

<b>Topic: Component 3: Responding to a Brief</b> <b>Year 11 Autumn term (mock)</b> <b>Year 11 Spring term exam paper released, and component completed</b>		<b>Duration: 60 lessons</b>	<b>Composite:</b>
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
<p>Controlled conditions: ideas log, skills log, evaluation report</p> <p>Developing ideas: responding to a brief, scenario, research, ideas, themes, style, stimulus, target audience, planning, organisation, teamwork, commitment, management, focus, rehearsals, structure, narrative, creative intentions, dress rehearsal.</p> <p>Workshop performance: staging, proxemics, character work, skills, techniques.</p> <p>Practitioner's influence: Stanislavski, Brecht, Boal, Frantic Assembly.</p> <p>Characterisation: Vocal skills - pitch, pace, pause, projection, articulation, tone, volume, accent</p> <p>Non-verbal skills (physicality/body language) - Gait, posture, gesture,</p>	<ul style="list-style-type: none"> <li>• Understand how to respond to a brief.</li> <li>• Understand key requirements for a workshop performance: target audience, performance space, planning and managing resources, running time, style of work.</li> <li>• Investigate and explore starting points practically to help generate ideas to inform the response to the brief and the given stimulus.</li> <li>• Select and develop skills and techniques in response to a brief during rehearsals.</li> <li>• The development of ideas for the work will be informed by: structure of the work, style and genre of the work, skills required, creative intentions.</li> <li>• Understand how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief.</li> <li>• Develop characterisation – vocal skills and physical skills.</li> <li>• Develop interpretive skills including showing time and place, presenting a character, creating humour or emotion.</li> <li>• Develop understanding of practitioners and use their ideas and techniques within their play.</li> <li>• Select an appropriate target audience and understand how this effects the play.</li> <li>• Research the relevant area to help the development of ideas and character.</li> <li>• Work effectively as a member of the group and making an individual contribution and respond to the contributions of others.</li> <li>• Apply skills and techniques in a workshop performance in response to a brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Create well thought out role-plays that communicate effective and detailed characters (emotions, age, personality etc).</li> <li>• Brainstorm ideas in detail.</li> <li>• Research ideas, themes, styles and practitioners in detail to help inform their play and bring ideas to the the rest of the group.</li> <li>• Develop a mature understanding of many situations following the topics/themes that they are exploring.</li> <li>• Creative ideas and intentions are at the forefront of the development process.</li> <li>• Develop knowledge of practitioners and use this to successfully inform their ideas and their play.</li> <li>• Deeply analyse and evaluate all aspects of their performance throughout each stage of the process.</li> <li>• Use staging effectively to communicate ideas intentions and enabling a live audience to see everything</li> <li>• Talk confidently, clearly and experiment with different vocal</li> </ul>	<p><b>Previous:</b></p> <p>Theatre History (Year 10 Autumn term)</p> <p>Component 2 (30% of the GCSE) is about developing skills and techniques</p> <p>Component 1 (3-% of GCSE) explores the Performing Arts</p> <p>Dramatic techniques (year 10 Summer term)</p>

<p>mannerisms, facial expressions.</p>	<ul style="list-style-type: none"> <li>• Communicate ideas, intentions, and interpretation to an audience.</li> <li>• Evaluate the development process and outcome in response to a brief.</li> <li>• Reflect on the contribution to initial ideas and exploring activities in response to: the brief, the stimulus and contributions from other members of the group.</li> <li>• Evaluating the development process: skills and techniques, selection, development and/or adaptation, application, individual strengths and areas for improvement</li> <li>• Reflecting on the workshop performance outcome: Contribution, effectiveness of the response to the brief, individual strengths and areas for improvement and overall impact of the work.</li> </ul>	<p>qualities, the use of language, status and character relationships.</p> <ul style="list-style-type: none"> <li>• Use physical skills to portray a character that looks different to themselves making their character clear before they even say anything.</li> <li>• Perform to a high standard as a character rather than themselves.</li> </ul>	
--	---	---	--

<b>Impressive reading</b>	<b>Impressive speaking</b>	<b>Impressive writing</b>	<b>Resilience</b>	<b>Employability and Careers via:</b>
<ul style="list-style-type: none"> <li>• Reading the exam paper understanding the question and the task.</li> <li>• Depending on the exam question reading various materials to help develop ideas and knowledge.</li> <li>• Researching many ideas, scenarios and themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in group work – discussing ideas etc.</li> <li>• Performing as a character.</li> <li>• Participation in whole class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking in class.</li> <li>• Preparing for the controlled conditions.</li> <li>• Completing an ideas log, skills log and evaluation report under controlled conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with others to create and perform to a live audience.</li> <li>• Respond to feedback from teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Employability:</b> evaluative skills, imagination, creativity, teamwork, public speaking, understanding our choices/decisions, interpreting others, refining/developing ideas.</li> <li>• <b>Careers:</b> understanding the process to creating and staging a play – appropriate for those seeking to work as actors, directors, or designers. Any career involving creativity and developing ideas.</li> </ul>

<p style="text-align: center;"><b>Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory</b></p> <ul style="list-style-type: none"> <li>• Opportunities to read/talk/rehearse/perform in front of others.</li> <li>• Multi-sensory approach through use of speech, movement, literature, PowerPoints, music, lights and space</li> <li>• Repetition of key vocabulary – in both verbal and written form.</li> <li>• Opportunities for different levels of participation.</li> <li>• Photocopies of handouts on appropriately coloured paper and the font size required.</li> <li>• Large open space to support issues of mobility</li> </ul>
--