
Scheme of Work

AS level Drama and Theatre

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).

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 (Comp 2)	<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 (Comp 2)	<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 reviews
5	Introducing the complete performance text from list A (Comp 2)	<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 (Comp 2)	<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 (Comp 2)	<ul style="list-style-type: none"> To understand how to realise the text as a theatre maker 	<ul style="list-style-type: none"> Students explore in detail 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 (Comp 2)	<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
9	Exploring the complete performance text from list A (Comp 2)	<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
10	Exploring the complete performance text from list A (Comp 2)	<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
11	Monologues/ duologues (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
12	Monologues/ duologues (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 rehearsals of monologues/duologues 	<ul style="list-style-type: none"> Studio/performance space
13	Monologues/ duologues (Comp 1)	<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

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14	Monologues/ duologues (Comp 1)	<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
15	Monologues/ duologues (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
16	Presenting the portfolio (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 Key statements from the specification Exemplars
17	Introducing practitioners (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.
18	Introducing exploration of a text (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
19	Exploring an extract in light of a practitioner (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

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20	Presenting the portfolio (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
21	Group text performance (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
22	Group text performance (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
23	Group text performance (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
24	Group text performance (Comp 1)	<ul style="list-style-type: none"> Effective performance of devised work 	<ul style="list-style-type: none"> Performance to teacher 	<ul style="list-style-type: none"> Performance space Technical support Recording equipment
25	Group text performance (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

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26	Group text performance (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
27	Text A revisited (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
28	Text A revisited (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
29	Text A revisited (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
30	Exam preparation and revision (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
31	Exam preparation and revision (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

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32	Exam preparation and revision (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
33	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