

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	<p>Actor Tool Kit Introduction to drama, health and safety rules of the space and working with others. Gaining trust and developing confidence through group exercises. Learning how to use physical skills and how these can be used to communicate to an audience. Introduction to vocal skills and performance. Introduction to drama conventions. BASELINE ASSESSMENT with written feedback</p>	<p>Understanding the theatrical style of Pantomime. Exploration of the style of Pantomime including the history, stock characters, audience participation, cross gender roles, and exaggerated acting skills.</p>	<p>Understanding of Physical Theatre. Exploration and demonstration of physicality in storytelling. Development of trust within the group, understanding of physical self and how we can communicate physically, ensemble work, lifts and devising techniques from Frantic Assembly. Physical and creative adaptation of various stimuli including Banksy artwork.</p>	<p>Exploration of Shakespeare. Digital Theatre + Understanding and gaining knowledge of Shakespeare's upbringing and background in writing. Exploration of <i>Macbeth</i>, creation of character and creative writing of a spell. Incorporating physical and vocal skills suitable for a witch and using ensemble skills.</p>	<p>Understanding Choreography: Sport in Dance. Introduction to basic dance skills and choreography skills through identifying the Actions and space of 4 different sports. Working in groups to focus on creating original choreography based on one of the sports studied.</p>	<p>Understanding of Genre - Performing Musical Theatre Exploring a genre which requires a different skill set.</p>
	<p>Skill development:</p> <ul style="list-style-type: none"> ■ Introduction to vocal skills: Projection, tone, emphasis, pause and pace. ■ Introduction into physical skills: Gesture, body language, facial expression. ■ Introduction to freeze frame, improvisation and mime ■ Communicative and interpersonal skills through group work. ■ Building confidence through performing in front of peers. 	<p>Skill Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exaggerated physical and vocal skills <input type="checkbox"/> Developing awareness of an audience <input type="checkbox"/> How to stage a script <input type="checkbox"/> Verbally evaluating the work of a peer 	<p>Skill Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative response to a stimulus <input type="checkbox"/> Developing trust and self-esteem within a group <input type="checkbox"/> Verbal and written evaluation of a peer's work <input type="checkbox"/> Physical awareness and communication of theme, character & narrative <input type="checkbox"/> Interpretation of performance skills <input type="checkbox"/> Increase knowledge and understanding of a new style of theatre 	<p>Skill Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text interpretation and analysis <input type="checkbox"/> Interpreting a character and selecting appropriate acting skills to perform <input type="checkbox"/> Stage configuration <input type="checkbox"/> Creative writing <input type="checkbox"/> Page to stage technique <input type="checkbox"/> Line learning <input type="checkbox"/> Projection of body and voice 	<p>Skill Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge & understanding of choreographic processes <input type="checkbox"/> Performing in time with a group <input type="checkbox"/> Musicality <input type="checkbox"/> Responding creatively to a stimulus 	<p>Skill Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Musicality <input type="checkbox"/> Projection of the voice <input type="checkbox"/> Use of pause, pace and pitch <input type="checkbox"/> Learning lines <input type="checkbox"/> Creating appropriate atmosphere
	<p>Assessment Performance of a character utilising physical and vocal skills: Performance and making criteria highlighted and shared with students</p> <ul style="list-style-type: none"> ■ Ability to cooperate with others and share ideas ■ Ability to perform, facing the audience, using some vocal and physical skills. 	<p>Assessment Performance of a short script of a well-known Pantomime Performance and making criteria highlighted and shared with students</p> <ul style="list-style-type: none"> ■ Ability to work as a group and share ideas ■ Exaggerated movement and voice projection ■ Audience participation and creative adaptation. 	<p>Assessment Devising and performance of a piece of physical theatre based on a stimulus. Performance and making criteria highlighted and shared with students KEY ASSESSMENT with written feedback</p> <ul style="list-style-type: none"> ■ Creative response to the stimulus in groups ■ Movement, gesture, facial expression, body language, lifts, ensemble, dynamics, actions... 	<p>Assessment Performance of a witches spell and extract of text. Performance and making criteria highlighted and shared with students</p> <ul style="list-style-type: none"> ■ Learning lines ■ Appropriate characterisation ■ Staying in role ■ Developed awareness of the audience 	<p>Assessment Performance of a group choreography. Performance and making criteria highlighted and shared with students</p> <ul style="list-style-type: none"> ■ Demonstration of choreographic devices. ■ Clear influence of the chosen sport ■ Some evidence of developing performance skills in dance e.g. keeping in time, musicality and projection. 	<p>Assessment Performance of a group piece in the genre of MT. Performance and making criteria highlighted and shared with students KEY ASSESSMENT with written feedback</p> <ul style="list-style-type: none"> ■ Clear use of both vocal and physical skills ■ Clear key features of ■ Ability to share ideas with their group with a clear understanding of the topic ■ All lines have been learnt ■ Shared ideas and shown some leadership skills
	<p>Contextual knowledge The elements of drama focussing on the breakdown of vocal and physical skills</p>	<p>Contextual knowledge History of Pantomime and exploration of stock characters. Narrative structure - Literacy</p>	<p>Contextual knowledge Modern street art - Banksy</p>	<p>Contextual knowledge Shakespearean language - links to English History of Shakespeare</p>	<p>Contextual knowledge Actions within different types of sport - PE</p>	<p>Contextual knowledge History of Musical Theatre How atmosphere is created through physical and vocal skills compared to special effects in media</p>

The BIG QUESTION?	How can you express a character through vocal and physical skills?	What effect does exaggerated movement have on our audience?	How can we use physical movement to enhance storytelling?	How can you portray a character through vocal and physical skills?	How can movement in Sport be used in the choreography of dance?	Performing a script - What are the roles involved and what are their responsibilities?
8	<p>Actor Tool Kit</p> <p>Revisit the fundamentals of acting skills and creating narrative. Continuation of building confidence in performing in front of peers through group exercises. Developing knowledge of how to use physical skills and how these can be used to communicate to an audience. Development of vocal skills and performance. Development of drama conventions and key terms.</p>	<p>'Blood Brothers' by Willy Russell</p> <p>Practical and theoretical/technical and design exploration into an extract of script.</p>	<p>'The Woodsman' by James Ortiz. Digital Theatre+</p>	<p>Commedia Del' Arte</p> <p>Exploration of a style of improvised Italian Comedy that was popular between the 16th-18th century. Students will experiment with a range of exaggerated physical skills to demonstrate how the stock characters overcome the various predicaments they find themselves in.</p>	<p>Dance in Adverts Exploration of various styles of dance and choreographic devices. Analysing repertoire (adverts) and understanding how choreography and specific styles can be used to market a product. Working in groups to choreograph and create an advert for a product.</p>	<p>Performing a scripted extract 'Teachers' by John Godber.</p> <p>Use of vocal and physical skills to direct and perform a script - learning lines.</p>
	<p>Skill development:</p> <p>Development of vocal skills: Projection, tone, emphasis, pause and pace.</p> <ul style="list-style-type: none"> ■ Development of physical skills: Gesture, body language, facial expression. ■ Introduction to flashback, role on the wall, forum theatre, conscience corridor and hot seating. ■ Developing improvisation, and freeze-frame/thought tracking. ■ Communicative and interpersonal skills through group work. ■ Building confidence through performing in front of peers. 	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text and character analysis <input type="checkbox"/> Vocal and physical skills <input type="checkbox"/> Knowledge and understanding of technical features: set design and costume design. 	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to analysing digital theatre <input type="checkbox"/> Development of interpretation skills in performance and design elements <input type="checkbox"/> Exploration of performing as an ensemble using soundscape and physicality to communicate meaning to an audience 	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exploration into history of CDA and its key features <input type="checkbox"/> Developing physical and vocal skills when exploring stock characters <input type="checkbox"/> Developing improvisation skills around a scenario <input type="checkbox"/> Developing ability to perform with clarity and precise movement 	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choreographic devices (levels, repetition, mirroring, formations, call and response) <input type="checkbox"/> Use of imagination and creative skills <input type="checkbox"/> Analysing professional repertoire <input type="checkbox"/> Responding to a stimulus <input type="checkbox"/> Exploring different styles of modern dance 	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning all lines <input type="checkbox"/> Using vocal and physical skills to show the age and personality of a character <input type="checkbox"/> Staying in character, showing complete control. <input type="checkbox"/> Directing a performance towards the audience <input type="checkbox"/> Ability to multi-role <input type="checkbox"/> Knowledge and understanding of observational comedy
	<p>Assessment:</p> <p>Performance and making criteria highlighted and shared with students.</p> <p>KEY ASSESSMENT with written feedback</p> <ul style="list-style-type: none"> ■ Performance of a character utilising developed physical and vocal skills: ■ Written evaluation ■ Ability to cooperate with others and share ideas 	<p>Assessment:</p> <p>Performance and making criteria highlighted and shared with students.</p> <ul style="list-style-type: none"> ■ Practical performance of an extract of Blood Brothers that has been studied and interpreted during the term. 	<p>Assessment:</p> <p>Performance and making criteria highlighted and shared with students</p> <p>KEY ASSESSMENT with written feedback</p> <ul style="list-style-type: none"> ■ Creation of a short interpretation of an extract from the play using physical and vocal skills. ■ Application of the new skills learnt during the unit e.g. mime, ensemble, vocal expression and soundscape to create meaning and atmosphere. 	<p>Assessment:</p> <p>Performance and making criteria highlighted and shared with students</p> <ul style="list-style-type: none"> ■ Creation of an improvised performance based on a scenario ■ Application and demonstration of the specific theatrical style ■ Demonstration of well-defined stock characters and their status 	<p>Assessment:</p> <p>Making criteria highlighted and shared with students.</p> <ul style="list-style-type: none"> ■ Choreography and performance of a dance that promotes a product. ■ Use of choreographic skills and appreciation of a style of dance ■ Responding to a stimulus 	<p>Assessment:</p> <p>Performance and making criteria highlighted and shared with students.</p> <p>KEY ASSESSMENT with written feedback</p> <ul style="list-style-type: none"> ■ Performance of an extract of script that incorporates the directorial style of John Godber ■ Ability to learn all lines ■ Show complete control in performance ■ Demonstration of vocal and physical skills

	<ul style="list-style-type: none"> Ability to perform, facing the audience, using some vocal and physical skills. 		OR <ul style="list-style-type: none"> Written critical analysis of the digital production 			<ul style="list-style-type: none"> Style of John Godber is evident
	Contextual knowledge The elements of drama focussing on the breakdown of vocal and physical skills	Contextual knowledge Class system in Liverpool Politics History of Liverpool Costume design -DT	Contextual knowledge Costume Design - DT Use of instruments to enhance the storytelling through physicality.	Contextual knowledge Italian culture from 16th-18th century - History Slapstick style comedy	Contextual knowledge Social media / media The understanding of marketing a product - Business	Contextual knowledge Class system in deprived areas Stereotypes
The BIG QUESTION?	How can you express a character through vocal and physical skills?	What is the purpose of theatre and why does it exist?		How do you think Commedia dell'Arte has influenced modern styles of theatre?	How can dance be used to draw an audience in and create a distinctive memory?	Who are the different characters we live amongst and how are they physically and vocally different?
9	Actor Tool Kit Revisit the fundamentals of acting skills and creating narrative. Continuation of building confidence in performing in front of peers through group exercises. Developing knowledge of how to use physical skills and how these can be used to communicate to an audience. Development of vocal skills and performance. Development of drama conventions and key terms.	Dance - Exploring the professional work 'Swansong' by Christopher Bruce. Developing choreography, interpretive and analysis skills through professional work. Students will explore their own interpretations of specific sections of the work, incorporating a chair and a range of choreographic devices.	Practitioner - Stanislavski Using knowledge and understanding to write and perform a realistic monologue performance	Docudrama - Devised Thematic performance based on the events surrounding the Hillsborough Disaster. More in-depth exploration of a range of drama conventions through individual and collaborative response to a stimulus. Students will work towards writing and performing their own piece of Docudrama. Students to include Brechtian techniques (although not explicitly taught) through the teaching.	Scripted Bouncers/Shakers Further, in depth exploration of John Godber's plays with a focus on vocal and physical skills in his directorial style. Application of prior knowledge of Godber's style to a new play	Scripted Bouncers/Shakers Performance of a scripted extract with costumes, props and setting. More lesson time devoted to end of KS3 showcase and ample time to complete a written evaluation. Workshops in the last few weeks of term to prepare students for KS4.
	Skill Development <ul style="list-style-type: none"> Development of vocal skills: Projection, tone, emphasis, pause and pace. Development of physical skills: Gesture, body language, facial expression, gait, posture, proxemics Developing flashback, role on the wall, hot seating. Developing improvisation, and freeze-frame/though tracking. Introduction to forum theatre, choral speaking, split stage and cross cutting. 	Skill Development <ul style="list-style-type: none"> Interpreting and analysing a professional dance work. Choreography in trios using the stimulus of a professional work Choreography skill development - actions, space, dynamics and relationships Incorporation of a chair to the choreography Ability to demonstrate status and meaning through choreography and performance 	Skill Development <ul style="list-style-type: none"> Knowledge and understanding of 'The System' - created and pioneered by Stanislavski Use of Stanislavski techniques to create realism Writing and performance of a monologue (writing in character) 	Skill Development <ul style="list-style-type: none"> Ability to interpret a range of stimuli and share ideas during the devising process Devising narrative and creation of character from a stimulus Development of drama conventions such as hot seating, tableaux, marking the moment, role play, placards and flashback. Script writing - reportage/news repost based on the events of the day. 	Skill Development <ul style="list-style-type: none"> Learning all lines Using vocal and physical skills to show the age and personality of a character Staying in character, showing complete control. Directing a performance towards the audience Ability to multi-role Knowledge and understanding of observational comedy	Skill Development <ul style="list-style-type: none"> Learning all lines Using vocal and physical skills to show the age and personality of a character Staying in character, showing complete control. Directing a performance towards the audience Ability to multi-role Knowledge and understanding of observational comedy

	<p>■ Communicative and interpersonal skills through group work.</p> <p>Assessment Performance and making criteria highlighted and shared with students. KEY ASSESSMENT with written feedback</p> <ul style="list-style-type: none"> ■ Performance of a character utilising developed physical and vocal skills: ■ Written evaluation ■ Ability to cooperate with others and share ideas ■ Ability to perform, facing the audience, using some vocal and physical skills. <input type="checkbox"/> 	<p>Assessment Making criteria highlighted and shared with students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance of choreography demonstrating choreographic devices and clear links to the stimulus <input type="checkbox"/> Use of unison, canon, solo, duet <input type="checkbox"/> Peer assessment 	<p>Assessment Performance and making criteria highlighted and shared with students. KEY ASSESSMENT with written feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a clear character through vocal and physical skills using realism <input type="checkbox"/> Stayed focused and in character throughout the rehearsal/ devising and performance <input type="checkbox"/> Show the emotions of the character in performance through detailed choice of vocal and physical skills 	<p>Assessment Performance and making criteria highlighted and shared with students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative writing of an original script based on the stimulus <input type="checkbox"/> Rehearsal and performance of monologue news report <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment and reflection 	<p>Assessment Performance and making criteria highlighted and shared with students.</p> <ul style="list-style-type: none"> ■ Ability to learn all lines ■ Show complete control in performance ■ Demonstration of vocal and physical skills ■ Style of John Godber is evident 	<p>Assessment Performance and making criteria highlighted and shared with students. KEY ASSESSMENT with written feedback</p> <ul style="list-style-type: none"> ■ Ability to learn all lines ■ Show complete control in performance ■ Demonstration of vocal and physical skills ■ Style of John Godber is evident
	<p>Contextual knowledge The elements of drama focussing on the breakdown of vocal and physical skills</p>	<p>Contextual knowledge Human rights Abusive power Imprisonment & isolation</p>	<p>Contextual knowledge History of theatre and Stanislavski The core skills of acting</p>	<p>Contextual knowledge How sporting events are covered in the media 1989 History</p>	<p>Contextual knowledge</p>	<p>Contextual knowledge History of theatre and Brecht The core skills of acting</p>
The BIG QUESTION?	How can you express a character through vocal and physical skills?	How can we accurately portray historical events through dance?	What is the purpose of theatre and why does it exist?	How can we accurately portray historical events through theatre?	Who are the different characters we live amongst and how are they physically and vocally different?	
10	<p><u>Content</u></p> <p>→ Intro to the course BTEC TECH PREP</p> <p>→ Component 1 Delivery * Examine 3 different live or recorded performances to develop understanding of practitioners work:</p> <ul style="list-style-type: none"> * Gain a practical appreciation of practitioners work & how they may respond to a particular theme or issue * How they use / interpret / modify a pre-existing style * How they communicate ideas to the audience * Creative intentions - theme, issue, response to stimulus, style, contextual influences, collaboration with other practitioners & influences 	<p><u>Content</u></p> <ul style="list-style-type: none"> * Examine live & recorded performances to develop understanding of practitioners work * Gain a practical appreciation of practitioners work & how they may respond to a particular theme or issue - * How they use / interpret / modify a pre-existing style * How they communicate ideas to the audience * Creative intentions - theme, issue, response to stimulus, style, contextual influences, collaboration with other practitioners & influences * Purpose - to educate, inform, entertain, provoke, challenge 	<p><u>Content</u></p> <p>*PSA (Pearson Set Assignment Brief) Released 1st December 2022*</p> <p>Component 1: Exploring the Performing Arts (Dance) Summative Assessment and Internal Marking</p>	<p><u>Content</u></p> <p>BTEC TECH PREP</p> <p>→ Component 2 Delivery Developing Skills & Techniques in DRAMA</p>	<p><u>Content</u></p> <p>BTEC TECH PREP</p> <p>→ Component 2 Delivery Developing Skills & Techniques in DRAMA</p>	

<p>* Purpose - to educate, inform, entertain, provoke, challenge viewpoints, raise awareness, celebrate.</p> <p style="text-align: center;">★★★</p> <p>* Continue to develop technical & interpretive skills with a focus on the set theme.</p>	<p>viewpoints, raise awareness, celebrate.</p> <p style="text-align: center;">★★★</p> <p>* Continue to develop technical & interpretive skills with a focus on the set theme.</p>			
<p>Skill development:</p> <ul style="list-style-type: none"> ■ Critical analysis of performance skills in 3 different styles. ■ Analysis of costume, lighting design, set and sound design and how they relate to the significance of the play ■ More in-depth understanding the roles and responsibilities of professional theatre makers and how their roles interrelate. ■ Leading the group in rehearsal ■ Taking an active part in practical workshops in the style of the director and performers ■ Collaboration and purposeful rehearsal skills ■ Review and reflection on own work in order to improve 	<p>Skill development:</p> <ul style="list-style-type: none"> ■ Critical analysis of performance skills in 1 set text. ■ More in-depth understanding the roles and responsibilities of professional theatre makers and how their roles interrelate. ■ Taking an active part in practical workshops in the style of the director and performers ■ Review and reflection on own work in order to improve <p>Practical Workshops - exploration of repertoire Written Journal Notes Scripted performance</p>	<p>Skill development:</p> <p style="text-align: center;"><i>(PSA 'theme' will determine the Professional Work selected for Assessment)</i></p> <ul style="list-style-type: none"> * Examine the selected Professional Work further for assessment (continuing on from 'delivery') <li style="text-align: center;">★★★ * Examine the roles, responsibilities & skills of practitioners * Develop knowledge and understanding of how they contribute to performance * <u>Roles</u> - Actor, director, costume designer, lighting, sound, set design * <u>Responsibilities</u> - Rehearsing, performing, devising, refining material, managing * <u>Skills</u> - physical, interpretive, managing & directing, creative skills, communication, organisational skills <li style="text-align: center;">★★★ * Develop knowledge & understanding of the interrelationships between processes, techniques & approaches that contribute to the performance repertoire * <u>Processes, techniques and approaches</u> include - Responding to a stimulus, exploring & developing ideas to develop material, discussion with performers, setting tasks, sharing ideas, teaching material, developing performance material, organising & running rehearsals, refining & adjusting to make improvements, providing notes and feedback 	<p>Skill development:</p>	<p>Skill development:</p>
<p><input type="checkbox"/> <u>Assessment</u></p> <p><input type="checkbox"/> COMP 1 - CONTINUOUS</p> <p><input type="checkbox"/> LA: A2: Practical Workshops - Video Evidence & Research Journal.</p> <p><input type="checkbox"/> Practitioners' roles, responsibilities and skills</p>	<p><input type="checkbox"/> <u>Assessment</u></p> <p><input type="checkbox"/> COMP 1 - CONTINUOUS</p> <p><input type="checkbox"/> LA: B1 & B2: Practical Workshops - Video Evidence & Written Report.</p> <p><input type="checkbox"/> Processes, techniques and approaches used in Performance</p>	<p><u>Assessment</u></p> <p>COMPONENT 1: Research Journal & Video Evidence</p> <p>LOA: Investigate how professional performance or production work is created</p> <p>LOB: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</p> <p style="text-align: center;">1st May 2023 marking & learner work submission deadline</p>	<p><u>Assessment</u></p>	<p><u>Assessment</u></p>

	<p>Contextual knowledge Drink driving in the UK and the consequences. Miners strike in the 1980's (History). Class system (Sociology)</p>	<p>Contextual knowledge Responsibilities & skills of an actor and director.</p>	<p>Contextual knowledge Responsibilities & skills of the following roles: Actor & Director Costume Designer Lighting Designer Set Designer Sound Designer & Composer (Careers) How different roles in theatre work together to produce a piece of professional theatre. Appreciation of how different theatre styles have a range of challenges, responsibilities and expectations of people in those roles (Careers)</p>	<p>Contextual knowledge</p>	<p>Contextual knowledge</p>
<p>The BIG QUESTION?</p>	<p>Is all theatre created through the same process? How do they differ and what could the potential impact be on an audience?</p>				
<p>11</p>	<p>Component Two: Developing skills and techniques in the Performing Arts.</p> <p>Develop skills and techniques during the rehearsal process and workshops.</p> <p>Application of skills and techniques learnt during workshops to the developing piece of repertoire.</p> <p>Review own development and contribution to the performance.</p>	<p>Component Two: Developing skills and techniques in the Performing Arts.</p> <p>Developing skills and techniques through exploratory workshops.</p> <p>Develop and refinement of skills and techniques during the rehearsal process.</p> <p>Application of skills and techniques during rehearsal.</p> <p>Review own development and contribution to the performance.</p>	<p>Component Two: Developing skills and techniques in the Performing Arts.</p> <p>Finalising acting skills (vocal, physical and interpretive) that will portray a clear character for performance.</p> <p>Finalising performance, continuing to develop skills and techniques during the final stages of the rehearsal process.</p> <p>Completion of the Working logbook (essay).</p>	<p><i>Possible resit of Component Three</i></p>	<p><i>Possible resit of Component Three</i></p>
	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> working on the progression of chosen skills based on physical, vocal, performance and interpretative skills. <input type="checkbox"/> Develop teamwork skills such as cooperation and negotiation <input type="checkbox"/> Applying chosen skills within rehearsals. <input type="checkbox"/> Reviewing and recording individual development of skills, techniques and progress in logbook 	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> working on the progression of chosen skills based on physical, vocal, performance and interpretative skills. <input type="checkbox"/> Develop teamwork skills such as cooperation and negotiation <input type="checkbox"/> Applying chosen skills within rehearsals. <input type="checkbox"/> Reviewing and recording individual development of skills, techniques and progress in logbook 	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choosing and applying a range of technical skills, such as facial expression, gesture, movement, pace, pause and vocal expression to a consistently high standard <input type="checkbox"/> Applying stylistic and interpretative skills, such as interaction with performers, communication to the audience, clear elements of the performance style, and commitment in performance. <input type="checkbox"/> Demonstrating and successfully communicating intention, such as conveying 		

			<p>humour during an extract from a piece of physical comedy.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviewing and recording individual development of skills, techniques and progress in logbook <input type="checkbox"/> Analysing own skills and techniques in dress rehearsal and performance. 			
	<p>Assessment: B.2 Select and apply technical skills during rehearsal when reproducing repertoire as a performer C.4 Review own development of skills and techniques, using examples to demonstrate strengths and areas for improvement. C.5 Review own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.</p>	<p>Assessment: B.2 Select and apply technical skills during rehearsal when reproducing repertoire as a performer C.4 Review own development of skills and techniques, using examples to demonstrate strengths and areas for improvement. C.5 Review own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.</p>	<p>Assessment: B.2 Select and apply technical skills during rehearsal when reproducing repertoire as a performer B.3 Demonstrate application of technical, stylistic and interpretative skills appropriate to the performance of existing repertoire as a performer. C.3&4 Review own development of skills and techniques, using examples to demonstrate strengths and areas for improvement. C.5 Review own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.</p>			
	<p>Contextual knowledge Failures of the education system for working classes under the Thatcher government. Specific behaviours of different social groups. Background of John Godber- Exploring existing repertoire</p>		<p>Contextual knowledge Working processes of actors to - recreate a piece of professional repertoire</p>			
<p>The BIG QUESTION?</p>	<p>Is acting a natural talent? Or can anyone develop and improve the skills required to become a professional?</p>	<p>Do theatre makers have a responsibility to make society question what they are watching or should our opinions be curtailed?</p>				