

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

Teacher alongside each other across the two terms 2 lessons per week						
YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Comp 2: Devising	Comp 1: Blood Brothers	Comp 1: Section C	Comp 3: Texts in practice	Comp 1:	
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	4/5 Weeks	
Key concepts:	Respond to stimulus Construct performance work. Refine performance work in response to feedback. Create an original and engaging performance.	Understanding of how drama and theatre is developed and performed. Make links between understanding of Blood Brothers plot/themes/characters to answer set exam questions.	Ability to evaluate and analyse the live theatre work of others.	Ability to apply theatrical skill to realise artistic intentions in performance.	Revision: Understanding of how drama and theatre is developed and performed. Make links between understanding of Blood Brothers plot/themes/characters to answer set exam questions. Ability to evaluate and analyse the live theatre work of others	
Knowledge/ Skills:	Directing Carry out research Working with others cooperatively Following a cue Selecting and discarding work Applying a practitioner Explaining initial decisions, refinements & developments.	Retrieval of knowledge Make links between vocal and physical changes to present a character Evaluative terminology Technical terminology	Retrieval of knowledge Make links between their own performance work and that of others Evaluative terminology Technical terminology	Directing Vocal and physical changes Application of pause Working with others cooperatively Selecting and disregarding work. Analysis of text	Retrieval of knowledge Make links between vocal and physical changes to present a character Evaluative terminology Technical terminology Make links between their own performance work and that of others	
End points covered:	Internal NEA Comp 2 practical Exam completed. Written NEA evidence completed.	Mock paper Section A, B	Mock question Section C	External Comp 3 Practical exam completed	Comp 1 Exam completed	
NC/Spec coverage:	Component 2 AO1, AO2, AO4 40% of GCSE	Component 1: section A/B AO3,	Component 1: Section C AO4	Component 3: AO2 20% of GCSE	Component 1: Section A/B/C AO3,AO4 40% of GCSE	
Cross-curricular links:	English – analysis and evaluation	English – analysis and evaluation	English – analysis and evaluation	English – analysis of text. Literacy	English – analysis and evaluation	
Assessments:	Internal Practical performance	Mock exam paper for section A and B.	Mock exam paper for section c	External Practical performance. Marked by examiner	External marked exam paper	

	Using grading criteria from specification.					
<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4	Knowledge of the role of a performer, director, lighting, costume, set designer	Knowledge of the role of a performer, director, lighting, costume, set designer	Theatre critic	Knowledge of the role of a performer, director, lighting, costume, set designer	Knowledge of the role of a performer, director, lighting, costume, set designer	
Culturally rich – broadening horizons	Research and select a stimulus relating to the wider world.	Understanding 1980’s England.	Appreciation of the arts – live theatre.	Themes discussed in chosen texts.	Understanding 1980’s England.	