



Topic Name	Term	Skills and Knowledge Developed	Next link in curriculum	Other Notes
PRACTITIONERS/ SKILLS	AUTUMN 1	• Trust • Communication • Teamwork • Confidence • Listening • Research • Theatre terminology: types of staging/style/genre • Practitioner background, strategies and ideas. • Understanding of Theatre Practitioners and theatre history • Research • Practical skills • Play • Experimentation	• Script 3 linked to practitioner. • Devising work in Yr 13	JR to deliver this unit. Practitioners to include: 1. Frantic Assembly 2. Emma Rice 3. Stanislavski 4. Katie Mitchell
LIVE PRODUCTION (Component 1)	AUTUMN 1 or 2 dependent upon theatre programmes.	• Analysis of a live theatre performance • Evaluation of the Total Dramatic Effectiveness of the whole piece. • Understanding of how to write effective notes. • Ability to write about live theatre. • Understanding of assessment criteria. • Practical exploration of selected play.	• Re-visit prior to exam prep • Re-visit in links with productions seen. • Streamed production in Spring Term.	Led by JR. This may shift if there is a more appropriate play to see at another time.



ACTING SKILLS/ SCRIPT 1 OF C Component 3	AUTUMN 2	• Use of voice: tone/pitch/pace/accent/intonation/projection/breathing • Use of movement: gait/facial expression/proxemics/eye line/eye contact/body language/gesture • Text analysis • Writing about performance • Decision making as performer or designer • Annotation of text • Justification of ideas • Exploration of rehearsal techniques and strategies appropriate for naturalistic performance • Rehearsal and performance of Script 1 (monologue/ duologue/group) • Understanding of style/genre due to characteristics • Understanding of theatre practitioner approach • Making notes on performance for Reflective Report • Completion of first draft of Reflective Report (Extract 1)	• Throughout A Level • Script 1 (C3). • Links to study of set text • Approaching Script Two and Script Three (final performance) • From Jan 2028, study of practitioners to inform choice of Script 3	Led by JR but used across course.
SET TEXT B (Component 1)	AUTUMN TERM 1 AND 2 SPRING TERM 2 SUMMER TERM 1 Study halts when students	• Practical skills • Understanding of style and genre • Research • Understanding of character	<i>Antigone</i> in Summer Term.	AHU to deliver <i>Our Country's Good</i> (Set Text B)



	doing final rehearsals for scripted pieces.	• Analysis • Approaching the written paper • Writing about practical ideas. • SHCP context		
ROLES IN THEATRE AHU/JR	WHOLE YEAR	• Actor/Director/Designer – link to approaching set text • Actor/Director/Designer – link to exploring Live Production notes	Throughout	
LIVE PRODUCTION (Component 1)	SPRING 1	• Analysis of a streamed live theatre performance • Evaluation of the Total Dramatic Effectiveness of the whole piece. • Understanding of how to write effective notes. • Ability to write about live theatre. • Understanding of assessment criteria. • Practical exploration of selected play. • Opportunity to revisit recording of selected text.	• Re-visit prior to exam prep • Re-visit in links with productions seen. Revisit in Y13.	Led by AHU Play selected by teacher.
SCRIPT 2 of Component 3	SPRING TERM	• Revisit vocal skills, specifically focusing upon classical delivery: diction/ clarity/projection/breathing/ pause/ rhythm/metre • Revisit vocal skills, specifically focusing upon classical delivery: gait/facial expression/proxemics/direct address/exaggeration/posture • Analysis of classical texts	Script 3 (Spring-Summer Term 2028)	



		• Writing about performance • Decision making as performer or designer • Annotation of text • Justification of ideas • Exploration of rehearsal techniques and strategies for classical pieces (Globe/RSC/Pennington) • Rehearsal and performance of Script 2 (monologue/ duologue/group) • Understanding of style/genre due to characteristics • Making notes on performance for Reflective Report • Completion of first draft of Reflective Report (Extract 2)		
SET TEXT A (Component 1)	SUMMER TERM	• Role of director/designer/actor • Style and genre • Practical exploration of <i>Antigone</i> • Making practical decisions • Writing responses in consideration of assessment criteria • Using model and exemplary material to develop own responses • Justification of ideas • SHCP context of <i>Antigone</i>	Links with Set text 1	Note different approach in terms of set text JR to deliver Set Text A