying feedback and corrections.  Links to:  Component 2, B1: Application of skills and techniques during rehearsal  Component 2, C1: Review own development of skills and techniques for performance | Main session activity: summative assessment  Teacher leads the session beginning with a warm up.  Teacher recaps the blocking for the extracts.  Students practise as a whole group and in small groups.  Teacher films the scenes and extracts in small groups.  Students peer assess each group.  Students observe professional rehearsal practice at all times and participate in all activities.  Teacher films and leads a cool down.  Plenary activity: Students to review their targets set at the beginning of the session and place in Component 2 logbooks | Actor’s Logs |  |  | C2 Activity sheet 12: Peer assessment sheets  C2 Activity sheet 13: Learning aim A summative assessment  Rehearsal space/black box studio  Props, costume, staging  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Sticky notes  Video camera and tripod  Teacher observation records |
| 13 | Learning aim B: Apply skills and techniques in rehearsal and performance #1 | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance). | Introductory activity: In pairs students choose one moment or exchange of dialogue from the extracts performed for learning aim A and create a new short scene using this as stimulus.  Main session activities:  ● Workshop:  o Teacher will lead a short warm up.  o Students demonstrate their short scenes in pairs, and the group will observe and give verbal feedback on interpretive skills, considering: what blocking was observed; how the extract was interpreted and changed from the original style; how each pair interacted with each other.  o Teacher notes down the comments.  ● Teacher gives an overview of learning aim B1 and shows video examples of two different styles of performance. Students observe and discuss the physical, interpretative, vocal skills and techniques seen in the video clips, and comment on how performers interact in performance.  Plenary activity: Students, back in original pairs, make notes in logbook under the heading ‘Today I have observed….’., comparing notes with their partner. | Actor’s Logs |  |  | C2 Activity sheet 14: Comparing performances  C2 PowerPoint 13: Improvising from a script  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Script extracts  Video-sharing websites |
| 14 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance | Introductory activity: Students return to their pairs and scenes from Lesson 13 introductory activity and rework their short scene in a different style.  Main session activities:   * Workshop: Teacher leads an improvised warm up using various stimuli from the play – theme, style, a specific character, a line of dialogue etc. Students will work together improvising in pairs demonstrating physical, vocal and interpretative skills. * Reproduction of extract: Teacher shows an example of a performance of an extract from the current script. Teacher selects a section from the play lasting a minimum of two minutes. Students will observe and ask questions. The teacher will compile notes on the interpretation for further reference.   Plenary activity: Using Component 2 logbooks, students note the vocal, physical and interpretative skills they will need to learn for the group performance piece. | Actor’s Logs |  |  | C2 Activity sheet 15: Review performance extract  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Online videos/DVD of existing work in the chosen style |
| 15 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, B2: Application of skills and techniques in performance  Component 2, C1: Review own development of skills and techniques for performance | Introductory activity: Teacher plays short piece of music. In pairs students to consider the mood of the piece, the kind of scene/scenario it might introduce/play behind, two characters who could feature in the scene and how they might move.  Main session activities:  ● Workshop: The teacher will lead a warm up using relevant plot or sub-plot as stimulus. Characterisation relating to each character they are playing, considering vocal, physical and facial expression.  ● Teacher recaps the extract of theatre as well as the chosen style. The teacher will begin to direct a section from the play for a group piece lasting a minimum of two minutes focusing on physicality and movement. This could be an ensemble moment if applicable.  ● Students practise and apply skills with awareness of physicality, vocal skills, facial expression and interpretative skills.  Plenary activity: Using Component 2 logbooks, students set actions and targets to improve physical skills for the group theatre piece. | Actor’s Logs |  |  | C2 Activity sheet 16: Physicality and movement on stage  C2 PowerPoint 14: Improvising from music  Rehearsal space/black box studio  Audio-visual equipment  Short piece or excerpt from classical or instrumental piece of music  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Script  DVD of existing work in the chosen style  Props, costume, and staging as appropriate |
| 16 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance | Introductory activity: Students return to pairs from Lesson 15 introductory activity and add a few lines of dialogue to their musically inspired scene.  Main session activities:  Teacher gives an overview of learning aims B1 and B2 and discusses application of stylistic features, interpretative skills, communicating meaning of performance piece and communicate meaning to an audience. The teacher will discuss key scenes and characterisation relevant to mock assessment 2 (lesson 18).  Workshop: Teacher-led warm up in the style. Skills development with reference to the text. Focus on key physical, vocal and characterisation within the text. Students continue to develop scenes building to blocking of whole scenes in sequence. Group participation with opportunities for practice of skills, response to direction, feedback and corrections.  Plenary activity: Students review the targets they previously set themselves against progress made this lesson and set further targets for next week to improve skills and techniques for the group acting repertoire | Actor’s Logs |  |  | C2 Activity sheet 17: Reviewing personal targets  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Scripts  DVD of existing work in the chosen style  Props, costume and staging as required |
| 17 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, B2: Application of skills and techniques in performance  Component 2, C1: Review own development of skills and techniques for performance | Introductory activity: Students in groups think of three important skills they need to apply to rehearsal. Students will make notes and share with the whole class.  Main session activities:  Teacher-led group activity: Teacher leads discussion and review of professional practice in rehearsal notes from the introductory activity. The class will discuss working practices in workshops, rehearsals and performance. Teacher introduces mock assessment 2 for week 18.  Workshop: Teacher-led warm up in the style. Skills development with reference to the text. Focus on key physical, vocal elements in the piece. Students continue to develop characterisation. Group participation with opportunities for practice of skills, response to direction, feedback and corrections.  Plenary activities:  Students review the targets they set themselves last week against progress made this lesson.  Homework task: Students practise skills and techniques in the extract in preparation for the mock assessment. | Actor’s Logs |  |  | C2 Activity sheet 17: Reviewing personal targets  C2 PowerPoint 15: Rehearsal skills  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Scripts  DVD of existing work in the chosen style  Rehearsal practice sheet  Props, costume and staging as required |
| 18 |  | **MOCK ASSESSMENT 2**  **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | MOCK ASSESSMENT 2  Introductory activity: Teacher asks students to set two targets in relation to the assessment session and write them on sticky notes. Each student will read out their targets to the group.  Main session activities:  Teacher-led group activity:  Teacher films and leads the session beginning with a warm up.  Teacher recaps the staging for the group.  Teacher films short sequences from the repertoire in small groups, with a short discussion after each group.  Students peer assess each group.  Students observe professional rehearsal practice at all times and participate in all activities.  Teacher films and leads the evaluation.  Plenary activity: Teacher films students as they respond to the targets they set themselves at the beginning of the session. | Actor’s Logs |  |  | C2 Activity sheet 18: Peer assessment (MOCK assessment 2)  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Sticky notes  Video camera and tripod  Teacher observation records  Props, costume and staging as required |
| 19 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance | Introductory activity: Teacher introduces monologues and initiates a class discussion covering what they are, their purpose and the challenges in performing them.  Main session activities:  ● Workshop:  o Teacher leads a short warm up for the group.  o Students then select one of the example monologues and in small groups perform a short sequence to rest of the group to enable students to start to gain confidence in performing solo.  o The group observes and gives verbal feedback on physical and interpretive skills. Questions for the group could include for example: Which physical skills were observed in the monologue? How was the appropriate style demonstrated?  o Teacher or students will note comments.  ● Teacher recaps learning aim B.  ● Teacher shows video examples of individual monologues from two different styles within an acting discipline. Students observe and discuss the physical, vocal, interpretative and stylistic skills and techniques seen in the video clips.  ● Students will complete notes in Component 2 logbooks.  Plenary activity: Students using large-size paper, computer or tablet and Component 2 logbooks and peer observation sheets, make notes under the heading, for example ‘Today I have learned ….’. Students discuss and compare notes. | Actor’s Logs |  |  | C2 Activity sheet 19: Peer assessment (monologues)  C2 PowerPoint 16: Monologues  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Selection of monologues from a range of scripts  Web-based video examples of monologues being performed |
| 20 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance | Introductory activity: Teacher asks students move around the space and demonstrate a character type physically and facially, i.e. ‘old man’, ‘small child’, ‘teacher’, ‘doctor’.  Main session activities:  Teacher leads an improvised warm up using characterisation and a range of scenarios.  Teacher-led group activity: Monologues in rehearsal:   * + Students, under guidance from the teacher, will choose a monologue lasting approximately two minutes.   + Students will read through their monologues and look at some further examples of the monologues in performance.   Workshop:   * + Teacher-led warm up in the style i.e. naturalism. Skills application with reference to the monologues.   + Students work in pairs under the supervision of the teacher, to start to consider ideas for the performance of their monologue, moving onto blocking as appropriate.   + Group participation with opportunities for practice of skills, response to direction, feedback and corrections.   **Plenary activity:** Using Component 2 logbooks students note down their monologue choice and the key features of it. | Actor’s Logs |  |  | C2 Activity sheet 20: Monologue choice worksheet  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Selection of monologues from a range of scripts  Web-based video examples of monologues being performed |
|  |  |  |  |  |  |  |  |
| 21 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance | **Introductory activity:** In pairs, students discuss the expression, character, mood and atmosphere of their monologues with each other.  **Main session activities:**  Teacher leads a warm up using characterisation including movements, which relate to the genre or style of monologues. Students will be expected to apply physical, vocal and interpretative skills.  Workshop:   * + Teacher-led workshop focusing on key physical and vocal elements in monologue extracts.   + Students block and memorise movement and facial expression, with an awareness of characterisation and interpretative skills.   + Group participation with opportunities for practice of skills, response to direction, feedback and corrections.   **Plenary activities:**  Teacher initiates a brief discussion on the role of costume. | Homework: Students consider and source a costume for their monologue character. |  |  | C2 Activity sheet 21: Monologue interpretative skills  C2 PowerPoint 17: Costume  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Selection of monologues from a range of scripts  Web-based video examples of monologues being performed |
| 22 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance | Introductory activity: Students recall and repeat the first section of their monologues.  Main session activities:  ● Teacher presentation (individual monologue): Teacher gives an overview of learning aims B1 and B2 and discusses application of physical, vocal, stylistic and interpretative skills, communicating meaning of monologue and communicating meaning to an audience. Teacher discusses key features of the monologues and requirements for mock assessment.  ● Workshop:  o Teacher-led warm up in the style.  o Students apply skills with reference to the monologue and focus on key physical, vocal, stylistic elements in the monologues.  o Students learn and memorise blocking, concentrating on expressive use of physicality, pause, pace, facial expression and vocal range to communicate meaning to an audience.  o Group participation with opportunities for practice of skills, response to direction, feedback and corrections.  Plenary activities:  ● Teacher initiates a brief discussion on the role of costume. | Homework: Students consider and source props for their monologue character. |  |  | Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Selection of monologues from a range of scripts  Web-based video examples of monologues being performed  Props/costumes |
| 23 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | **Introductory activity:** In small groups students think of three important skills they will need to apply to rehearsal and performance. Students will make notes on large-size paper and share with the whole class.  **Main session activities:**  Teacher reviews, and leads a discussion of, professional practice in rehearsal and performance. The class will discuss working practices in rehearsal and performance.  Teacher introduces mock assessment 4 for week 24 – Performance and filming of individual monologues.  Workshop:   * + Teacher-led warm up in the style. Students apply skills with reference to the monologues.   + Students focus on key physical, stylistic and vocal elements in the monologues.   + Students learn and memorise blocking concentrating on expressive use of physicality, pause, pace, facial expression and vocal range to communicate meaning to an audience. Group participation with opportunities for practice of skills, response to direction, feedback and corrections.   + **Plenary activities:**   + Using Component 2 logbooks, students review their progress of skills in rehearsal and performance. | Students should practise skills and techniques, and ensure lines are learned, for the monologue in preparation for the mock assessment. |  |  | C2 Activity sheet 5: Rehearsal professional practice (if not used in week 5, or adapted to reuse)  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Selection of monologues from a range of scripts  Web-based video examples of monologues being performed  Props/costumes |
| 24 | MOCK ASSESSMENT 3 | **MOCK ASSESSMENT 3**  **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | **MOCK ASSESSMENT 3 Reproduction of individual monologue performance**  **Introductory activity:** Teacher asks students to set two targets in relation to the mock assessment session and write them on sticky notes. Each student will read out their targets to the group.  **Main session activities:** Teacher-led group activity:  Teacher films and leads the session beginning with a warm up.  Students given the opportunity to go over monologues.  Teacher films monologues.  Students choose one person to peer assess.  Students observe professional rehearsal practice at all times and participate in all activities.  Teacher will film and lead the evaluation.  **Plenary activity:** Students review their targets using appropriate terminology. Teacher films students’ responses to their targets. |  |  |  | C2 Activity sheet 23: Peer assessment (mock assessment 3)  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Sticky notes  Video camera and tripod  Teacher observation records  Script extracts for prompting |
| 25 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | **Introductory activity:** In pairs, students note their progress in skills and techniques and discuss and share progress with a partner.  **Main session activities:**  Teacher will show footage of the group and individual monologues from mock assessments 2 and 3, and give feedback to students.  Students will review their progress on the application of skills and techniques and response to feedback using Component 2 logbooks.  Teacher introduces students to a prepared summative assessment brief (examples p. 23 of specification) for learning aim B and discusses the requirements with students. The assessment will build on the skills practised and developed in mock assessments 2 and 3.  Workshop: group repertoire:   * + Teacher leads a short warm up for the group and recaps the group performance piece. Students apply skills with reference to the piece and focus on key physical, vocal, stylistic elements in the performance   + Students apply technical, stylistic and interpretative skills to the performance of the material.   + Group participation with opportunities for practice of skills, response to direction, feedback and corrections.   **Plenary activity:** Students identify and note in logbooks their strengths and weaknesses in both group and monologue performances. |  |  |  | C2 Activity sheet 24: Review own performance  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Videos of mock assessments 2 and 3, learning aim B, group and individual performances  Acting web links for repertoire/DVD of existing work in the chosen style  Learning aim B summative assessment |
| 26 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | **Introductory activity:** In small groups, students share their group performance weak points, advise each other and work through suggestions.  **Main session activities:**  Workshop: Group acting repertoire   * + The teacher will lead a short warm up for the group and recap the group scripted piece.   + Students apply skills with reference to the extract and focus on key physical, stylistic elements in the performance.   + Students apply technical, stylistic and interpretative skills to the performance of the material. Students work on communicating meaning to an audience.   + Group participation with opportunities for practice of skills, response to direction, feedback and corrections.   + Teacher-led cool down.   **Plenary activity:** Using Component 2 logbooks, students set two targets to improve performance of the group repertoire using appropriate terminology |  |  |  | Completed C2 Activity sheet 24: Review own performance (from week 25)  C2 Activity sheet 25: Target setting: group repertoire  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Learning aim B summative assessment  Scripts  Props/costumes |
| 27 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | Introductory activity: In small groups students share their monologue performance weak points, advise each other and work through suggestions.  Main session activities:  ● Workshop: Monologue  o The teacher will lead a short warm up for the group and recap the monologues.  o Students apply skills with reference to their monologue and focus on key physical, stylistic elements in the performance.  o Students apply technical, stylistic and interpretative skills to the performance of the material. Students work on communicating meaning to an audience.  o Teacher-led cool down.  Plenary activity: Using Component 2 logbooks students set two targets to improve their performance of the individual monologues using appropriate terminology. |  |  |  | Completed C2 Activity sheet 24: Review own performance (from week 25)  C2 Activity sheet 26: Target setting: monologue  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Scripts  Learning aim B summative assessment |
| 28 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | Introductory activity: Teacher-led warm up.  Main session activities:  Rehearsal of performance material for assessment, incorporating targets they have set themselves in the previous two weeks.  ● Run through pieces for performance, taking director’s notes to feed back.  ● Students apply technical, stylistic and interpretative skills to the performance of the material. Students work on communicating meaning to an audience.  ● Teacher-led cool down.  Plenary activities:  ● Students to review the targets they set in lessons and 27  ● Homework: Students continue review and consider what they need to focus on next week, the last before the summative assessment. To take director’s notes and work on the highlighted areas. |  |  |  | C2 Activity sheet 27: Target review: group performance  C2 Activity sheet 28: Target review: monologue  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Scripts  DVD of existing work in the chosen style  Learning aim B summative assessment  Props/costumes |
| 29 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | **Introductory activity:** Working individually, students review their targets in preparation for the assessment.  **Main session activities:**  Teacher reviews the Learning aim B summative assessment and discusses the requirements for assessment with the students.  Teacher leads a short warm up.  Student-led group workshop: Group contrasting performances   * + The teacher recaps the blocking.   + Students practise physicality, vocally and engaging in blocking and exercising teamwork skills.   + Group participation with opportunities for practice of skills, feedback and corrections from the teacher.   **Plenary activity:** Teacher offers Q&A session allowing students to raise concerns. Teacher puts students with similar concerns in small groups to work through them where suitable. |  |  |  | Completed C2 Activity sheet 27: Target review: group performance  Completed C2 Activity sheet 28: Target review: monologue  Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Props/costumes  Script extracts  DVD of existing work in the chosen style  Learning aim B summative assessment  Teacher observation records |
| 30 | **Learning Aim B: SUMMATIVE ASSESSMENT** | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | **Introductory activity:** Students individually set two targets in relation to the summative assessment for learning aim B. Students write targets on sticky notes to be reviewed at the end of the assessment.  **Main session activities: summative assessment**  Teacher-led group activity: Application of skills and techniques in  rehearsal and performance   * Teacher leads the session, beginning with a warm up. * Teacher will recap the blocking, and essential characteristics, as well as reminding students of the need for focus. * Students practise as a whole group and in small groups. * Teacher will film the rehearsal and performances. * Group performances of contrasting material:   + Students apply performance skills and techniques to at least two workshop performances (individual and/or group), each lasting a minimum of two minutes. Students communicate existing material in two contrasting texts   + Students perform as a whole group and individually.   + Students observe professional rehearsal practice at all times and participate in all activities.   + Teacher films and leads a cool down.   **Plenary activity**: Students review their targets set at the beginning of the session and place them in their logbooks. |  |  |  | Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Sticky notes  Video camera and tripod  Teacher observation records  Scripts  Props  Costumes |
| 31 |  | **B1: Application of skills and techniques during rehearsal**  Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).  **B2: Application of skills and techniques in performance**  Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.  Links to:  Component 2, C1: Review own development of skills and techniques for performance  Component 2, C2: Review own application of skills and techniques in performance | **Introductory activity:** Students individually set two targets in relation to the summative assessment for learning aim B. Students write targets on sticky notes to be reviewed at the end of the assessment.  **Main session activities: summative assessment**  Teacher-led group activity: Application of skills and techniques in  rehearsal and performance   * Teacher leads the session, beginning with a warm-up. * Teacher will recap the blocking, and essential characteristics, as well as reminding students of the need for focus. * Students practise as a whole group and in small groups. * Teacher will film the rehearsal and performances. * Group performances of contrasting material:   + Students apply performance skills and techniques to a workshop performance lasting a minimum of two minutes.   + Students observe professional rehearsal practice at all times and participate in all activities.   + Teacher films and leads a cool down.   + Plenary activity: Students review their targets set at the beginning of the session and place them in their logbooks. |  |  |  | Rehearsal space/black box studio  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Sticky notes  Video camera and tripod  Teacher observation records  Scripts  Props  Costumes |
| 32 | Learning aim C: Review own development and performance | **C1: Review own development of skills and techniques for performance**  Evaluation of development of skills (physical, musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the acting style.  **C2: Review own application of skills and techniques in performance**  Evaluation of application of skills (physical, musical, interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate acting terminology for the style of performance.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process | **Introductory activity:** On sticky notes students write three things they have enjoyed most about the sessions in learning aim A. The teacher places all comments on the whiteboard/smartboard or large paper.  **Main session activities:** Observation of work (Learning aim A summative assessment), student review.  Teacher summarises learning aim C1 and shows footage of Learning aim A summative assessment.  Teacher leads group discussion and students reflect on their work.  Teacher guides the students to review and evaluate their skills using Component 2 logbook notes (and any other resources distributed to them).   * + Students begin to review their progress in learning aim A, in which they describe, explain and analyse the development of their skills and techniques. They should cover the following points: development of physical, vocal and interpretative skills   + response to feedback from teachers and peers   + identifying strengths and areas for future development   + setting actions and targets for improvement   + reference to professional working practices.   Students to use appropriate acting terminology in their review.  **Plenary activity:** Teacher summarises the learning aim C1 and checks progress in small groups. |  |  |  | Completed C2 Activity sheet 6: Peer assessment (mock assessment 1)  Completed C2 Activity sheet 10: Warm up peer observation  Completed C2 Activity sheet 12: Peer assessment sheets  Completed C2 Activity sheet 13: Learning aim A summative assessment  Classroom/rehearsal space with tables and chairs  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Sticky notes  Teacher observation records  Component 2 logbooks, including Learning aim A summative assessment notes  Video footage of mock assessment 1 and of Learning aim A summative assessment  Learning aim A summative assessment |
| 33 |  | **C1: Review own development of skills and techniques for performance**  Evaluation of development of skills (physical, musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the acting style.  **C2: Review own application of skills and techniques in performance**  Evaluation of application of skills (physical, musical, interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate acting terminology for the style of performance.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process | **Introductory activity:** Students write down three skills they have learned when developing skills in learning aim A.  **Main session activities:** Observation of work (Learning aim A summative assessment), completion of student review.  Teacher recaps learning aim C1 & C2 and shows footage of Learning aim A summative assessment.  Teacher guides the students to review and evaluate their skills using Component 2 logbook notes (and any other resources distributed to them).  Students complete review of their progress in learning aim A, in which they describe, explain and analyse the development of their skills and techniques. They should cover the following points:   * + development of physical, vocal and interpretative skills   + response to feedback from teachers and peers   + identifying strengths and areas for future development   + setting actions and targets for improvement   + reference to professional working practices.   Students to use appropriate acting terminology in their review.  **Plenary activity:** Teacher summarises learning aim C1& C2 and checks progress in small groups. |  |  |  | Completed C2 Activity sheet 6: Peer assessment (mock assessment 1)  Completed C2 Activity sheet 10: Warm up peer observation  Completed C2 Activity sheet 12: Peer assessment sheets  Completed C2 Activity sheet 13: Learning aim A summative assessment  Classroom/rehearsal space with tables and chairs  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Sticky notes  Teacher observation records |
| 34 |  | **C1: Review own development of skills and techniques for performance**  Evaluation of development of skills (physical, musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the acting style.  **C2: Review own application of skills and techniques in performance**  Evaluation of application of skills (physical, musical, interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate acting terminology for the style of performance.  Links to:  Component 2, A1: Development of physical, vocal and interpretative skills  Component 2, A2: Develop skills and techniques during the rehearsal process  Component 2, B1: Application of skills and techniques during rehearsal | **Introductory activity:** Students write down two progression routes or targets for further study.  **Main session activities:** Observation and completion of learning aims A and B summative assessment work  Teacher recaps the session aims and shows footage of mock assessments 1, 2 and 3, and learning aims A and B summative assessments if required.  Teacher facilitates students’ review and evaluation of their skills and techniques in learning aims A and B.  Students individually complete their review and evaluation of their skills and techniques in learning aims A and B and hand the review in to the teacher.  **Plenary activities:**  Teacher arranges individual feedback sessions to enable progression where needed.  Class to choose an acting style or activity for a fun workshop session for the final week.  Homework: Students to research two progression options. |  |  |  | Classroom/rehearsal space with tables and chairs  Audio-visual equipment  Whiteboard/smartboard  Component 2 logbooks  Large piece of paper, computer or tablet  Sticky notes  Teacher observation records  Component 2 logbooks, including learning aims A and B summative assessment notes  Video footage of mock assessments 1, 2 and 3, and of learning aims A and B summative assessments  Learning aim A summative assessment  Learning aim B summative assessment |
| 35 |  |  |  |  |  |  |  |