
Scheme of Work

AS and A level Drama and Theatre

This Scheme of Work covers the AS in the first year and then the remaining content that is needed for the full A level in the second year.

AS: Components 1 and 2

This Scheme of Work covers the knowledge and skills required for the coverage of the two assessment components at AS level:

- Component 1: Exploration and Performance (internally assessed and externally moderated, 40% of the qualification)
- Component 2: Theatre Makers in Practice (written exam, 40% of the qualification).

A level: Components 1, 2 and 3

This Scheme of Work covers the knowledge and skills required for the coverage of the two assessment components at AS level:

- Component 1: Devising (internally assessed and externally moderated, 40% of the qualification)
- Component 2: Text in Performance (assessed by visiting examiner, 20% of the qualification)
- Component 3: Theatre Makers in Practice (written exam, 40% of the qualification).

We recommend that the following resources are made available to students:

- access to a suitable rehearsal/performance space
- access to relevant scripts/performance texts
- access to information on key practitioners
- access to professional standard theatre productions, as a member of the audience
- access to appropriate resources for the completion of portfolios, for example computers, internet, recording equipment.

Year 1

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
1	Induction period	<ul style="list-style-type: none"> To understand the requirements of the three components at A level and how they relate to each other To understand how assessment takes place and what assessment will be undertaken 	<ul style="list-style-type: none"> Students listen to the outline of the A level course Discussion, and questions and answers Students look at exemplar work from the Pearson Edexcel website Introductory practical activities, including: ice breakers, group bonding and skills audit 	<ul style="list-style-type: none"> The specification The Assessment Objectives (AOs) The AS level assessment grids SAMs for written exam
2	Induction period	<ul style="list-style-type: none"> To understand the core skills being developed in the qualification: <ul style="list-style-type: none"> The ability to recognise and understand the interrelationship between performer, designer and director The understanding that texts and extracts studied may represent a range of social, historical and cultural contexts The ability to analyse and evaluate their work and the work of others The ability to understand how performance texts can be interpreted and performed 	<ul style="list-style-type: none"> Discussion to give an underpinning understanding of what these core skills are Practical exploration workshop, using one production (recording and text extracts) as a stimulus to 'bring the work to life' 	<ul style="list-style-type: none"> The specification Script extracts Access to the recording

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
3	Theatre visit preparation (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> The ability to consider relevant aspects of theatre for analysis and evaluation purposes 	<ul style="list-style-type: none"> Students collate a list of questions as a group that could be answered to form a structured review/ evaluation of the production being seen 	<ul style="list-style-type: none"> Specification knowledge and understanding points SAMs for written exam Whiteboard/PC to collate the questions A planned theatre visit
4	Theatre visit review (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To reflect on own experience as an audience member To understand the processes and practices used in the production 	<ul style="list-style-type: none"> Individual students to present their evaluations Group plenary 	<ul style="list-style-type: none"> Programme notes Production review
5	Introducing the complete performance text from list A (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To understand how to approach the text as a theatre maker 	<ul style="list-style-type: none"> Discussion to identify key aspects of the text Workshop to explore the text in practice 	<ul style="list-style-type: none"> Copies of the chosen text
6	Exploring the complete performance text from list A (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To understand how to approach the text as a theatre maker 	<ul style="list-style-type: none"> In small groups, students create and perform a five-minute version of the work, to show to each other 	<ul style="list-style-type: none"> Performance space Selection of costumes/ props
7	Exploring the complete performance text from list A (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To further understand how to realise the text as a theatre maker 	<ul style="list-style-type: none"> Students develop ideas for how to realise an extract from the performance text 	<ul style="list-style-type: none"> Extracts from the text Rehearsal space

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
8	Exploring the complete performance text from list A (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To further understand how to realise the text as a theatre maker 	<ul style="list-style-type: none"> Students focus on a character from the text to bring to life Group presentations on their interpretation of this character 	<ul style="list-style-type: none"> Extracts from the text Rehearsal space
9	Exploring the complete performance text from list A (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To further understand how to realise the text as a theatre maker 	<ul style="list-style-type: none"> Students focus on a design element that they would use to bring an extract from the text to life Group presentations on these design elements 	<ul style="list-style-type: none"> Extracts from the text Studio space
10	Introducing practitioners (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand the key developments and approaches made by the chosen practitioner 	<ul style="list-style-type: none"> A practical workshop exploring the work of the selected practitioner 	<ul style="list-style-type: none"> Notes on the practitioner and signposts for further study Selection of props, costumes, music, script extracts etc.
11	Introducing exploration of a text (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand how to bring a text to life for an audience 	<ul style="list-style-type: none"> Working in small groups, students take an extract from a performance text and explore how to bring the scene to life 	<ul style="list-style-type: none"> Studio/performance space Extracts from text
12	Exploring an extract in light of a practitioner (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand how to bring a text to life for an audience 	<ul style="list-style-type: none"> Students develop ideas about how to bring the extract to life using the work of the practitioner and perform the extract to the rest of the class 	<ul style="list-style-type: none"> Studio/performance space Recording equipment

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
13	Presenting the portfolio (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand how to build a portfolio of process evidence 	<ul style="list-style-type: none"> Group plenary 	<ul style="list-style-type: none"> Portfolios
14	Group text performance (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand how to develop a group performance of a text in light of a practitioner 	<ul style="list-style-type: none"> Exploration and rehearsals of group piece 	<ul style="list-style-type: none"> Studio/performance space
15	Group text performance (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Rehearsals of group piece 	<ul style="list-style-type: none"> Studio/performance space
16	Group text performance (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Dress rehearsals of group piece Tech rehearsals of group piece 	<ul style="list-style-type: none"> Studio/performance space
17	Presenting the portfolio (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand how to build a portfolio of process evidence To understand how assessment criteria/descriptors apply to your work 	<ul style="list-style-type: none"> Mini informal presentations of the portfolio so far Improving the portfolio 	<ul style="list-style-type: none"> Portfolios The specification The Assessment Objectives (AOs) The A level assessment grids Recording equipment
18	Group text performance (AS and A level Comp 1)	<ul style="list-style-type: none"> Effective performance of group text performance work 	<ul style="list-style-type: none"> Performance to teacher 	<ul style="list-style-type: none"> Performance space Technical support Recording equipment

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
19	Group text performance (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand how to analyse and evaluate their performance work 	<ul style="list-style-type: none"> Students complete their portfolio 	<ul style="list-style-type: none"> Portfolios The specification The Assessment Objectives (AOs) The A level assessment grids Recording equipment
20	Monologues/ duologues (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand how to select a monologue and duologue performance or design from a key extract 	<ul style="list-style-type: none"> Introduction of new performance texts/key extracts Students explore the texts/extracts to find suitable monologues/duologues 	<ul style="list-style-type: none"> Texts Studio/performance space
21	Monologues/ duologues (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand how to develop a monologue and duologue performance or design from a key extract 	<ul style="list-style-type: none"> Exploration and rehearsal of monologues/duologues 	<ul style="list-style-type: none"> Studio/performance space
22	Monologues/ duologues (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Rehearsal of monologues/duologues 	<ul style="list-style-type: none"> Studio/performance space
23	Monologues/ duologues (AS and A level Comp 1)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Rehearsal of monologues/duologues 	<ul style="list-style-type: none"> Studio/performance space

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
24	Monologues/ duologues (AS and A level Comp 1)	<ul style="list-style-type: none"> To realise artistic intentions in performance 	<ul style="list-style-type: none"> Performance to teacher 	<ul style="list-style-type: none"> Studio/performance space Recording equipment
25	Text A revisited (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To understand how to develop and realise work for performance as a theatre maker 	<ul style="list-style-type: none"> Recap (discussion and practical work) on what the initial explorations covered 	<ul style="list-style-type: none"> Copies of the selected text from list A
26	Text A revisited (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To understand how to develop and realise work for performance as a theatre maker 	<ul style="list-style-type: none"> Recap (discussion and practical work) on what the initial explorations covered focusing on aspects of performer work 	<ul style="list-style-type: none"> Studio/performance space
27	Text A revisited (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To understand how to develop and realise work for performance as a theatre maker 	<ul style="list-style-type: none"> Recap (discussion and practical work) on what the initial explorations covered focusing on aspects of designer work 	<ul style="list-style-type: none"> Studio/performance space
28	Exam preparation and revision (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To understand how to use notes to support exam performance 	<ul style="list-style-type: none"> Students prepare theatre evaluation notes Students write a final draft of the 500 words allowed 	<ul style="list-style-type: none"> Copies of Appendix 2: Live Theatre Evaluation notes form
29	Exam preparation and revision (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To understand how to approach the exam question 	<ul style="list-style-type: none"> Students write responses to sample questions 	<ul style="list-style-type: none"> Previous papers/SAMs

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
30	Exam preparation and revision (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To understand the expectations of the exam 	<ul style="list-style-type: none"> Students sit elements of a previous paper Discuss 	<ul style="list-style-type: none"> Previous papers/SAMs
31	Exam preparation and revision (AS Comp 2, A level Comp 3)	<ul style="list-style-type: none"> To understand the expectation of the exam 	<ul style="list-style-type: none"> Students craft 'model' responses and review their exam preparations 	<ul style="list-style-type: none"> Previous papers/SAMs
32	External exam	<ul style="list-style-type: none"> To meet the expectation of the exam 	<ul style="list-style-type: none"> Exam practice 	<ul style="list-style-type: none"> Exam conditions, as required
33	Introducing the complete performance text from list B (A level Comp 3)	<ul style="list-style-type: none"> To understand how to approach the text as a theatre maker 	<ul style="list-style-type: none"> Discussion to identify key aspects of the text Workshop to explore the text in practice 	<ul style="list-style-type: none"> Copies of the chosen text Studio/performance space
34	Exploring the complete performance text from list B (A level Comp 3)	<ul style="list-style-type: none"> To understand how to approach the text as a theatre maker 	<ul style="list-style-type: none"> In small groups, students create and perform a five-minute version of the work, to show to each other 	<ul style="list-style-type: none"> Copies of the chosen text Performance space Selection of costumes/props
35	Exploring the complete performance text from list B (A level Comp 3)	<ul style="list-style-type: none"> To understand how to realise the text as a theatre maker 	<ul style="list-style-type: none"> Practical exploration of the text 	<ul style="list-style-type: none"> Copies of the chosen text Studio/performance space

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
36	Practitioner study (A level Comp 3)	<ul style="list-style-type: none"> To understand how theatre makers re-imagine work 	<ul style="list-style-type: none"> Students use a case study of a practitioner from the list in the specification, to see how they have re-imagined work 	<ul style="list-style-type: none"> Recording of the work, case study materials

Year 2

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
1	Practitioner study (A level Comp 3)	<ul style="list-style-type: none"> To understand how theatre makers re-imagine work 	<ul style="list-style-type: none"> Students use a case study of a practitioner from the list in the specification, to see how they have re-imagined work 	<ul style="list-style-type: none"> Recording of the work, case study materials Performance space
2	Page to stage workshop (part 1) (A level Comp 3)	<ul style="list-style-type: none"> To understand how to re-imagine a performance text for a contemporary audience 	<ul style="list-style-type: none"> Working in small groups, students take an extract from a performance text and explore how to re-imagine the scene for a contemporary audience 	<ul style="list-style-type: none"> Studio/performance space
3	Page to stage workshop (part 2) (A level Comp 3)	<ul style="list-style-type: none"> To understand how to re-imagine a performance text for a contemporary audience 	<ul style="list-style-type: none"> Students develop ideas and refine the re-imagined concept 	<ul style="list-style-type: none"> Studio/performance space
4	Page to stage workshop (part 3) (A level Comp 3)	<ul style="list-style-type: none"> To understand how to re-imagine a performance text for a contemporary audience 	<ul style="list-style-type: none"> Students develop ideas and refine the re-imagined concept 	<ul style="list-style-type: none"> Studio/performance space
5	Introducing practitioners (A level Comp 1)	<ul style="list-style-type: none"> To understand the key developments and approaches made by the chosen practitioner 	<ul style="list-style-type: none"> A practical workshop exploring the work of the selected practitioner 	<ul style="list-style-type: none"> Notes on the practitioner and signposts for further study
6	Introducing exploration of a text (A level Comp 1)	<ul style="list-style-type: none"> To understand how to bring a text to life for an audience 	<ul style="list-style-type: none"> Working in small groups, students take an extract from a performance text and explore how to bring the scene to life 	<ul style="list-style-type: none"> Studio/performance space

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
7	Exploring an extract in light of a practitioner (A level Comp 1)	<ul style="list-style-type: none"> To understand how to bring a text to life for an audience 	<ul style="list-style-type: none"> Students develop ideas about how to bring the extract to life using the work of the practitioner and perform the extract to the rest of the class 	<ul style="list-style-type: none"> Studio/performance space Recording equipment
8	Presenting the portfolio (A level Comp 1)	<ul style="list-style-type: none"> To review how to complete a portfolio of process evidence To understand how assessment criteria/descriptors apply to your work 	<ul style="list-style-type: none"> Mini informal presentations of the portfolio so far Improving the portfolio 	<ul style="list-style-type: none"> Portfolios The specification The Assessment Objectives (AOs) The A level assessment grids
9	Devising (A level Comp 1)	<ul style="list-style-type: none"> To understand how to devise a group performance 	<ul style="list-style-type: none"> Recap on devising skills Practical session on effective use of stimulus materials 	<ul style="list-style-type: none"> Studio/performance space
10	Devising (A level Comp 1)	<ul style="list-style-type: none"> To understand how to devise using a key extract of a performance text as a stimulus 	<ul style="list-style-type: none"> Discussion of the extract selected Students structure the scene 	<ul style="list-style-type: none"> Studio/performance space
11	Devising (A level Comp 1)	<ul style="list-style-type: none"> To understand how to develop the group performance 	<ul style="list-style-type: none"> Rehearsals Notes and feedback 	<ul style="list-style-type: none"> Studio/performance space
12	Devising (A level Comp 1)	<ul style="list-style-type: none"> To understand how to realise the group performance 	<ul style="list-style-type: none"> Rehearsals Notes and feedback 	<ul style="list-style-type: none"> Studio/performance space
13	Devising (A level Comp 1)	<ul style="list-style-type: none"> Effective performance of devised work 	<ul style="list-style-type: none"> Performance to a teacher 	<ul style="list-style-type: none"> Performance space Technical support Recording equipment

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
14	Devising (A level Comp 1)	<ul style="list-style-type: none"> To understand how to analyse and evaluate their performance work 	<ul style="list-style-type: none"> Students complete their portfolio 	<ul style="list-style-type: none"> Portfolios The specification The Assessment Objectives (AOs) The A level assessment grids
15	Monologues/ duologues* (A level Comp 2)	<ul style="list-style-type: none"> To understand how to select a monologue and duologue performance or design from a key extract 	<ul style="list-style-type: none"> Introduction of new performance texts/key extracts Students explore the texts/extracts to find suitable monologues/duologues 	<ul style="list-style-type: none"> Texts Studio/performance space
16	Monologues/ duologues* (A level Comp 2)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Exploration and rehearsals of monologues/duologues 	<ul style="list-style-type: none"> Studio/performance space
17	Monologues/ duologues* (A level Comp 2)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Rehearsals of monologues/duologues 	<ul style="list-style-type: none"> Studio/performance space
18	Monologues/ duologues* (A level Comp 2)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Rehearsals of monologues/duologues (performance in week 24) 	<ul style="list-style-type: none"> Studio/performance space
19	Group text performance* (A level Comp 2)	<ul style="list-style-type: none"> To understand how to select an extract from a text for performance or design 	<ul style="list-style-type: none"> Introduction of new performance texts/key extracts Students explore the texts/extracts to find suitable extracts 	<ul style="list-style-type: none"> Texts Studio/performance space

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
20	Group text performance* (A level Comp 2)	<ul style="list-style-type: none"> To understand how to develop a group performance 	<ul style="list-style-type: none"> Exploration and rehearsals of group piece 	<ul style="list-style-type: none"> Studio/performance space
21	Group text performance* (A level Comp 2)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Exploration and rehearsals of group piece 	<ul style="list-style-type: none"> Studio/performance space
22	Group text performance* (A level Comp 2)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Exploration and rehearsals of group piece 	<ul style="list-style-type: none"> Studio/performance space
23	Group text performance and monologue/duologue performance* (A level Comp 2)	<ul style="list-style-type: none"> To understand creative intentions 	<ul style="list-style-type: none"> Dress rehearsals of group piece Tech rehearsals Dress rehearsals of monologue/duologue Tech rehearsals of monologue/duologue 	<ul style="list-style-type: none"> Studio/performance space
24	Group text performance and monologue/duologue performance* (A level Comp 2)	<ul style="list-style-type: none"> To realise artistic intentions in performance 	<ul style="list-style-type: none"> Performance to visiting examiner 	<ul style="list-style-type: none"> Studio/performance space Recording equipment Production elements
25	Theatre visit preparation (A level Comp 3)	<ul style="list-style-type: none"> The ability to consider relevant aspects of theatre for analysis and evaluation purposes 	<ul style="list-style-type: none"> Students revisit and refine the groups theatre review form 	<ul style="list-style-type: none"> Specification knowledge and understanding points A planned theatre visit

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
26	Theatre visit review (A level Comp 3)	<ul style="list-style-type: none"> To reflect on own experience as an audience member To understand the processes and practices used in the production 	<ul style="list-style-type: none"> Individual students present their evaluations Group plenary 	<ul style="list-style-type: none"> Programme notes
27	Revision of performance text from list B (A level Comp 3)	<ul style="list-style-type: none"> To understand the expectations of the exam 	<ul style="list-style-type: none"> Discussion Text surgery 	<ul style="list-style-type: none"> Copies of text Any recordings of relevant work
28	Revision of performance text from list B (A level Comp 3)	<ul style="list-style-type: none"> To understand the expectations of the exam 	<ul style="list-style-type: none"> Practise questions 	<ul style="list-style-type: none"> Previous papers/SAMs
29	Revision of performance text from list A (A level Comp 3)	<ul style="list-style-type: none"> To understand the expectations of the exam 	<ul style="list-style-type: none"> Discussion Text surgery 	<ul style="list-style-type: none"> Copies of text Any recordings of relevant work
30	Revision of performance text from list A (A level Comp 3)	<ul style="list-style-type: none"> To understand the expectations of the exam 	<ul style="list-style-type: none"> Practise questions 	<ul style="list-style-type: none"> Previous papers/SAMs
31	Final preparation of theatre evaluation notes for the exam (A level Comp 3)	<ul style="list-style-type: none"> To understand how to use the notes effectively in the exam 	<ul style="list-style-type: none"> Students prepare the points to be included Students write a final draft of the 500 words allowed 	<ul style="list-style-type: none"> Copies of appendix 2: Live Theatre Evaluation notes form

Week	Content coverage	Learning outcomes	Exemplar activities	Exemplar materials and resources
32	Exam preparation and revision (A level Comp 3)	<ul style="list-style-type: none"> To understand the expectations of the exam 	<ul style="list-style-type: none"> Students sit elements of a previous paper Discuss 	<ul style="list-style-type: none"> Previous papers/SAMs
33	Exam preparation and revision (A level Comp 3)	<ul style="list-style-type: none"> To understand the expectation of the exam 	<ul style="list-style-type: none"> Students craft 'model' responses and review their exam preparations 	<ul style="list-style-type: none"> Previous papers/SAMs
34	External examination	<ul style="list-style-type: none"> To meet the expectation of the exam 	<ul style="list-style-type: none"> Students complete the external examination 	<ul style="list-style-type: none"> Exam conditions as required

*These performances can either be totally new or can be re-worked version of their AS pieces.