



YEAR 12 WINTER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Practitioners & Machinal

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| Curriculum Intent | <p>In addition to working further on objectives from Key Stage 4, pupils will be taught, following National Curriculum guidelines, the following this term:</p> |
| <p>Skills/National Curriculum Links</p> | <p>AUTUMN TERM</p> <p>Exploration of Five Practitioners – Stanislavski, Brecht, Artaud, Frantic & Berkoff</p> <p>Performance of a monologue Scripted mini assessment 20%</p> <p>Non-examination assessment 20% of the qualification 24 marks</p> <p>A monologue or duologue performance/design realisation from one key extract from a different performance text. Assessment overview</p> <p>AO2 is assessed.</p> <p>Externally assessed either by visiting examiner or by examiner assessing the recorded live performance.</p> <p>Monologue or duologue/design realisation: worth 24 marks.</p> <p>Set Text Machinal Practical Exploration of the set text Machinal by Sophie Treadwell with a focus on the acting perspective – Written Exam</p> <p>Brief: Study and explore a script from an actor, designer & director’s point of view. Develop an understanding of how the play might be performed for an audience. Develop a concept for a vision of the text</p> <p>Section B: Page to Stage: Realising a Performance Text</p> <ul style="list-style-type: none"> ● 36 marks, assessing AO3. ● Students answer two extended response questions based on an unseen extract from the performance text they have studied. ● Students will demonstrate how they, as theatre makers, intend to realise the extract in performance. ● Students answer from the perspective of a performer and a designer. ● Performance texts for this section are not allowed in the examination as the extracts will be provided. |
| | <p>Spiritual, moral, social, and cultural development</p> |
| <p>Numeracy</p> | |

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| Literacy | Key theatrical terms linked to acting and practitioners, Literacy Students write a 2500-3000word portfolio. They usually create a script for their devised piece. They will read the whole script the extract comes from. They will research and analyse a range of resources. |
| Becoming future ready | <p>Careers/Employability: Communication, creativity, literacy</p> <p>Skills Builder:</p> <p>Cognitive skills</p> <ul style="list-style-type: none"> ● Non-routine problem solving – expert thinking, metacognition, creativity. ● Systems thinking – decision making and reasoning. ● Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills. ● ICT literacy – access, manage, integrate, evaluate, construct and communicate. <p>Interpersonal skills</p> <ul style="list-style-type: none"> ● Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication. ● Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation. ● Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation. <p>Intrapersonal skills</p> <ul style="list-style-type: none"> ● Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments. ● Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work. <p>SMSC: Students are always influenced by current affairs and the world around them for this unit</p> <p>PSHE/British Values:</p> <p>Numeracy</p> <p>Literacy Students write a 2500-3000word portfolio. They usually create a script for their devised piece. They will read the whole script the extract comes from. They will research and analyse a range of resources.</p> |
| Adaptation | |
| QFT/SEND Provision | |
| Implementation Curriculum Delivery | <p>Aim: To introduce the unit and the role of the director.</p> <p>Outcome: To know what is required of in this part of the course and understand what a director does and how he/she works within the theatre.</p> |
| Learning Outcomes (Knowledge) | <p>Aim: to develop an understanding of the role of the director</p> <p>Outcome: you will be able to direct a short piece with a different intention/vision/concept.</p> <p>Aim: to read through the script to develop understanding and clarify</p> <p>Outcome: knowledge of text, themes, characters</p> <p>Aim: to learn how to explore relationship between Woman & Mother.</p> <p>Outcome: To understand a little more about the potential of the two characters and their relationship</p> <p>Aim: to create images of key moments to develop understanding and clarify</p> <p>Outcome: knowledge of text, themes, characters etc.</p> <p>Aims: To explore the opening in the style of Berkoff & then Brecht</p> <p>Outcomes: To understand the importance of an opening and how this should grab the audience's attention. To start to choose a style for the performance</p> |

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| | <p>Aim: Begin to understand how the play is relevant for an audience today</p> <p>Outcome: To understand themes and how these are still relevant</p> |
| Current learning to be developed in the future within: | <p>To develop understanding of how to analyse and practically explore a text from an actor's perspective</p> <p>To develop understanding of theatre practitioners</p> |
| Assessment | <p>Two summative assessments in Term one</p> <p>Machinal -set text 1 practical work with feedback and 1 essay with feedback</p> <p>500 words summarising monologue and perform 2 minute monologue</p> |
| Impact | <p>Attainment and Progress – Refer to assessment results / data review documentation.</p> |



YEAR 12 SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Live Theatre & Devising

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| Curriculum Intent | <p>In addition to working further on objectives from Key Stage 4, pupils will be taught, following National Curriculum guidelines, the following this term:</p> |
| Skills/National Curriculum Links | <p>Section A: Live Theatre Evaluation</p> <ul style="list-style-type: none"> ● 20 marks, assessing AO4. ● Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement. ● Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words. <p>Non-examination assessment 40% of the qualification 80 marks</p> <ul style="list-style-type: none"> ● Devise an original performance piece. ● Use one key extract from a performance text and a theatre practitioner as stimuli. ● Centre choice of text and practitioner. - students will pick on the mock from the five practitioners taught by LHA in the Winter term ● Performer or designer routes available. <p>Assessment overview</p> <ul style="list-style-type: none"> ● AO1, AO2 and AO4 are assessed. ● Internally assessed and externally moderated. |

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| | <ul style="list-style-type: none"> • There are two parts to the assessment: <p>1) a portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4)</p> <p>the portfolio submission recommendations are: - can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or - can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).</p> <p>2) the devised performance/design realisation (20 marks, assessing AO2).</p> |
| Spiritual, moral, social, and cultural development | SMSC: Collaboration, exploration of women’s rights, historical context of set texts , historical context of practitioners, Live theatre themes |
| Numeracy | |
| Literacy | Key theatrical terms linked to acting and practitioners, use of script. Literacy Students write a 2500-3000word portfolio. They usually create a script for their devised piece. They will read the whole script the extract comes from. They will research and analyse a range of resources. |
| Becoming future ready | <p>Careers/Employability: Skills Builder:</p> <p>Cognitive skills</p> <ul style="list-style-type: none"> • Non-routine problem solving – expert thinking, metacognition, creativity. • Systems thinking – decision making and reasoning. • Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills. • ICT literacy – access, manage, integrate, evaluate, construct and communicate. <p>Interpersonal skills</p> <ul style="list-style-type: none"> • Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication. • Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation. • Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation. Intrapersonal skills • Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments. • Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work. <p>SMSC: Students are always influenced by current affairs and the world around them for this unit</p> <p>PSHE/British Values:</p> <p>Numeracy</p> <p>Literacy Students write a 2500-3000word portfolio. They usually create a script for their devised piece. They will read the whole script the extract comes from. They will research and analyse a range of resources.</p> |
| Adaptation | . |

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| QFT/SEND Provision | |
| Current learning to be developed in the future within: | <p>To develop understanding of how to analyse and practically explore a text from a theatre critic's perspective</p> <p>To develop understanding of theatre practitioners</p> <p>Be able to create the coursework that will be required for Year 13 and understand how to structure this</p> |
| Assessment | <p>Coursework – 2,500 – 3,000 words</p> <p>Devised performance together 40%</p> <p>Live Theatre essays 20marks</p> |
| Impact | Attainment and Progress – Refer to assessment results / data review documentation. |



YEAR 12 SUMMER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Devising & Machinal & Live Theatre

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| Curriculum Intent | <p>In addition to working further on objectives from Key Stage 4, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>New practitioner – Complicite – workshops and research for the REAL devised piece</p> <p>Section A: Live Theatre Evaluation</p> <ul style="list-style-type: none"> ● 20 marks, assessing AO4. ● Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement. ● Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words. <p>Non-examination assessment 40% of the qualification 80 marks</p> <ul style="list-style-type: none"> ● Devise an original performance piece. ● Use one key extract from a performance text and a theatre practitioner as stimuli. ● Centre choice of text and practitioner. - students will pick on the mock from the five practitioners taught by LHA in the Winter term ● Performer or designer routes available. <p>Assessment overview</p> |
| Skills/National Curriculum Links | |

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| | <ul style="list-style-type: none"> • AO1, AO2 and AO4 are assessed. • Internally assessed and externally moderated. • There are two parts to the assessment: <ul style="list-style-type: none"> 1) a portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4) <p>the portfolio submission recommendations are: - can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or - can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).</p> <ul style="list-style-type: none"> 2) the devised performance/design realisation (20 marks, assessing AO2). |
| Spiritual, moral, social, and cultural development | SMSC: Collaboration, exploration of women’s rights, historical context of set texts , historical context of practitioners |
| Numeracy | |
| Literacy | Key theatrical terms linked to acting and practitioners Literacy Students write a 2500-3000word portfolio. They usually create a script for their devised piece. They will read the whole script the extract comes from. They will research and analyse a range of resources. |
| Becoming future ready | <p>Careers/Employability: Skills Builder:</p> <p>Cognitive skills</p> <ul style="list-style-type: none"> • Non-routine problem solving – expert thinking, metacognition, creativity. • Systems thinking – decision making and reasoning. • Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills. • ICT literacy – access, manage, integrate, evaluate, construct and communicate. <p>Interpersonal skills</p> <ul style="list-style-type: none"> • Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication. • Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation. • Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation. Intrapersonal skills <p>Intrapersonal skills</p> <ul style="list-style-type: none"> • Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments. • Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work. <p>SMSC: Students are always influenced by current affairs and the world around them for this unit</p> <p>PSHE/British Values:</p> <p>Numeracy</p> |
| Adaptation | . |

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| QFT/SEND Provision | |
| Implementation Curriculum Delivery | <p>Knowledge of set text Machinal</p> <p>Knowledge and structure of six questions for NEA and have completed a mock version</p> <p>Exploration of our practitioner Complicite and research into this</p> <p>Clear understanding of how they are marked in Year13</p> |
| Learning Outcomes (Knowledge) | |
| Current learning to be developed in the future within: | <p>To develop understanding of how to analyse and practically explore a text from a theatre critic's perspective</p> <p>To develop understanding of theatre practitioners</p> <p>Be able to create the coursework that will be required for Year 13 and understand how to structure this</p> |
| Assessment | <p>The start of the real coursework for Devising and a devised piece for the exam</p> <p>Live Theatre & Machinal essays</p> |
| Impact | <p>Attainment and Progress – Refer to assessment results / data review documentation.</p> |