

| Plan of Learning for the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               |
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| <b>Term 1</b> <ul style="list-style-type: none"> <li>Component 3 - Theatre Makers in Practice - Introduction to Set Text – The Tempest and Complicity - practical exploration. AP1 Assessment.</li> </ul> <b>Term 2</b> <ul style="list-style-type: none"> <li>Component 3 - Live Theatre Visit. AP1 Assessment.</li> <li>Component 3 Set Text – The Tempest and <b>Complicity</b>.</li> </ul> <b>Term 3</b> <ul style="list-style-type: none"> <li>Component 3 Revision for Mock Examination February.</li> <li>Component 2 – select texts.</li> </ul> | <b>Term 4</b> <ul style="list-style-type: none"> <li>Component 2 – Rehearsals and Examination.</li> </ul> <b>Term 5</b> <ul style="list-style-type: none"> <li>Component 3 Revision</li> <li>Component 3 Examination</li> </ul> <b>Term 6</b> |

| Feedback, Retrieval and Assessment                                                                                                                                                                                                                                                 | Super Curricular Opportunities                                                                                                                                                                                                                                                                  | Cultural Capital                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>Peer and self-assessment.</li> <li>On-going formative assessment during lessons by teacher.</li> <li>Student/teacher one-to-one discussions.</li> <li>Formal formative assessment for Performing.</li> <li>Written examinations.</li> </ul> | <ul style="list-style-type: none"> <li>Independent research.</li> <li>National Theatre Live to access performances.</li> <li>Reading plays.</li> <li>Learning lines.</li> <li>Developing skills in performance preparation.</li> <li>Opportunities for extra-curricular performances</li> </ul> | <ul style="list-style-type: none"> <li>Working individually, in pairs and in groups.</li> <li>Teamwork, negotiation and communication.</li> <li>Examining moral and cultural issues.</li> <li>Understanding, support and empathy.</li> <li>Cultural and historical context.</li> <li>Understanding the cultural importance of Theatre in contemporary society.</li> </ul> |

| Common Misconceptions                                                                                                                                                                                                                                                                                        | Connecting New Knowledge                                                                                                                                                                                                                                                                             | Opportunities for Academic Literacy, Oracy and Numeracy                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>The difference between style and genre.</li> <li>The difference between structure and plot.</li> <li>The difference between performance skills, vocal skills and physical skills.</li> <li>The difference between questions about staging and stage space.</li> </ul> | <ul style="list-style-type: none"> <li>Performance skills are developed and built on.</li> <li>Experience of style and genre helps shape devising choices.</li> <li>Experience of watching live performances supports analytical skills.</li> <li>Practitioners linked to specific plays.</li> </ul> | <ul style="list-style-type: none"> <li>Key word lists and specialised vocabulary are used throughout the year.</li> <li>Opportunities for oracy in every lesson.</li> <li>Students encounter texts in a variety of genres and from different historical eras.</li> <li>Modelled answers used for written work.</li> <li>Students complete practice exam questions.</li> </ul> |