

# Component 2: Developing Skills and Techniques in the Performing Arts

## Delivery of this component

This component is designed to give students a practical overview of the skills, techniques and knowledge required for the discipline of acting. Students will develop and apply techniques to the rehearsal and performance process. They will develop technical, stylistic and interpretative skills in relation to published plays. An ongoing review of the skills and techniques gained in rehearsal and performance is essential for students to gain a deeper understanding of their abilities and progression opportunities. They will learn many useful transferable skills, including teamwork, leadership and communication. This component links to Component 1: Exploring the Performing Arts and Component 3: Performing to a Brief.

Students will participate in a variety of teacher-led sessions, developing their ability to work as a group as well as individually. Students will learn and develop the acting skills and techniques that will enable them to reproduce scenes and moments from existing plays. Current theatre practice will be observed and discussed, and teachers will select elements that match the ability of the group to reproduce in class sessions. Movement, vocal skills and characterisation will be developed from week to week, building to a performance of scenes from a current published play. Students will note their progress in rehearsal and performance, setting appropriate ongoing targets. This component should be delivered through practical sessions, which should be recorded at regular intervals and at final summative assessment.

## Assessment guidance

Teachers should research a variety of acting techniques, and select current published plays that engage the student and match their ability. Teaching and learning of acting skills and techniques should take place before any formal assessment. Component 2 can be delivered as one summative assignment per learning aim. Assignments can also be combined with content from Component 1: Exploring the Performing Arts and Component 3: Performing to a Brief.

**Learning aim A** – Taster sessions looking at a range of character building and acting techniques. Teacher-led practical sessions to develop skills and techniques that focus on the key features of the style. Resources will include a selection of stimuli, audio/visual equipment and a suitable performance (preferably black box) space. Mock assessment – assessment of skills in progress and extracts of various plays covering different genres and themes. Summative assessment – scenes from a chosen published play may be practised and repeated to help develop line learning and characterisation. Scenes throughout rehearsal stages and performance should be filmed for assessment. Students should observe professional practice during the assessment.

**Learning aim B** – Student will learn a scene from an existing work. This could be a group piece or a monologue. There will be teacher-led practical sessions to apply skills and techniques to develop and block the piece. Workshops should focus on the key features of the play to include themes, storyline, plot, sub-plot and character development within the extract. Resources will include the use of staging, props, costume, audio-visual equipment, handouts and a suitable space for performance. Mock assessments – assessment of skills in progress through the rehearsal of extracts from plays. Summative assessment – the scenes from the chosen published play may be practised and repeated to help develop line learning and characterisation. Scenes throughout rehearsal stages and the final performance should be filmed for assessment. Students should observe professional practice during the assessment.

**Learning aim C** – Logbooks, notes and other resources can be used to review progress, improvements and targets in rehearsal and performance skills. Review and evaluation should take place at regular intervals throughout the component. Summative assessment, with students providing a review of the development and application of their rehearsal and performance skills, should be made once learning aims A and B have been completed.

The lessons are divided into introductory activities of between 5 and 10 minutes, main session activities of between 40 and 50 minutes and plenary activities of between 5 and 10 minutes (or set as homework).

<b>Component title</b>	<b>Component 2: Developing Skills and Techniques in the Performing Arts</b>
<b>Guided learning hours</b>	36 hours (internal)
<b>Number of lessons</b>	36
<b>Duration of lessons</b>	1 hour

Lesson	Topic from specification	Suggested activities	Classroom resources
<b>Learning aim A: Develop skills and techniques for performance</b>			
1	<p><b>A1: Development of physical, vocal and interpretative skills</b></p> <p>Introduction to developing skills and techniques in acting. Students to participate in a workshop or class relevant to the chosen acting style</p> <p>Links to: Component 1: Exploring the Performing Arts Component 3: Performing to a Brief</p>	<p><b>Introductory activity:</b> Students, in small groups or pairs, to write down as many different genres or styles of acting that they know. Each pair or group to choose one style and describe or demonstrate the key features to the group.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Teacher introduces Component 2 including an outline of the component and nature of learning aims A, B and C; an overview of criteria, structure of sessions, course expectations, number of mock assessments and summative assessments students will be expected to complete. Overview of A1: Development of physical, vocal and interpretative skills criteria.</li> <li>Teacher-led acting mini taster session. Teacher-led warm up.</li> <li>Basic skills, techniques and features relevant to the acting discipline chosen by teacher with use of props as appropriate.</li> <li>Group and teacher feedback session. Students to note down in logbooks the key points learned and any challenges faced.</li> </ul> <p><b>Plenary activity:</b> Teacher to recap learning aim A1 and then set homework task asking students to research the key features of an</p>	<p>Component 2: Developing Skills and Techniques in the Performing Arts Specification (learning aims, and component content)</p> <p>Rehearsal space/black box studio</p> <p>Audio equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Selection of props as appropriate</p> <p>Useful textbooks for teaching and delivering acting skills and techniques include:</p> <p><i>Teaching Drama: The Essential Handbook</i> by Denver Casado</p> <p><i>101 Drama Games and Activities</i> by David Farmer</p>

		acting style for class discussion (teacher to assign styles, to ensure variety).	
2	<p><b>A1: Development of physical, vocal and interpretative skills</b></p> <p>Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness</p> <p>Vocal and musical skills, such as: clarity and articulation, projection, breath control, remembering lines, use of pause, timing</p> <p>Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence</p> <p>Links to: Component 2, A2: Develop skills and techniques during the rehearsal process Component 2, B1: Application of skills and techniques during rehearsal Component 2, C1: Review own development of skills and techniques for performance</p>	<p><b>Introductory activity:</b> Follow on from Lesson 1 homework task, students in pairs to summarise and describe to the whole class the key features of an acting style/genre in ten words or less, using practical demonstration (optional). Whole class to provide feedback.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Paired activity: students review their own development discussing the feedback received on the introductory activity,</li> <li>● Teacher-led activity: teacher introduces short performance video clips of several acting styles: naturalism, absurdism, epic theatre, pantomime, melodrama, etc. Teacher initiates a class discussion on the skills and techniques seen in the video clips.</li> <li>● Workshop:             <ul style="list-style-type: none"> <li>○ Teacher-led warm up.</li> <li>○ Teacher explains the basic skills, techniques and features relevant to a selected acting discipline, e.g. physical theatre, mask work, improvisation.</li> <li>○ Group participation with opportunities for practice of skills, feedback and suggestions for improvement.</li> <li>○ Teacher-led cool down.</li> </ul> </li> </ul> <p><b>Plenary activity:</b> In pairs students to review own development and note in logbooks three skills or techniques they have learned in the session. Students discuss and compare notes with a partner.</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Various short scenes of performance via internet, e.g.</p> <p>Physical theatre: <a href="https://www.franticassembly.co.uk">https://www.franticassembly.co.uk</a></p> <p>Mask work: <a href="https://www.vamostheatre.co.uk">https://www.vamostheatre.co.uk</a></p> <p>Pantomime: <a href="http://www.concordiatheatre.co.uk">www.concordiatheatre.co.uk</a></p> <p>Selection of props/costume as appropriate</p> <p>Masks if appropriate</p>
3	<p><b>A1: Development of physical, vocal and interpretative skills</b></p> <p>Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness</p> <p>Vocal and musical skills, such as: clarity and articulation, projection, breath control,</p>	<p><b>Introductory activity:</b> Teacher-led group warm up activity based on physicality on stage and interpretation. The focus of the activity will be characterisation, spatial awareness and movement around the stage.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Teacher-led discussion of the process of characterisation.</li> <li>● Workshop: Students then engage in a range of improvised</li> </ul>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p>

	<p>remembering lines, use of pause, timing</p> <p>Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence</p> <p>Links to:</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<p>scenes. This could include scenes with small numbers of characters, adding more characters to the piece until all students are engaged. Teacher could use own stimulus or could ask students to suggest character types and possible scenarios for their peers.</p> <ul style="list-style-type: none"> <li>○ Students should keep a single character and build this up over the range of scenes.</li> </ul> <p><b>Plenary activity:</b> Students individually note the key features of their character considering their movement and character features. Students identify three strengths and three areas for development after discussion with teacher and peers.</p>	
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<p>4</p>	<p><b>A1: Development of physical, vocal and interpretative skills</b></p> <p>Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness</p> <p>Vocal and musical skills, such as: clarity and articulation, projection, breath control, remembering lines, use of pause, timing</p> <p>Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence</p> <p><b>A2: Develop skills and techniques during the rehearsal process</b></p> <p>Rehearsal practices, continuing the development of skills and techniques with reference to the chosen performance style, warming up, working with others and rehearsal practice.</p> <p>Links to:</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<p><b>Introductory activity:</b> Teacher-led warm up games which focus on the chosen style of acting and/or and the genre of the chosen script extract for mock assessment 1 (Lesson 6).</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>• In small groups, students to work with a script extract, teacher to break down and identify elements in the text: plot, sub-plot, character relationship, stage directions, genre and themes.</li> <li>• Teacher recaps learning aim A2 and introduces the concept of ‘standing’ a piece of scripted theatre up. Various elements will be considered in the development of the script, and general ‘rules’ for the rehearsal process will be discussed, i.e. professional behaviour, punctuality, safe working practices.</li> <li>• Workshop: Skills development with reference to the key themes and issues within the given extract. Exercises which explore issues, i.e. tableau demonstrating a theme, improvisations based on issues or circumstance relevant to the play. Group participation with opportunities for practice of skills, feedback and corrections.</li> </ul> <p><b>Plenary activity:</b> Students reflect on and note their own working practices in relation to the session in logbooks. Students may refer to previous notes made in Component 2 logbooks.</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Script extract/s</p>
<p>5</p>	<p><b>A1: Development of physical, vocal and interpretative skills</b></p> <p>Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness</p> <p>Vocal and musical skills, such as: clarity and articulation, projection, breath control,</p>	<p><b>Introductory activity:</b> Working in small groups, teacher asks groups to suggest words that are associated with professional practice, e.g. teamwork, commitment, reliability etc. Students will make notes on large-size paper and share with the whole group.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>• Teacher-led group activity: teacher-led discussion and review of professional practice in rehearsal. Students discuss</li> </ul>	<p>Rehearsal space/ black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p>

	<p>remembering lines, use of pause, timing</p> <p>Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence</p> <p><b>A2: Develop skills and techniques during the rehearsal process</b></p> <p>Rehearsal practices, continuing the development of skills and techniques with reference to styles and genre of the extract. This may include reference to the following: Warm up vocally and physically, working with others and rehearsal practice.</p> <p>Links to:</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<p>behaviours and attitudes when working with others. The teacher will introduce the mock assessment for week 6 – Performance and filming of short scripted extract.</p> <ul style="list-style-type: none"> <li>Workshop: teacher-led warm up in the style. Students are cast into roles, read through extracts, then commence the blocking and development of the extract. Group participation with opportunities for practice of skills, feedback and development.</li> </ul> <p><b>Plenary activities:</b></p> <ul style="list-style-type: none"> <li>Teacher recaps learning aims A1 and A2. Teacher leads a question and answer session.</li> <li>Homework task: Students should practise blocking and learn their lines in preparation for the mock assessment.</li> </ul>	<p>Extract from script</p> <p>Items of props/set as appropriate</p>
<p>6</p>	<p><b>MOCK ASSESSMENT 1</b></p> <p><b>A1: Development of physical, vocal and interpretative skills</b></p> <p>Physical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awareness</p> <p>Vocal and musical skills, such as: clarity and articulation, projection, breath control, remembering lines, use of pause, timing</p> <p>Performance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence</p> <p><b>A2: Develop skills and techniques during the</b></p>	<p><b>MOCK ASSESSMENT 1</b></p> <p><b>Introductory activity:</b> Teacher asks students to set two targets in relation to the mock assessment session and write them on sticky notes. Each student will read out their targets to the group.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Teacher leads session and begins it with a warm up.</li> <li>Students run lines and speed through the blocking and changes.</li> <li>Teacher films the performances of the scripted materials and leads a short discussion after each group.</li> <li>Students peer assess each group. Students should participate in all activities. Teacher films and leads the evaluation.</li> </ul> <p><b>Plenary activity:</b> Teacher films students as they respond to the</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Sticky notes</p> <p>Peer assessment worksheet:</p> <p>Video camera and tripod</p> <p>Teacher observation records</p>

	<p><b>rehearsal process</b></p> <p>Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include reference to the following: Recall and repeat blocking and movement, warming up, working with others and rehearsal practice.</p> <p>Links to:</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<p>targets they set themselves at the beginning of the session.</p>	
<p>7</p>	<p><b>A1: Development of physical, vocal and interpretative skills</b></p> <p>Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.</p> <p><b>A2: Develop skills and techniques during the rehearsal process</b></p> <p>Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:</p> <ul style="list-style-type: none"> <li>• reproducing a scripted extract by:             <ul style="list-style-type: none"> <li>○ communicating a style or genre</li> <li>○ communicating themes and ideas.</li> </ul> </li> <li>• responding to direction, such as:             <ul style="list-style-type: none"> <li>○ applying health and safety procedures</li> <li>○ being prepared, warming up and cooling down</li> <li>○ positive response to teacher instruction and feedback</li> </ul> </li> </ul>	<p><b>Introductory activity:</b> Teacher introduces a theme to students working in pairs. Each pair will then take the theme and create a tableau. Each pair presents to the class and other students guess the characters and situations.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>• Teacher-led activity exploring the theme from the introductory activity further through a script extract covering the theme. Students discuss the theme as well as the genre or style of the piece. Students will make notes in Component 2 logbooks.</li> <li>• Workshop: Teacher-led warm up in the style. Skills development with reference to blocking featured incorporating physical elements in the piece, e.g. spatial awareness, interaction with and response to other performers, focus, energy and commitment. Dialogue will be considered with vocal expression, projection, pitch, pace and use of pause. Students will practise and develop skills by attempting blocking and line delivery of the extract.</li> </ul> <p><b>Plenary activity:</b> Students review their own development of skills and techniques, making notes in logbooks.</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Script extract (try to choose one for which a video of its performance is available on the internet)</p>



	<ul style="list-style-type: none"> <li>○ peer feedback</li> <li>○ absorbing and applying feedback and corrections.</li> </ul> <p>Links to:</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>		
<p>8</p>	<p><b>A1: Development of physical, vocal and interpretative skills</b></p> <p>Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.</p> <p><b>A2: Develop skills and techniques during the rehearsal process</b></p> <p>Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:</p> <ul style="list-style-type: none"> <li>● reproducing a scripted extract by:             <ul style="list-style-type: none"> <li>○ communicating a style or genre</li> <li>○ communicating themes and ideas.</li> </ul> </li> <li>● responding to direction, such as:             <ul style="list-style-type: none"> <li>○ applying health and safety procedures</li> <li>○ being prepared, warming up and cooling down</li> <li>○ positive response to teacher instruction and feedback</li> <li>○ peer feedback</li> <li>○ absorbing and applying feedback and corrections.</li> </ul> </li> </ul> <p>Links to:</p> <p>Component 2, B1: Application of skills and</p>	<p><b>Introductory activity:</b> Students to take any one character from the extract. Students make notes on character’s age, occupation, motivations, etc. in the play.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Teacher leads a read through of the extract, observing stage directions, and linking back to the thematic work developed last week. Teacher should guide the students to discuss dynamic range, discuss the potential for performance including ideas for use of voice, use of space and performance and interpretative skill. Students make notes in Component 2 logbooks.</li> <li>● Teacher introduces facial expression (first key component of acting) and then splits students into small groups to discuss its role and practise various expressions.</li> <li>● Blocking in rehearsal: In groups students develop the blocking for the piece, observing the genre and style of the piece at all times and continue to develop and practise characterisation. Group participation with opportunities for practice of skills, feedback and corrections. Teacher-led cool down.</li> </ul> <p><b>Plenary activities:</b></p> <ul style="list-style-type: none"> <li>● Students note in Component 2 logbooks skills and techniques learned in the blocking of the extract, and note areas for improvement.</li> <li>● Homework: Students to bring in a prop or item of clothing that the character would wear/use for next lesson.</li> </ul>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Assignment brief for learning aim A drawn from specification</p> <p>Script extract</p>

	<p>techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>		
9	<p><b>A1: Development of physical, vocal and interpretive skills</b></p> <p>Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.</p> <p><b>A2: Develop skills and techniques during the rehearsal process</b></p> <p>Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:</p> <ul style="list-style-type: none"> <li>• reproducing a scripted extract by:             <ul style="list-style-type: none"> <li>○ communicating a style or genre</li> <li>○ communicating themes and ideas.</li> </ul> </li> <li>• responding to direction, such as:             <ul style="list-style-type: none"> <li>○ applying health and safety procedures</li> <li>○ being prepared, warming up and cooling down</li> <li>○ positive response to teacher instruction and feedback</li> <li>○ peer feedback</li> <li>○ absorbing and applying feedback and corrections.</li> </ul> </li> </ul> <p>Links to:</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<p><b>Introductory activity:</b> In pairs students create a warm up exercise that links to their character or a moment of dialogue from the chosen script.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces students to a prepared summative assessment brief (examples p. 22 of specification) for learning aim A and discusses the requirements with students. The assessment will build on the skills practise and developed in mock assessment 1.</li> <li>• Teacher leads a discussion of safe working practices for warm up and health and safety generally. What does it mean to work as part of a performance company?</li> <li>• Characterisation: Teacher will continue to add to the blocking but with a focus on the characterisation and how the characters should be performed incorporating vocal and physical skills. Group participation with opportunities for practice of skills, feedback and corrections.</li> </ul> <p><b>Plenary activities:</b></p> <ul style="list-style-type: none"> <li>• Students note the skills and techniques learned in the session and note areas for improvement.</li> <li>• Homework task: Students to prepare three exercises for a warm up. Teacher will nominate students to lead warm up in the next session.</li> </ul>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Extracts of scripts</p> <p>Props, staging and costumes</p> <p>Learning aim A summative assessment</p>
10	<p><b>A1: Development of physical, vocal and interpretive skills</b></p> <p>Performance/interpretative skills relevant to the</p>	<p><b>Introductory activity:</b> In pairs, students refine their homework warm up exercises and develop two cool down exercises for the group warm up and cool down. Exercises should link to the extract</p>	<p>Physicality/movement</p> <p>Rehearsal space/black box studio</p>

	<p>extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.</p> <p><b>A2: Develop skills and techniques during the rehearsal process</b></p> <p>Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:</p> <ul style="list-style-type: none"> <li>• reproducing a scripted extract by:             <ul style="list-style-type: none"> <li>○ communicating a style or genre</li> <li>○ communicating themes and ideas.</li> </ul> </li> <li>• responding to direction, such as:             <ul style="list-style-type: none"> <li>○ applying health and safety procedures</li> <li>○ being prepared, warming up and cooling down</li> <li>○ positive response to teacher instruction and feedback</li> <li>○ peer feedback</li> <li>○ absorbing and applying feedback and corrections.</li> </ul> </li> </ul> <p>Links to: Component 2, B1: Application of skills and techniques during rehearsal Component 2, C1: Review own development of skills and techniques for performance</p>	<p>via theme, genre, style or plot.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>• Teacher recaps the summative assessment for learning aim A to come in Lesson 12 and discusses the requirements with the students in terms of performance and interpretative skills.</li> <li>• Workshop: Selected pairs of students will lead sections of the warm up using student exercises from the introductory activity. The teacher will facilitate the warm up. Students peer assess each other's work using a peer assessment sheet. (Pairs not leading can do so in Lesson 11.)</li> <li>• Teacher introduces movement (second key component of acting) and then, using visual examples, encourages students to discuss its role.</li> <li>• Blocking: Teacher continues to block and direct with the group. Students continue to develop and practise movement, vocal range and facial expression, as well as focus and commitment on stage. Students should be encouraged to make notes regarding blocking.</li> </ul> <p><b>Plenary activity:</b> Students will note the skills and techniques learned in the session and areas for improvement. Students will set actions and targets for next session.</p>	<p>Audio-visual equipment Whiteboard/smartboard Component 2 logbooks Large piece of paper, computer or tablet Learning aim A summative assessment Script extract Props, staging, costume</p>
<p>11</p>	<p><b>A1: Development of physical, vocal and interpretive skills</b></p> <p>Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage</p>	<p><b>Introductory activity:</b> Students, split in to four groups, to thought shower the role of technical support (lighting, sound, staging and props) in performances in general. Notes to be used later in lesson.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>• Teacher reviews the summative assessment for learning aim A and discusses the requirements for assessment with the students.</li> </ul>	<p>Rehearsal space/black box studio Audio-visual equipment Whiteboard/smartboard Component 2 logbooks Large piece of paper, computer or tablet Learning aim A summative</p>

	<p>presence.</p> <p><b>A2: Develop skills and techniques during the rehearsal process</b></p> <p>Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:</p> <ul style="list-style-type: none"> <li>• reproducing a scripted extract by:             <ul style="list-style-type: none"> <li>○ communicating a style or genre</li> <li>○ communicating themes and ideas.</li> </ul> </li> <li>• responding to direction, such as:             <ul style="list-style-type: none"> <li>○ applying health and safety procedures</li> <li>○ being prepared, warming up and cooling down</li> <li>○ positive response to teacher instruction and feedback</li> <li>○ peer feedback</li> <li>○ absorbing and applying feedback and corrections.</li> </ul> </li> </ul> <p>Links to:</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<ul style="list-style-type: none"> <li>• Pairs of students (who did not lead in Lesson 10) lead sections of the warm up using student exercises from Lesson 10. The teacher will facilitate the warm up if necessary and complete observation notes. Students will peer assess each other's work using a peer observation sheet.</li> <li>• Teacher introduces voice (third key component of acting) and then using visual/audio examples encourages students to discuss its role.</li> <li>• Teacher-led discussion of technical elements used within the performance, particularly in terms of ideas for lighting and sound to incorporate mood. Notes should be made regarding use of props and costume and thought given to any that need to be sourced ahead of the next lesson.</li> </ul> <p><b>Plenary activity:</b> Students review their progress. Students should have a last chance to raise any questions or concerns ahead of the summative assessment.</p>	<p>assessment</p> <p>Teacher observation records</p> <p>Script extracts</p> <p>Props, costume, staging</p>
<b>Learning aim A: SUMMATIVE ASSESSMENT</b>			
<p>12</p>	<p><b>A1: Development of physical, vocal and interpretive skills</b></p> <p>Performance/interpretative skills relevant to the extract such as: interaction with and response to other performers, focus, energy and commitment, awareness and appreciation of stage directions, vocal pitch and projection, facial expression, rhythm and timing, stage presence.</p> <p><b>A2: Develop skills and techniques during the rehearsal process</b></p>	<p><b>Introductory activity:</b> Teacher to ask students, individually, to set two targets in relation to the summative assessment session. Students will write targets on sticky notes to be reviewed at the end of the assessment.</p> <p><b>Main session activity: summative assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher leads the session beginning with a warm up.</li> <li>• Teacher recaps the blocking for the extracts.</li> <li>• Students practise as a whole group and in small groups.</li> <li>• Teacher films the scenes and extracts in small groups.</li> <li>• Students peer assess each group.</li> </ul>	<p>Rehearsal space/black box studio</p> <p>Props, costume, staging</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Sticky notes</p> <p>Video camera and tripod</p>

	<p>Rehearsal practices, continuing the development of skills and techniques with reference to style. This may include:</p> <ul style="list-style-type: none"> <li>• reproducing a scripted extract by:             <ul style="list-style-type: none"> <li>○ communicating a style or genre</li> <li>○ communicating themes and ideas.</li> </ul> </li> <li>• responding to direction, such as:             <ul style="list-style-type: none"> <li>○ applying health and safety procedures</li> <li>○ being prepared, warming up and cooling down</li> <li>○ positive response to teacher instruction and feedback</li> <li>○ peer feedback</li> <li>○ absorbing and applying feedback and corrections.</li> </ul> </li> </ul> <p>Links to:</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<ul style="list-style-type: none"> <li>• Students observe professional rehearsal practice at all times and participate in all activities.</li> <li>• Teacher films and leads a cool down.</li> </ul> <p><b>Plenary activity:</b> Students to review their targets set at the beginning of the session and place in Component 2 logbooks</p>	<p>Teacher observation records</p>
<b>Learning aim B: Apply skills and techniques in rehearsal and performance</b>			
13	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p>	<p><b>Introductory activity:</b> In pairs students choose one moment or exchange of dialogue from the extracts performed for learning aim A and create a new short scene using this as stimulus.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>• Workshop:             <ul style="list-style-type: none"> <li>○ Teacher will lead a short warm up.</li> <li>○ Students demonstrate their short scenes in pairs, and the group will observe and give verbal feedback on interpretive skills, considering: what blocking was observed; how the extract was interpreted and changed from the original style; how each pair interacted with each other.</li> <li>○ Teacher notes down the comments.</li> </ul> </li> </ul>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Script extracts</p> <p>Video-sharing websites</p>

		<ul style="list-style-type: none"> <li>Teacher gives an overview of learning aim B1 and shows video examples of two different styles of performance. Students observe and discuss the physical, interpretative, vocal skills and techniques seen in the video clips, and comment on how performers interact in performance.</li> </ul> <p><b>Plenary activity:</b> Students, back in original pairs, make notes in logbook under the heading ‘Today I have observed....’, comparing notes with their partner.</p>	
14	<p><b>B1: Application of skills and techniques during rehearsal</b> Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance). Links to: Component 2, A1: Development of physical, vocal and interpretative skills Component 2, A2: Develop skills and techniques during the rehearsal process Component 2, C1: Review own development of skills and techniques for performance</p>	<p><b>Introductory activity:</b> Students return to their pairs and scenes from Lesson 13 introductory activity and rework their short scene in a different style.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Workshop: Teacher leads an improvised warm up using various stimuli from the play – theme, style, a specific character, a line of dialogue etc. Students will work together improvising in pairs demonstrating physical, vocal and interpretative skills.</li> <li>Reproduction of extract: Teacher shows an example of a performance of an extract from the current script. Teacher selects a section from the play lasting a minimum of two minutes. Students will observe and ask questions. The teacher will compile notes on the interpretation for further reference.</li> </ul> <p><b>Plenary activity:</b> Using Component 2 logbooks, students note the vocal, physical and interpretative skills they will need to learn for the group performance piece.</p>	<p>Rehearsal space/black box studio Audio-visual equipment Whiteboard/smartboard Component 2 logbooks Large piece of paper, computer or tablet Online videos/DVD of existing work in the chosen style</p>
15	<p><b>B1: Application of skills and techniques during rehearsal</b> Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance). Links to: Component 2, A1: Development of physical, vocal and interpretative skills</p>	<p><b>Introductory activity:</b> Teacher plays short piece of music. In pairs students to consider the mood of the piece, the kind of scene/scenario it might introduce/play behind, two characters who could feature in the scene and how they might move.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Workshop: The teacher will lead a warm up using relevant plot or sub-plot as stimulus. Characterisation relating to each character they are playing, considering vocal, physical and facial expression.</li> </ul>	<p>Rehearsal space/black box studio Audio-visual equipment Short piece or excerpt from classical or instrumental piece of music Whiteboard/smartboard Component 2 logbooks Large piece of paper, computer or</p>



	<p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, B2: Application of skills and techniques in performance</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<ul style="list-style-type: none"> <li>Teacher recaps the extract of theatre as well as the chosen style. The teacher will begin to direct a section from the play for a group piece lasting a minimum of two minutes focusing on physicality and movement. This could be an ensemble moment if applicable.</li> <li>Students practise and apply skills with awareness of physicality, vocal skills, facial expression and interpretative skills.</li> </ul> <p><b>Plenary activity:</b> Using Component 2 logbooks, students set actions and targets to improve physical skills for the group theatre piece.</p>	<p>tablet</p> <p>Script</p> <p>DVD of existing work in the chosen style</p> <p>Props, costume, and staging as appropriate</p>
<p>16</p>	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<p><b>Introductory activity:</b> Students return to pairs from Lesson 15 introductory activity and add a few lines of dialogue to their musically inspired scene.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Teacher gives an overview of learning aims B1 and B2 and discusses application of stylistic features, interpretative skills, communicating meaning of performance piece and communicate meaning to an audience. The teacher will discuss key scenes and characterisation relevant to mock assessment 2 (lesson 18).</li> <li>Workshop: Teacher-led warm up in the style. Skills development with reference to the text. Focus on key physical, vocal and characterisation within the text. Students continue to develop scenes building to blocking of whole scenes in sequence. Group participation with opportunities for practice of skills, response to direction, feedback and corrections.</li> </ul> <p><b>Plenary activity:</b> Students review the targets they previously set themselves against progress made this lesson and set further targets for next week to improve skills and techniques for the group acting repertoire.</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Scripts</p> <p>DVD of existing work in the chosen style</p> <p>Props, costume and staging as required</p>

<p>17</p>	<p><b>B1: Application of skills and techniques during rehearsal</b> Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b> Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to: Component 2, A1: Development of physical, vocal and interpretative skills Component 2, A2: Develop skills and techniques during the rehearsal process Component 2, B2: Application of skills and techniques in performance Component 2, C1: Review own development of skills and techniques for performance</p>	<p><b>Introductory activity:</b> Students in groups think of three important skills they need to apply to rehearsal. Students will make notes and share with the whole class.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Teacher-led group activity: Teacher leads discussion and review of professional practice in rehearsal notes from the introductory activity. The class will discuss working practices in workshops, rehearsals and performance. Teacher introduces mock assessment 2 for week 18.</li> <li>Workshop: Teacher-led warm up in the style. Skills development with reference to the text. Focus on key physical, vocal elements in the piece. Students continue to develop characterisation. Group participation with opportunities for practice of skills, response to direction, feedback and corrections.</li> </ul> <p><b>Plenary activities:</b></p> <ul style="list-style-type: none"> <li>Students review the targets they set themselves last week against progress made this lesson.</li> <li>Homework task: Students practise skills and techniques in the extract in preparation for the mock assessment.</li> </ul>	<p>Rehearsal space/black box studio Audio-visual equipment Whiteboard/smartboard Component 2 logbooks Large piece of paper, computer or tablet Scripts DVD of existing work in the chosen style Rehearsal practice sheet Props, costume and staging as required</p>
<p>18</p>	<p><b>MOCK ASSESSMENT 2</b> <b>B1: Application of skills and techniques during rehearsal</b> Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p>	<p><b>MOCK ASSESSMENT 2</b> <b>Introductory activity:</b> Teacher asks students to set two targets in relation to the mock assessment session and write them on sticky notes. Each student will read out their targets to the group.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Teacher-led group activity:</li> </ul>	<p>Rehearsal space/black box studio Audio-visual equipment Whiteboard/smartboard Component 2 logbooks Large piece of paper, computer or tablet</p>



	<p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p> <p>Component 2, C2: Review own application of skills and techniques in performance</p>	<ul style="list-style-type: none"> <li>• Teacher films and leads the session beginning with a warm up.</li> <li>• Teacher recaps the staging for the group.</li> <li>• Teacher films short sequences from the repertoire in small groups, with a short discussion after each group.</li> <li>• Students peer assess each group.</li> <li>• Students observe professional rehearsal practice at all times and participate in all activities.</li> <li>• Teacher films and leads the evaluation.</li> </ul> <p><b>Plenary activity:</b> Teacher films students as they respond to the targets they set themselves at the beginning of the session.</p>	<p>Sticky notes</p> <p>Video camera and tripod</p> <p>Teacher observation records</p> <p>Props, costume and staging as required</p>
19	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p>	<p><b>Introductory activity:</b> Teacher introduces monologues and initiates a class discussion covering what they are, their purpose and the challenges in performing them.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>• Workshop:             <ul style="list-style-type: none"> <li>○ Teacher leads a short warm up for the group.</li> <li>○ Students then select one of the example monologues and in small groups perform a short sequence to rest of the group to enable students to start to gain confidence in performing solo.</li> <li>○ The group observes and gives verbal feedback on physical and interpretive skills. Questions for the group could include for example: Which physical skills were observed in the monologue? How was the appropriate style demonstrated?</li> <li>○ Teacher or students will note comments.</li> </ul> </li> <li>• Teacher recaps learning aim B.</li> </ul>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Selection of monologues from a range of scripts</p> <p>Web-based video examples of monologues being performed</p>

	<p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<ul style="list-style-type: none"> <li>Teacher shows video examples of individual monologues from two different styles within an acting discipline. Students observe and discuss the physical, vocal, interpretative and stylistic skills and techniques seen in the video clips.</li> <li>Students will complete notes in Component 2 logbooks.</li> </ul> <p><b>Plenary activity:</b> Students using large-size paper, computer or tablet and Component 2 logbooks and peer observation sheets, make notes under the heading, for example 'Today I have learned ....'. Students discuss and compare notes.</p>	
20	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<p><b>Introductory activity:</b> Teacher asks students move around the space and demonstrate a character type physically and facially, i.e. 'old man', 'small child', 'teacher', 'doctor'.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Teacher leads an improvised warm up using characterisation and a range of scenarios.</li> <li>Teacher-led group activity: Monologues in rehearsal:             <ul style="list-style-type: none"> <li>Students, under guidance from the teacher, will choose a monologue lasting approximately two minutes.</li> <li>Students will read through their monologues and look at some further examples of the monologues in performance.</li> </ul> </li> <li>Workshop:             <ul style="list-style-type: none"> <li>Teacher-led warm up in the style i.e. naturalism. Skills application with reference to the monologues.</li> <li>Students work in pairs under the supervision of the teacher, to start to consider ideas for the performance of their monologue, moving onto blocking as appropriate.</li> <li>Group participation with opportunities for practice of skills, response to direction, feedback and corrections.</li> </ul> </li> </ul> <p><b>Plenary activity:</b> Using Component 2 logbooks students note down their monologue choice and the key features of it.</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Selection of monologues from a range of scripts</p> <p>Web-based video examples of monologues being performed</p>
21	<p><b>B1: Application of skills and techniques</b></p>	<p><b>Introductory activity:</b> In pairs, students discuss the expression,</p>	<p>Rehearsal space/black box studio</p>

	<p><b>during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<p>character, mood and atmosphere of their monologues with each other.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Teacher leads a warm up using characterisation including movements, which relate to the genre or style of monologues. Students will be expected to apply physical, vocal and interpretative skills.</li> <li>● Workshop:             <ul style="list-style-type: none"> <li>○ Teacher-led workshop focusing on key physical and vocal elements in monologue extracts.</li> <li>○ Students block and memorise movement and facial expression, with an awareness of characterisation and interpretative skills.</li> <li>○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections.</li> </ul> </li> </ul> <p><b>Plenary activities:</b></p> <ul style="list-style-type: none"> <li>● Teacher initiates a brief discussion on the role of costume.</li> <li>● Homework: Students consider and source a costume for their monologue character.</li> </ul>	<p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Selection of monologues from a range of scripts</p> <p>Web-based video examples of monologues being performed</p>
<p>22</p>	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere),</p>	<p><b>Introductory activity:</b> Students recall and repeat the first section of their monologues.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Teacher presentation (individual monologue): Teacher gives an overview of learning aims B1 and B2 and discusses application of physical, vocal, stylistic and interpretative skills, communicating meaning of monologue and communicating meaning to an audience. Teacher discusses key features of the monologues and requirements for mock assessment.</li> <li>● Workshop:             <ul style="list-style-type: none"> <li>○ Teacher-led warm up in the style.</li> </ul> </li> </ul>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Selection of monologues from a range of scripts</p> <p>Web-based video examples of monologues being performed</p>

	<p>stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<ul style="list-style-type: none"> <li>○ Students apply skills with reference to the monologue and focus on key physical, vocal, stylistic elements in the monologues.</li> <li>○ Students learn and memorise blocking, concentrating on expressive use of physicality, pause, pace, facial expression and vocal range to communicate meaning to an audience.</li> <li>○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections.</li> </ul> <p><b>Plenary activities:</b></p> <ul style="list-style-type: none"> <li>● Teacher initiates a brief discussion on the role of costume.</li> <li>● Homework: Students consider and source props for their monologue character.</li> </ul>	<p>Props/costumes</p>
<p>23</p>	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p>	<p><b>Introductory activity:</b> In small groups students think of three important skills they will need to apply to rehearsal and performance. Students will make notes on large-size paper and share with the whole class.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Teacher reviews, and leads a discussion of, professional practice in rehearsal and performance. The class will discuss working practices in rehearsal and performance.</li> <li>● Teacher introduces mock assessment 4 for week 24 – Performance and filming of individual monologues.</li> <li>● Workshop:             <ul style="list-style-type: none"> <li>○ Teacher-led warm up in the style. Students apply skills with reference to the monologues.</li> <li>○ Students focus on key physical, stylistic and vocal elements in the monologues.</li> <li>○ Students learn and memorise blocking concentrating on expressive use of physicality, pause, pace, facial expression and vocal range to communicate meaning to an audience.</li> <li>○ Group participation with opportunities for practice of</li> </ul> </li> </ul>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Selection of monologues from a range of scripts</p> <p>Web-based video examples of monologues being performed</p> <p>Props/costumes</p>

	<p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p> <p>Component 2, C2: Review own application of skills and techniques in performance</p>	<p>skills, response to direction, feedback and corrections.</p> <p><b>Plenary activities:</b></p> <ul style="list-style-type: none"> <li>Using Component 2 logbooks, students review their progress of skills in rehearsal and performance.</li> <li>Homework: Students should practise skills and techniques, and ensure lines are learned, for the monologue in preparation for the mock assessment.</li> </ul>	
<p>24</p>	<p><b>MOCK ASSESSMENT 3</b>  <b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p> <p>Component 2, C2: Review own application of skills and techniques in performance</p>	<p><b>MOCK ASSESSMENT 3</b> <b>Reproduction of individual monologue performance</b></p> <p><b>Introductory activity:</b> Teacher asks students to set two targets in relation to the mock assessment session and write them on sticky notes. Each student will read out their targets to the group.</p> <p><b>Main session activities:</b> Teacher-led group activity:</p> <ul style="list-style-type: none"> <li>Teacher films and leads the session beginning with a warm up.</li> <li>Students given the opportunity to go over monologues.</li> <li>Teacher films monologues.</li> <li>Students choose one person to peer assess.</li> <li>Students observe professional rehearsal practice at all times and participate in all activities.</li> <li>Teacher will film and lead the evaluation.</li> </ul> <p><b>Plenary activity:</b> Students review their targets using appropriate terminology. Teacher films students' responses to their targets.</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Sticky notes</p> <p>Video camera and tripod</p> <p>Teacher observation records</p> <p>Script extracts for prompting</p>



<p>25</p>	<p><b>B1: Application of skills and techniques during rehearsal</b> Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b> Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to: Component 2, C1: Review own development of skills and techniques for performance Component 2, C2: Review own application of skills and techniques in performance</p>	<p><b>Introductory activity:</b> In pairs, students note their progress in skills and techniques and discuss and share progress with a partner.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Teacher will show footage of the group and individual monologues from mock assessments 2 and 3, and give feedback to students.</li> <li>● Students will review their progress on the application of skills and techniques and response to feedback using Component 2 logbooks.</li> <li>● Teacher introduces students to a prepared summative assessment brief (examples p. 23 of specification) for learning aim B and discusses the requirements with students. The assessment will build on the skills practised and developed in mock assessments 2 and 3.</li> <li>● Workshop: group repertoire:             <ul style="list-style-type: none"> <li>○ Teacher leads a short warm up for the group and recaps the group performance piece. Students apply skills with reference to the piece and focus on key physical, vocal, stylistic elements in the performance</li> <li>○ Students apply technical, stylistic and interpretative skills to the performance of the material.</li> <li>○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections.</li> </ul> </li> </ul> <p><b>Plenary activity:</b> Students identify and note in logbooks their strengths and weaknesses in both group and monologue performances.</p>	<p>Rehearsal space/black box studio Audio-visual equipment Whiteboard/smartboard Component 2 logbooks Large piece of paper, computer or tablet Videos of mock assessments 2 and 3, learning aim B, group and individual performances Acting web links for repertoire/DVD of existing work in the chosen style Learning aim B summative assessment</p>
<p>26</p>	<p><b>B1: Application of skills and techniques during rehearsal</b> Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p>	<p><b>Introductory activity:</b> In small groups, students share their group performance weak points, advise each other and work through suggestions.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Workshop: Group acting repertoire             <ul style="list-style-type: none"> <li>○ The teacher will lead a short warm up for the group and recap the group scripted piece.</li> </ul> </li> </ul>	<p>Rehearsal space/black box studio Audio-visual equipment Whiteboard/smartboard Component 2 logbooks Large piece of paper, computer or tablet</p>

	<p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p> <p>Component 2, C2: Review own application of skills and techniques in performance</p>	<ul style="list-style-type: none"> <li>○ Students apply skills with reference to the extract and focus on key physical, stylistic elements in the performance.</li> <li>○ Students apply technical, stylistic and interpretative skills to the performance of the material. Students work on communicating meaning to an audience.</li> <li>○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections.</li> <li>○ Teacher-led cool down.</li> </ul> <p><b>Plenary activity:</b> Using Component 2 logbooks, students set two targets to improve performance of the group repertoire using appropriate terminology.</p>	<p>Learning aim B summative assessment</p> <p>Scripts</p> <p>Props/costumes</p>
<p>27</p>	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use</p>	<p><b>Introductory activity:</b> In small groups students share their monologue performance weak points, advise each other and work through suggestions.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Workshop: Monologue             <ul style="list-style-type: none"> <li>○ The teacher will lead a short warm up for the group and recap the monologues.</li> <li>○ Students apply skills with reference to their monologue and focus on key physical, stylistic elements in the performance.</li> <li>○ Students apply technical, stylistic and interpretative skills to the performance of the material. Students work on communicating meaning to an audience.</li> <li>○ Teacher-led cool down.</li> </ul> </li> </ul> <p><b>Plenary activity:</b> Using Component 2 logbooks students set two</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Scripts</p> <p>Learning aim B summative assessment</p>

	<p>of voice and movement.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p> <p>Component 2, C2: Review own application of skills and techniques in performance</p>	<p>targets to improve their performance of the individual monologues using appropriate terminology.</p>	
<p>28</p>	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p>	<p><b>Introductory activity:</b> Teacher-led warm up.</p> <p><b>Main session activities:</b></p> <p>Rehearsal of performance material for assessment, incorporating targets they have set themselves in the previous two weeks.</p> <ul style="list-style-type: none"> <li>• Run through pieces for performance, taking director’s notes to feed back.</li> <li>• Students apply technical, stylistic and interpretative skills to the performance of the material. Students work on communicating meaning to an audience.</li> <li>• Teacher-led cool down.</li> </ul> <p><b>Plenary activities:</b></p> <ul style="list-style-type: none"> <li>• Students to review the targets they set in weeks 26 and 27</li> <li>• Homework: Students continue review and consider what they need to focus on next week, the last before the summative assessment. To take director’s notes and work on the highlighted areas.</li> </ul>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Scripts</p> <p>DVD of existing work in the chosen style</p> <p>Learning aim B summative assessment</p> <p>Props/costumes</p>



	Component 2, C2: Review own application of skills and techniques in performance		
29	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p> <p>Component 2, C2: Review own application of skills and techniques in performance</p>	<p><b>Introductory activity:</b> Working individually, students review their targets in preparation for the assessment.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>● Teacher reviews the Learning aim B summative assessment and discusses the requirements for assessment with the students.</li> <li>● Teacher leads a short warm up.</li> <li>● Student-led group workshop: Group contrasting performances                         <ul style="list-style-type: none"> <li>○ The teacher recaps the blocking.</li> <li>○ Students practise physicality, vocally and engaging in blocking and exercising teamwork skills.</li> <li>○ Group participation with opportunities for practice of skills, feedback and corrections from the teacher.</li> </ul> </li> </ul> <p><b>Plenary activity:</b> Teacher offers Q&amp;A session allowing students to raise concerns. Teacher puts students with similar concerns in small groups to work through them where suitable.</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Props/costumes</p> <p>Script extracts</p> <p>DVD of existing work in the chosen style</p> <p>Learning aim B summative assessment</p> <p>Teacher observation records</p>
<b>Learning Aim B: SUMMATIVE ASSESSMENT</b>			
30	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal,</p>	<p><b>Introductory activity:</b> Students individually set two targets in relation to the summative assessment for learning aim B. Students write targets on sticky notes to be reviewed at the end of the</p>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p>

	<p>interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p> <p>Component 2, C2: Review own application of skills and techniques in performance</p>	<p>assessment.</p> <p><b>Main session activities: summative assessment</b></p> <p>Teacher-led group activity: Application of skills and techniques in rehearsal and performance</p> <ul style="list-style-type: none"> <li>• Teacher leads the session, beginning with a warm up.</li> <li>• Teacher will recap the blocking, and essential characteristics, as well as reminding students of the need for focus.</li> <li>• Students practise as a whole group and in small groups.</li> <li>• Teacher will film the rehearsal and performances.</li> <li>• Group performances of contrasting material:             <ul style="list-style-type: none"> <li>○ Students apply performance skills and techniques to at least two workshop performances (individual and/or group), each lasting a minimum of two minutes. Students communicate existing material in two contrasting texts</li> <li>○ Students perform as a whole group and individually.</li> <li>○ Students observe professional rehearsal practice at all times and participate in all activities.</li> <li>○ Teacher films and leads a cool down.</li> </ul> </li> </ul> <p><b>Plenary activity:</b> Students review their targets set at the beginning of the session and place them in their logbooks.</p>	<p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Sticky notes</p> <p>Video camera and tripod</p> <p>Teacher observation records</p> <p>Scripts</p> <p>Props</p> <p>Costumes</p>
31	<p><b>B1: Application of skills and techniques during rehearsal</b></p> <p>Application of skills and techniques during the rehearsal process (physical, vocal, interpretative, stylistic interaction with the group, interaction in performance).</p> <p><b>B2: Application of skills and techniques in performance</b></p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or</p>	<p><b>Introductory activity:</b> Students individually set two targets in relation to the summative assessment for learning aim B. Students write targets on sticky notes to be reviewed at the end of the assessment.</p> <p><b>Main session activities: summative assessment</b></p> <p>Teacher-led group activity: Application of skills and techniques in rehearsal and performance</p> <ul style="list-style-type: none"> <li>• Teacher leads the session, beginning with a warm-up.</li> <li>• Teacher will recap the blocking, and essential characteristics, as well as reminding students of the need for focus.</li> <li>• Students practise as a whole group and in small groups.</li> </ul>	<p>Rehearsal space/black box studio</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Sticky notes</p> <p>Video camera and tripod</p> <p>Teacher observation records</p> <p>Scripts</p>

	<p>genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> <p>Links to:</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p> <p>Component 2, C2: Review own application of skills and techniques in performance</p>	<ul style="list-style-type: none"> <li>• Teacher will film the rehearsal and performances.</li> <li>• Group performances of contrasting material:             <ul style="list-style-type: none"> <li>○ Students apply performance skills and techniques to at least two workshop performances (individual and/or group), each lasting a minimum of two minutes. Students communicate existing material in two different dance styles.</li> <li>○ Students perform as a whole group and individually.</li> <li>○ Students observe professional rehearsal practice at all times and participate in all activities.</li> <li>○ Teacher films and leads a cool down.</li> </ul> </li> </ul> <p><b>Plenary activity:</b> Students review their targets set at the beginning of the session and place them in their logbooks.</p>	<p>Props</p> <p>Costumes</p>
<b>Learning aim C: Review own development and performance</b>			
32	<p><b>C1: Review own development of skills and techniques for performance</b></p> <p>Evaluation of development of skills (physical, musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the acting style.</p> <p><b>C2: Review own application of skills and techniques in performance</b></p> <p>Evaluation of application of skills (physical, musical, interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate acting terminology for the style of performance.</p> <p>Links to:</p>	<p><b>Introductory activity:</b> On sticky notes students write three things they have enjoyed most about the sessions in learning aim A. The teacher places all comments on the whiteboard/smartboard or large paper.</p> <p><b>Main session activities:</b> Observation of work (Learning aim A summative assessment), student review.</p> <ul style="list-style-type: none"> <li>• Teacher summarises learning aim C1 and shows footage of Learning aim A summative assessment.</li> <li>• Teacher leads group discussion and students reflect on their work.</li> <li>• Teacher guides the students to review and evaluate their skills using Component 2 logbook notes (and any other resources distributed to them).</li> <li>• Students begin to review their progress in learning aim A, in which they describe, explain and analyse the development of their skills and techniques. They should cover the following points:             <ul style="list-style-type: none"> <li>○ development of physical, vocal and interpretative skills</li> <li>○ response to feedback from teachers and peers</li> </ul> </li> </ul>	<p>Classroom/rehearsal space with tables and chairs</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Sticky notes</p> <p>Teacher observation records</p> <p>Component 2 logbooks, including Learning aim A summative assessment notes</p> <p>Video footage of mock assessment 1 and of Learning aim A summative assessment</p> <p>Learning aim A summative assessment</p>

	<p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p>	<ul style="list-style-type: none"> <li>○ identifying strengths and areas for future development</li> <li>○ setting actions and targets for improvement</li> <li>○ reference to professional working practices.</li> </ul> <ul style="list-style-type: none"> <li>● Students to use appropriate acting terminology in their review.</li> </ul> <p><b>Plenary activity:</b> Teacher summarises the learning aim C1 and checks progress in small groups.</p>	
33	<p><b>C1: Review own development of skills and techniques for performance</b></p> <p>Evaluation of development of skills (physical, musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the acting style.</p> <p><b>C2: Review own application of skills and techniques in performance</b></p> <p>Evaluation of application of skills (physical, musical, interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate acting terminology for the style of performance.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p>	<p><b>Introductory activity:</b> Students write down three skills they have learned when developing skills in learning aim A.</p> <p><b>Main session activities:</b> Observation of work (Learning aim A summative assessment), completion of student review.</p> <ul style="list-style-type: none"> <li>● Teacher recaps learning aim C1 and shows footage of Learning aim A summative assessment.</li> <li>● Teacher guides the students to review and evaluate their skills using Component 2 logbook notes (and any other resources distributed to them).</li> <li>● Students complete review of their progress in learning aim A, in which they describe, explain and analyse the development of their skills and techniques. They should cover the following points:             <ul style="list-style-type: none"> <li>○ development of physical, vocal and interpretative skills</li> <li>○ response to feedback from teachers and peers</li> <li>○ identifying strengths and areas for future development</li> <li>○ setting actions and targets for improvement</li> <li>○ reference to professional working practices.</li> </ul> </li> <li>● Students to use appropriate acting terminology in their review.</li> </ul> <p><b>Plenary activity:</b> Teacher summarises learning aim C1 and checks progress in small groups.</p>	<p>Classroom/rehearsal space with tables and chairs</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Sticky notes</p> <p>Teacher observation records</p> <p>Component 2 logbooks, including Learning aim A summative assessment notes</p> <p>Video footage of mock assessment 1 and of Learning aim A summative assessment</p> <p>Learning aim A summative assessment</p>
34	<p><b>C1: Review own development of skills and techniques for performance</b></p> <p>Evaluation of development of skills (physical,</p>	<p><b>Introductory activity:</b> On sticky notes, students write three things they have enjoyed most about the sessions in learning aim B. The teacher places all comments on the whiteboard/smartboard or large paper.</p>	<p>Completed C2 Activity sheet 18:</p> <p>Peer assessment (mock assessment 2)</p>

	<p>musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the acting style.</p> <p><b>C2: Review own application of skills and techniques in performance</b></p> <p>Evaluation of application of skills (physical, musical, interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate acting terminology for the style of performance.</p> <p>Links to:</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, B2: Application of skills and techniques in performance</p>	<p><b>Main session activities:</b> Observation of work – Learning aim B summative assessment, student review.</p> <ul style="list-style-type: none"> <li>• Teacher summarises learning aim C2 and shows footage of learning aim B summative assessment</li> <li>• Teacher leads group discussion, in which students reflect on the work in both performances.</li> <li>• Teacher guides the students to review and evaluate their skills using Component 2 logbook notes (and any other resources distributed to them).</li> <li>• Students complete review of their progress in learning aim B, in which they describe, explain and analyse the application of skills and techniques in performance. They should cover the following points:             <ul style="list-style-type: none"> <li>○ application of skills and techniques during rehearsal and in performance</li> <li>○ response to feedback from audience</li> <li>○ identifying strengths and areas for future development</li> <li>○ setting actions and targets for future performances</li> <li>○ reference to professional working practices.</li> </ul> </li> <li>• Students to use appropriate acting terminology in their review.</li> </ul> <p><b>Plenary activity:</b> Teacher summarises learning aim C2 and checks progress in small groups.</p>	<p>Classroom/rehearsal space with tables and chairs</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Sticky notes</p> <p>Teacher observation records</p> <p>Component 2 logbooks, including Learning aim B summative assessment notes</p> <p>Video footage of mock assessments 2 and 3 and of Learning aim B summative assessment</p> <p>Learning aim B summative assessment</p>
35	<p><b>C1: Review own development of skills and techniques for performance</b></p> <p>Evaluation of development of skills (physical, musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the acting style.</p> <p><b>C2: Review own application of skills and techniques in performance</b></p> <p>Evaluation of application of skills (physical,</p>	<p><b>Introductory activity:</b> Students write down three targets they have achieved when applying skills in learning aim B.</p> <p><b>Main session activities:</b> Observation of work – Learning aim B summative assessment, completion of student review.</p> <ul style="list-style-type: none"> <li>• Teacher recaps learning aim C2 and shows footage of Learning aim B summative assessment.</li> <li>• Teacher guides the students to review and evaluate their skills using Component 2 logbook notes (and any other resources distributed to them).</li> <li>• Students begin a review of their progress in learning aim B, in which they describe, explain and analyse the application of</li> </ul>	<p>Classroom/rehearsal space with tables and chairs</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p> <p>Sticky notes</p> <p>Teacher observation records</p> <p>Component 2 logbooks, including</p>

	<p>musical, interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate acting terminology for the style of performance.</p> <p>Links to:                  Component 2, B1: Application of skills and techniques during rehearsal                  Component 2, B2: Application of skills and techniques in performance</p>	<p>skills and techniques in performance. They should cover the following points:</p> <ul style="list-style-type: none"> <li>○ application of skills and techniques during rehearsal and in performance</li> <li>○ response to feedback from audience</li> <li>○ identifying strengths and areas for future development</li> <li>○ setting actions and targets for future performances</li> <li>○ reference to professional working practices.</li> </ul> <ul style="list-style-type: none"> <li>● Students to use appropriate acting terminology in their review.</li> </ul> <p>The teacher will give recap the session aims and show footage of Learning aim A summative assessment. The teacher will guide the students to review and evaluate their skills using all handouts, teacher observations and Component 2 logbook notes. Students will continue to complete a complete review and evaluation of their skills and techniques in learning aims under headings, for example:</p> <p>Development of physical, vocal and interpretative skills</p> <ul style="list-style-type: none"> <li>• Response to feedback from teachers, instructors, peers.</li> <li>• Identify strengths and areas for development.</li> <li>• Actions and targets for improvement.</li> <li>• Reference to professional working practices.</li> </ul> <p>Students will be required to use appropriate acting terminology in their review.</p> <p><b>Plenary activity:</b> Teacher summarises learning aim C2 and checks progress in small groups.</p>	<p>Learning aim B summative assessment notes</p> <p>Video footage of mock assessments 2 and 3 and of Learning aim B summative assessment</p> <p>Learning aim B summative assessment</p>
<b>Learning aim C: SUMMATIVE ASSESSMENT</b>			
<p>36</p>	<p><b>C1: Review own development of skills and techniques for performance</b></p> <p>Evaluation of development of skills (physical, musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using</p>	<p><b>Introductory activity:</b> Students write down two progression routes or targets for further study.</p> <p><b>Main session activities:</b> Observation and completion of learning aims A and B summative assessment work</p> <ul style="list-style-type: none"> <li>● Teacher recaps the session aims and shows footage of mock assessments 1, 2 and 3, and learning aims A and B summative assessments if required.</li> </ul>	<p>Classroom/rehearsal space with tables and chairs</p> <p>Audio-visual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Large piece of paper, computer or tablet</p>



<p>appropriate terminology for the acting style.</p> <p><b>C2: Review own application of skills and techniques in performance</b></p> <p>Evaluation of application of skills (physical, musical, interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate acting terminology for the style of performance.</p> <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, B2: Application of skills and techniques in performance</p>	<ul style="list-style-type: none"> <li>• Teacher facilitates students' review and evaluation of their skills and techniques in learning aims A and B.</li> <li>• Students individually complete their review and evaluation of their skills and techniques in learning aims A and B and hand the review in to the teacher.</li> </ul> <p><b>Plenary activities:</b></p> <ul style="list-style-type: none"> <li>• Teacher arranges individual feedback sessions to enable progression where needed.</li> <li>• Class to choose an acting style or activity for a fun workshop session for the final week.</li> <li>• Homework: Students to research two progression options.</li> </ul>	<p>Sticky notes</p> <p>Teacher observation records</p> <p>Component 2 logbooks, including learning aims A and B summative assessment notes</p> <p>Video footage of mock assessments 1, 2 and 3, and of learning aims A and B summative assessments</p> <p>Learning aim A summative assessment</p> <p>Learning aim B summative assessment</p>
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## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this qualification. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

## Textbooks

Boal, A. 2002. *Games for Actors and Non-Actors*; Routledge. ISBN: 9780415267083

This book gives ideas and starting points that will engage students with performance techniques.

Casado, D. 2014. *Teaching Drama: The Essential Handbook*. ISBN: 9781496093387

This book includes a series of lesson plans, and is useful for a group of students who are new to Performing Arts. There are session ideas for children of all ages.

Farmer, D. 2011. *101 Drama Games and Activities*. ISBN: 9781847538413

An essential book for warm ups and ice breakers for drama students of all ages. Lots of fun whilst developing creative skills.

Graham, S. & Hoggett, S. 2014. *The Frantic Assembly Book of Devising Theatre*. Routledge. ISBN: 9781138777019

This provides starting points and strategies for devising movement and drama.

Johnstone, K. 1999. *Impro for Storytellers: Theatresports and the Art of Making Things Happen*. Faber & Faber. ISBN: 9780571190997

This is a useful resource for developing textual improvisation.

Johnstone, K. 2007. *Impro: Improvisation and the Theatre*; Methuen Drama. ISBN: 9780713687019

This book explains the fundamentals of drama improvisation in the theatre with many practical techniques and exercises for encouraging spontaneity and originality.

Lamden, G. 2000. *Devising: A Handbook for Drama and Theatre Students*. Hodder Education. ISBN: 9780340780084

This book outlines the devising process with step-by-step activities to encourage good devising skills.

Oddey, A. 1996. *Devising Theatre: A Practical and Theoretical Handbook*; Routledge ISBN: 9780415049009

A good resource for teachers, both new and experienced, looking to build their knowledge and understanding of devising and performance work.

Orti, P. 2014. *Your Handy Companion to Devising and Physical Theatre*. Lulu. ISBN: 9781291718850

A useful resource for teachers supporting students to structure the devising process, developing the story, using theatrical devices and developing characters.

Swale, J. 2014. *Drama Games for Devising*; Nick Hern Books. ISBN: 9781848420373

This book has a wide range of drama games which cover every aspect of the devising process: creating characters and scenarios, using stimuli, improvising dialogue, structuring the piece and creating an ensemble.

Swale, J. 2009. *Drama Games for Classrooms and Workshop*. Nick Hern Books. ISBN: 9781848420106

This book has a wide range of drama games for use in any classroom or workshop setting.



## Websites

<http://www.complicite.org/creative-home.php>

Complicite is a theatre company which has created a number of devised theatre pieces. Devising Notes for Teachers is a useful resource pack available free on their website

[www.digitaltheatreplus.com](http://www.digitaltheatreplus.com)

This site has a few devised productions and a useful resource pack on devising.

<http://geckotheatre.com/resource-pack/>

Gecko is a physical theatre company who devise their own work there are useful resources on the website including an education pack.

<https://www.youtube.com/user/ntdiscovertheatre>

The National Theatre educational resource site with many useful clips of devised work and directors talking about the devising process.

<https://www.franticassembly.co.uk>

Frantic Assembly are a powerful British physical theatre company who create non-naturalistic pieces of theatre.

<https://www.vamostheatre.co.uk>

Vamos Theatre are mask performance specialists who take performances on tour and offer workshops.

[www.concordiatheatre.co.uk](http://www.concordiatheatre.co.uk)

Concordia are a pantomime theatre company who work with children and adults of all ages to create performances and offer workshops.

## Journals

*Drama* magazine (National Drama)

Useful articles on drama teaching and drama projects including devising with students.

## Videos

Teachers may find acting repertoire from various companies. Selection of material will be based on the teacher's expertise and background knowledge. Examples listed above.