

Subject Long Term Plan Year X 2021-20

Temperance Term

| W/C | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | HALF TERM |
|-------------------|--|--|---|---|---|--------|---|-----------|
| Topic | Set text revision – “Blood Brothers” | | | Component 2 devised performance | | | | |
| Core | Revision of set text, context and plot. | Analysis and modelling of Component 1 (written exam) answers. Continuing revision of set text, context and plot. | Exam preparation and exam | Re-familiarisation with Component 2 material. | Continuing development of Component 2 performance. Development of Devising Log. | | Performances | |
| Challenge | Sound knowledge and understanding of set text. | Successful model answers developed. | The exam. | Successful structuring of Component 2 material. | Deepening of characterisation, successful development of Devising log. | | Self reflection on project reflected in Devising Log. | |
| Assessment | Continuous assessment. | | GCSE exam marking of written responses to exam paper. | | Continuous assessment. | | Performances and Devising log. | |

| W/C | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | CHRISTMAS |
|--------------|---|---|---|---|---------|---------|-----------|
| Topic | Component 3 preparation | | | | | | |
| Core | Refresher on characterisation and Stanislavski methods. | Introduction to Script unit requirements. Exploration of staging performance requirements for different genres/periods by experimentation with different play extracts. | Play selection, script analysis. Preliminary rehearsals of scripted material. | Rehearsal and development of scripted material in preparation for practical exam performance. | | | |



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| Challenge | Appropriate application of techniques | Firm understanding of conventions of performance. | Perceptive selection of scripted material showing an understanding of the style and genre of the selected text. | Development of effective and nuanced performances of selected scripted material. | |
| Assessment | Continuous assessment. | | | | |