

Vision summary/ Curriculum intent:

Week	Unit	Year 12 Unit 1	Year 12 Unit 2	Assessment	Independent Study	Year 13 Unit 1	Year 13 Unit 3	Assessment	Independent Study
1	1 and 2	Review of bridging context work	Workshop performance skills (voice and movement) - link to skills audit	Peer assessment of extended question in bridging work	Unit 22: Begin to write log book notes. Unit 1: respond to peer assessment notes of extended question (Bridging Work)	Welcome back lessons - recap of key findings from each practitioner and repertoire. Teachers should complete a folder audit this week		Teacher to mark mock papers completed over the summer break against mark scheme and provide feedback	
2		Introduction to practitioner 1 (Godber) - start to watch Bouncers	Workshop performance skills (voice and movement) - link to skills audit	Self assessment against performance skills audit	Unit 22: Write log book notes. Unit 1: finish watching Bouncers - Youtube	Revisit Question 1 structure, set a mock question 1, complete group planning and timed response. This should be peer marked		Peer assessment of question 1	Unit 1: respond to teacher marking of Mock papers, respond to teacher feedback from folder audit. Revision/prep for question 1
3		Discuss and analyse Bouncers - themes, key moments etc. Teach -what is a moment analysis - what does it include etc	Introduction to style 1 - workshop key techniques of style (Style needs to link to one of the chosen performance texts)		Unit 1: Complete a 3 x moment analysis of Bouncers - that link to a variety of key themes, to include voice, movement and semiotics. Unit 22: Complete research on style/practitioner 1 to be featured in log book.	Revisit Question 2 structure, set a mock question 2, complete group planning and timed response. This should be peer marked.		Peer assessment of question 2	Unit 1: revision/prep for question 2
4		Feedback on key moment analysis - link to previous contextual research on Godber (Bridging) start watching 'Teachers'	Continue to workshop techniques of Style 1 - work with sections of 'text 1'	Teacher is to film one of these lessons as assessment evidence	Unit 1: Complete a context table for Godber's 'Bouncers' Unit 22: log book notes	Conduct revision/top tips lesson for question 1 and 2 covering misconceptions/areas of weakness that have appeared through peer marking and teacher marking of mock papers			Unit 1: 2nd hour work from lessons - set as required
5		Feedback on contextual research for Bouncers - any links with moment analysis? Finish watching 'Teachers' and discuss 3 x moment analysis (plan)	Continue to workshop techniques of Style 1 - work with sections of 'text 1' Hand out assignment brief and discuss task 1		Complete a 3 x moment analysis of Teachers - that link to a variety of voice, movement and semiotics. Complete a context table for Godber's Teachers. Log book notes. Work on Task 1 of Unit 22 brief.	Revisit Question 3 structure, set a mock questions, complete group planning and timed response. This should be peer marked.		Peer assessment of question 3	Unit 1: revision/prep for question 3
6		Feedback on key moment analysis - link to previous contextual research and recently created context table. Go through structure of Question 2.	Continue to workshop techniques of Style 1 - Stage sections of 'text 1'	Teacher is to film one of these lessons as assessment evidence	Unit 1: Complete a question 2 style question utilising moments from Bouncers and Teachers. Unit 22: Write Log book notes. Work on task 1 of unit 2 brief.	Give a 'mock theme' of relationships, select 2 practitioners to analyse. Students need to cover: the context that has influenced their work, creative intention and background linking to 'Relationships'. Give one key moment for each work that explores in-depth how it communicates 'Relationships' Also consider performance and production elements (character, lighting, setting, sound, costume etc) Reference any sources		Teacher to provide formative feedback on the completed work submitted for the theme of 'relationships'	Unit 1: re watch DV8 repertoire and revisit moment analysis. Unit 1: 2nd hour work in response to set theme/task - set as required
7		Peer assess question 2 answers against mark scheme - these are to also be teacher marked. If using Happy Families for Unit 2 refer to practical explorations and consider what our 3 key moments would be, if not conduct a practical exploration of Happy Families.	Review the key concepts of style 1, link to practitioner research. Review the necessary performance skills required to text 1. Conduct tutorials for task 1.	Teacher - tutorials - verbal feedback on task 1 - recorded by student. Unit 1: teacher - to mark question 2 against mark scheme	Unit 1: Complete a context table for Godber's 'Happy Families' - finish reading the text. Unit 22: respond to verbal actions from tutorial for Task 1	Set a mock theme of 'Power' Student are to select 1 practitioner and analyse 3 specific elements demonstrating their understanding of the repertoire which communicates the theme 'Power' (movement, gesture, costume, character, lighting, sound, setting etc.) Reference any sources		Peer assess completed work submitted for the theme of 'power'	Unit 1: continue to rewatch DV8 repertoire and revisit moment analysis. Unit 1: 2nd hour work in response to set theme/task - set as required. Half term work - Question 3 in response to the theme of 'Power'
October									
8	1 and 2	Discuss Happy Families - differences to other repertoire. Discuss structure of Question 1. Model answer (only half of an answer using 1 practitioner) students complete own.	Introduction to style 2 - workshop key techniques of style (Style needs to link to one of the second performance text) All learners to conduct Task 1 presentations this week and submit hard copies of presentation/notes/bibliography	Teacher to film and assess task 1 - complete Learning aim A section of feedback sheets. Unit 1 - teacher to mark question 1 against mark scheme	Unit 1: finish Question 1 if necessary. Finalise and update context table on DV8 (Bridging) watch clips of 'Can We Talk about this', 'John' and 'To be straight with you' on Youtube Unit 22: conduct research into style/practitioner 2 to be used in log book. Finalise work on Task 1	Set a mock theme of 'Reflection' - select 2 practitioners to analyse. Students need to cover; the context that has influenced their work, creative intention and background linking to 'Reflection'. Give one key moment for each work that explores in-depth how it communicates 'Reflection' Also consider performance and production elements (character, lighting, setting, sound, costume etc) Reference any sources		Teacher to assess half term work (question 3) against mark scheme	Unit 1: Rewatch Godber repertoire and revisit moment analysis. Unit 1: 2nd hour work in response to set theme/task - set as required.
9		Introduction to practitioner 2 - DV8. Discuss context table findings and first impressions of verbatim work watched. Complete moment analysis for all 3 pieces of repertoire (can do this as a group as long as they all have own copy)	Continue to workshop techniques of Style 2 - work with sections of 'text 2'	Teacher is to film one of these lessons as assessment evidence	Unit 1: complete context tables for the 3 DV8 pieces watched so far. Unit 22: log book	Set a mock theme of 'Storytelling' Select 1 practitioner and analyse 3 specific elements demonstrating your understanding of the repertoire which communicates the theme 'Storytelling' (movement, gesture, costume, character, lighting, sound, setting etc.)		Peer assessed completed work for the theme of Story Telling	Unit 1: continue to rewatch Godber repertoire and revisit moment analysis. Unit 1: 2nd hour work in response to set theme/task - set as required.
10		Discuss findings of context tables - is there any links/connections to practitioner 1? Watch Dead Dreams of Monochrome Men and make notes	Continue to workshop techniques of Style 2 - Stage sections of 'text 2'	Students are to complete a second self assessment using the performance techniques skills audit.	Unit 1: complete a context table for Dead Dreams Unit 22: Log book	This week students should conduct a library visit - either independently or as a group if a trip can be arranged. This is to ensure students have a range of resources for the exam. Students should also attempt this question in timed conditions: A performing arts festival needs to achieve the statement - 'The most courageous act is still to think for yourself' Choose 2 practitioners to put forward for this festival comparing and analysing performance and production repertoire. Provide a balanced response with clear discussion with examples linking to the statement.		Teacher to assess question 3 attempt against mark scheme and provide feedback	Unit 1: rewatch Lloyd-Webber repertoire and revisit moment analysis work. Library visit.

11		Finish watching Dead Dreams - discuss 3 key moments and themes - can you link to context research?	Students are to choose which text they would like to perform in full for their assessment. They need to complete a WORKSHOP performance of the other text - so continue to work with that one, staging and refining to a point where a workshop performance can take place		Unit 1: write up 3 x moment analysis for Dead Dreams Unit 22: log book, out of lessons rehearsals for workshop performance text	The pre release materials for the paper will come out around this time. From this point no direct teaching can take place. Students should, as a group, discuss the theme that has been released, what practitioners they feel fit the theme best and which repertoire/moments will be effective for the paper. Students are to then work on updating their notes as necessary for their chosen practitioners, finalising research etc - they should update their bibliography etc.			Unit 1: continue to rewatch Lloyd-Webber repertoire and revisit moment analysis. Work on theme work from pre release as necessary
12		Start watching 'Strange Fish' - discuss themes, differences to other DV8 work and comparisons that can be made with Godber.	Working on workshop text - needs to be performed in class this week	Teachers are to film the workshop performance for this style as assessment evidence	Unit 1: complete a context table for Strange Fish. Unit 22: write an evaluation of workshop performance in log book focusing on development of key performance skills. Encourage students to utilise screen shots from recording.	Students should be working independently on forming their notes. These will be typed in controlled conditions as per the ASG guidance but students should 'draft' these and seek verbal feedback from the teacher. Students should now be focusing on their 2 chosen practitioners.			Unit 1: note work/research etc. Unit 1: complete a full 3 hour mock paper (timed conditions) on pre released theme using two chosen practitioners.
13		Finish watching Strange Fish, complete 3 x moment analysis as a class - revise question 2 structure	Students are to now return to the text they have chosen to stage in full for assessment. At the start of lessons revisit key performance techniques for the style through warm ups etc	Teacher assessment - verbal - log book check	Unit 1: complete a Question 2 utilising Dead Dreams and Strange Fish. Unit 22: Log book, out of lessons rehearsals	Students should be working independently on forming their notes. These will be typed in controlled conditions as per the ASG guidance but students should 'draft' these and seek verbal feedback from the teacher. Students should now be focusing on their 2 chosen practitioners.		Teacher is to mark mock paper and provide feedback	Unit 1: note work/research etc. Unit 1: complete a full 3 hour mock paper (timed conditions) on pre released theme using two chosen practitioners.
14		Start watching 'Enter Achilles' - discuss themes/moments/links etc	Rehearsing performance text	Unit 1: teacher to mark question 2 against mark scheme. Unit 2: Teachers are to film a rehearsal for this style as assessment evidence.	Unit 1: complete context table for Enter Achilles. Unit 22: Log book, out of lessons rehearsals	Students should be working independently on forming their notes. These will be typed in controlled conditions as per the ASG guidance but students should 'draft' these and seek verbal feedback from the teacher. Students should now be focusing on their 2 chosen practitioners.		Teacher is to mark mock paper and provide feedback	Unit 1: note work/research etc. Unit 1: complete 2 x 3 hour mock paper (timed conditions) on pre released theme using two chosen practitioners across the Christmas break - email evidence to teacher for feedback
Christmas									
15	Unit 1 and 2	Finish watching Enter Achilles - complete 3 x moment analysis as a group. Analyse and evaluate links/comparisons throughout DV8 repertoire and then with Godber. Revise structure of Question 1.	Rehearsing performance text. At the start of lessons revisit key performance techniques for the style through warm ups etc	Teacher assessment of both log books and performance - verbal - through tutorials - students to record.	Unit 1: to complete a Question 1 utilising both Godber and DV8 (full answer - timed 40 mins) Unit 22: Log book, out of lessons rehearsals	The external exam will take place this week. See ASG guidance for how this should be conducted. Students may need to resit the paper in May so should therefore KEEP all notes/teacher assessed work etc.	The stimulus will be released by the exam board this week. Students should practically explore the stimulus, discuss it, complete mind maps and complete the initial response section of the student booklet saved in resources.	Based on mock papers completed over Christmas break teachers are to provide whole class feedback on question structure/terminology/misconceptions ready for exam at the end of the week	Unit 3: initial response section of student booklet
16		Peer assess Question 1 against mark scheme. Introduce practitioner 3 - Andrew Lloyd Webber. Start to watch 'Joseph and his technicolour dreamcoat'	Rehearsing performance text. At the start of lessons revisit key performance techniques for the style through warm ups etc	Unit 1 - teacher to mark question against mark scheme	Unit 1: context table for Andrew Lloyd Webber. Unit 22: Log book, out of lessons rehearsals		Students should complete early research into possible performance ideas - case studies, literature, news articles etc - they are to do this independently and then bring this to lessons to practically explore/discuss. They should keep a record of their research in the student booklet.		Unit 3: initial independent research
17		Finish watching Joseph - discuss themes, complete 3 x moment analysis. Discuss Question 3 structure and how we may approach it.	Rehearsing performance text. At the start of lessons revisit key performance techniques for the style through warm ups etc	Teachers are to film a rehearsal for this style as assessment evidence	Unit 1: complete context table for Joseph. Unit 22: Log book, out of lessons rehearsals		Students should complete practical explorations of their research and of the stimulus, they should consider practitioner influences and techniques - there is a section of the student booklet for them to record this information in.	Teacher is to check progress of Unit 3 student booklet and provide formative feedback	Unit 3: any further research that arises from practical explorations
18		Review context for ALW and Joseph - can we make connections to moments and theme? Other practitioners? Start watching Cats	Rehearsing performance text. At the start of lessons revisit key performance techniques for the style through warm ups etc	Teacher to assess rehearsal process/workshops/explorations and add findings to learning aim B section of feedback sheet	Unit 1: context table for Cats. Unit 22: Log book, out of lessons rehearsals		Students are to narrow down their area of focus/themes for the performance and then complete targeted research that links to this, this should include both primary and secondary sources and should be recorded in the student booklet. They will refer to this research in their written controlled assessment so quotations and a bibliography should be kept.		Unit 3: targeted research
19		Finish watching Cats - discuss in relation to context table. Review structure of Question 3 from last week - model introduction and students complete opening paragraph together choosing 2 practitioners as a group.	Final performance to happen early this week - students are to then watch the recording of the performance to allow them to do their evaluation	Teacher to film performance for assessment purposes. Teacher to assess performance and complete Learning aim C section on feedback sheet	Unit 1: complete the rest of the Question 3 question. Unit 22: Log book, out of lessons rehearsals		Students are to make decisions as a group as to the intention of their piece, the target audience, what elements of research they will include, how their idea links to the stimulus and record this in their student booklet, they should then begin their practical explorations/creative process		Unit 3: record intention/TA decisions etc in student booklet
20		Peer assess Question 3 - respond and make any necessary adjustments. Unit 1 tutorials - folder check - create 'half term' checklist of work to complete to ensure folders are up to date.	Final unit deadline to be in this week - students are to work on log books in lessons and at home	Unit 1 - teacher to mark question 3 against mark scheme	Unit 1: half term checklist of work created through tutorial. Unit 22: log book		Students are to continue their creative process, they should complete a rehearsal log after each lesson in their student booklet. Within their process they need to continually evaluate how they are achieving their intention or linking to the stimulus.	Teacher is to check progress of Unit 3 student booklet and provide formative feedback	Unit 3: complete rehearsal log in student booklet
February									
21	Unit 1 and 22	Watch Jesus Christ Superstar - discuss themes etc	Introduction to RADS - using Café Muller by Bausch and Quad by Beckett as starting points for practical exploration		Unit 22: log book notes. Unit 1: Finish watching Jesus Christ Superstar - complete a context table for the performance		Students are to continue their creative process, they should complete a rehearsal log after each lesson in their student booklet. Within their process they need to continually evaluate how they are achieving their intention or linking to the stimulus.		Unit 3: students are to complete a draft of Milestone 1 - using the guidance in their student booklet

22		Discuss main findings from JCS - complete 3x moment analysis together. Start watching Love Never Dies	Looking at travelling, stillness and fall and recovery - link all to RADS	Self Assessment against movement skills audit	Unit 22: log book notes. Unit 1: Finish watching Love Never Dies - make notes - complete a context table for performance		This week students should complete Milestone 1 - guidance for this can be found in the student booklet. Students should complete this electronically in controlled conditions saving work in line with the ASG guidance.	Teacher to formatively mark Milestone 1 drafts prior to controlled assessment	Unit 3: complete rehearsal log in student booklet
23		Discuss main findings from LND - complete 3 x moment analysis together. Do a 'thematic' exploration for all 3 practitioners covered so far - what themes do all of the repertoire link to etc?	Progress point - students to create progress piece that contains skills developed so far. Assignment brief to be given - discuss Task 1	Teacher to film progress point lessons for assessment purposes. Teacher to formatively assess progress piece.	Unit 22: log book notes, task 1 work Unit 1: complete thematic work from lesson		Students are to continue their creative process, they should complete a rehearsal log after each lesson in their student booklet. Within their process they need to continually evaluate how they are achieving their intention or linking to the stimulus.		Unit 3: students are to complete a draft of Milestone 2 - using the guidance in their student booklet
24		Introduce Frantic Assembly - if you have access watch Things I know to be true on Digital Theatre +. If not, explore the script alongside the resource pack	Gesture - explore DV8 verbatim work - students to create own solo verbatim getsure piece using a public speech	Teacher to film exploration for assessment purposes	Unit 22: DV8 research for log book, log book notes, task 1 work Unit 1: update Frantic context table (bridging) and complete a context table for TIKTBT		This week students should complete Milestone 2 - guidance for this can be found in the student booklet. Students should complete this electronically in controlled conditions saving work in line with the ASG guidance.	Teacher to formatively mark Milestone 2 drafts prior to controlled assessment	Unit 3: complete rehearsal log in student booklet
25		Continue exploration/watching TIKBT - complete moment analysis	Group verbatim work	Teacher to film exploration for assessment purposes	Unit 22: log book notes, task 1 work Unit 1: TIKTBT moment analysis	UNIT 1 results should be out in the middle of March. If students achieve target then they have completed this unit. Those who have underperformed in January will resit in May. They will need to revisit all repertoire/notes/research etc. A new theme will be released at the end of March and students should prepare for this as they did before. They will need to do this in their supervised study/independent study with the guidance of the teacher.	Students are to continue their creative process, they should complete a rehearsal log after each lesson in their student booklet. Within their process they need to continually evaluate how they are achieving their intention or linking to the stimulus.		Unit 3: students are to complete a draft of Milestone 3 - using the guidance in their student booklet Unit 1 Resit students: to rewatch all repertoire, revisit notes, complete mock questions etc as set by teacher
26		If you have access watch Love Song on Digital Theatre + - if not - explore reviews of the piece and discuss what themes it explores	Frantic Assembly (link to unit 1) look at group/pair work - picking oos, hymn hands etc	Teacher to film exploration for assessment purposes	Unit 22: Frantic Assembly research for log book, log book notes, task 1 work Unit1: if applicable finish watching Love Song - complete a context table for Love Song	Those who have underperformed in January will resit in May. They will need to revisit all repertoire/notes/research etc. A new theme will be released at the end of March and students should prepare for this as they did before. They will need to do this in their supervised study/independent study with the guidance of the teacher.	This week students should complete Milestone 3 - guidance for this can be found in the student booklet. Students should complete this electronically in controlled conditions saving work in line with the ASG guidance.	Teacher to formatively mark Milestone 3 drafts prior to controlled assessment	Unit 3: complete rehearsal log in student booklet Unit 1 Resit students: to rewatch all repertoire, revisit notes, complete mock questions etc as set by teacher
Easter									
27	Unit 1 and 22	Practically explore Curious Incident of the Dog in the Nighttime	Frantic Assembly - lifts PLUS tutorials for task 1 and log book to happen this week.		Unit 22: log book notes, task 1 work Unit1: context table for curious	Those who have underperformed in January will resit in May. They will need to revisit all repertoire/notes/research etc. A new theme will be released at the end of March and students should prepare for this as they did before. They will need to do this in their supervised study/independent study with the guidance of the teacher.	Students are to continue their creative process, they should complete a rehearsal log after each lesson in their student booklet. Within their process they need to continually evaluate how they are achieving their intention or linking to the stimulus.		Unit 3: complete rehearsal log in student booklet Unit 1 Resit students: to rewatch all repertoire, revisit notes, complete mock questions etc as set by teacher
28		Revisit question 2 - complete a timed question 2 focusing on ALW or Frantic	Ghecko - watch 'Live at the BBC' - utilise this as a stimulus alongside an image - use Ghecko technique to create a piece that 'moves through time'. Task 1 to be submitted this week	Teacher to assess task 1 - to complete Learning aim A section of feedback sheet. Teacher to assess question 2 attempt	Unit 22: Ghecko research for log book, log book notes	Those who have underperformed in January will resit in May. They will need to revisit all repertoire/notes/research etc. A new theme will be released at the end of March and students should prepare for this as they did before. They will need to do this in their supervised study/independent study with the guidance of the teacher.	Students are to perform their devised pieces this week - to an invited audience. The performance is to be conducted in line with ASG guidance and filmed for evidence. Students are to conduct a Q+A after the performance to use within Milestone 4. Students are to watch the recording of their performance to inform their evaluations. They should draft Milestone 4 and seek formative feedback before completing Milestone 4 in controlled conditions.	Teacher to formatively mark Milestone 4 drafts prior to controlled assessment. All assessment evidence is to be sent to external examiner as per ASG guidance by published deadline.	Unit 3: draft milestone 4 Unit 1 Resit students: to rewatch all repertoire, revisit notes, complete mock questions etc as set by teacher
29		Explore feedback on question 2. Complete practical explorations of Curious Incident. Complete a Unit 1 folder check ensuring all context tables are finished, bibliography is up to date etc	Working with stimuli - applying all skills covered	Unit 22: 2nd self assessment against movement skills audit. Unit 1: teacher formative check of folders	Unit 22: log book notes	Those who have underperformed in January will resit in May. They will need to revisit all repertoire/notes/research etc. A new theme will be released at the end of March and students should prepare for this as they did before. They will need to do this in their supervised study/independent study with the guidance of the teacher.			Unit 1 Resit students: to rewatch all repertoire, revisit notes, complete mock questions etc as set by teacher
30		Revisit question 3 - pose a number of themes/statements to the group - discuss what 2 practitioners they would choose for each statement and why - model possible paragraphs etc - set a question 3 for independent study	Working with stimuli - applying all skills covered	Teacher to film one of this explorations for assessment purposes	Unit 22: log book Unit 1: complete a timed question 3	Those who have underperformed in January will resit in May. They will need to revisit all repertoire/notes/research etc. A new theme will be released at the end of March and students should prepare for this as they did before. They will need to do this in their supervised study/independent study with the guidance of the teacher.			Unit 1 Resit students: to rewatch all repertoire, revisit notes, complete mock questions etc as set by teacher
31		Peer assess question 3 against mark scheme - respond to feedback. Revisit question 1 - look at context tables and discuss all 7 types of context for each practitioner - how is it evident in the practical work? How would we refer to this in our answer?	Students to be placed into assessment groups and begin assessment piece	Teacher to mark Unit 1 Question 3 against mark scheme	Unit 22: log book Unit 1: complete timed question 1	Those who have underperformed in January will resit in May. They will need to revisit all repertoire/notes/research etc. A new theme will be released at the end of March and students should prepare for this as they did before. They will need to do this in their supervised study/independent study with the guidance of the teacher.			Unit 1 Resit students: to rewatch all repertoire, revisit notes, complete mock questions etc as set by teacher

32		Self assess question 1 against mark scheme - respond to actions. Discuss areas of weakness across all question types and address misconceptions.	Rehearsal of assessment piece - teacher to revisit key concepts and techniques through warm ups and stand alone starters	Formative log book check	Unit 22: log book	Those who have underperformed in January will resit in May. They will need to revisit all repertoire/notes/research etc. A new theme will be released at the end of March and students should prepare for this as they did before. They will need to do this in their supervised study/independent study with the guidance of the teacher.			Unit 1 Resit students: to rewatch all repertoire, revisit notes, complete mock questions etc as set by teacher
Whitsun									
33	Unit 1 and 22	Revisiting moment analysis across all practitioner focus on terminology and explicit detail.	Rehearsal of assessment piece - teacher to revisit key concepts and techniques through warm ups and stand alone starters		Unit 22: log book Unit 1: any improvements that come out of the lesson	UNIT 1 resit - see exam board website for resit date			
34		Revisiting moment analysis across all practitioner focus on terminology and explicit detail.	Rehearsal of assessment piece - teacher to revisit key concepts and techniques through warm ups and stand alone starters	Teacher to film some rehearsals for assessment purposes	Unit 22: log book Unit 1: any improvements that come out of the lesson	UNIT 1 resit - see exam board website for resit date			
35		Revisiting moment analysis across all practitioner focus on terminology and explicit detail.	Rehearsal of assessment piece - teacher to revisit key concepts and techniques through warm ups and stand alone starters	Log book check	Unit 22: log book Unit 1: any improvements that come out of the lesson	UNIT 1 resit - see exam board website for resit date			
36		Discuss the structure and timing of the paper. Set a theme - allow students this lesson and 1 week of independent study to prepare for a mock paper - this will tie in with whole school mocks	Rehearsal of assessment piece - teacher to revisit key concepts and techniques through warm ups and stand alone starters	Teacher to film some rehearsals for assessment purposes	Unit 22: log book Unit 1: mock prep				
37		Once mock is completed (to be completed in year 12 mock week) students are to work on teacher feedback - responding to actions, refining quality of research etc. Unit 1 lessons may be replaced with Unit 22 rehearsals once the formal mock has been sat AND students walked through the paper.	Rehearsal of assessment piece - teacher to revisit key concepts and techniques through warm ups and stand alone starters	Unit 1: Teacher to assess Mock - individual and whole class feedback to be given Unit 22: teacher to assess rehearsal process and complete relevant learning aim box on feedback sheet	Unit 22: log book				
38		Once mock is completed (to be completed in year 12 mock week) students are to work on teacher feedback - responding to actions, refining quality of research etc. Unit 1 lessons may be replaced with Unit 22 rehearsals once the formal mock has been sat AND students walked through the paper.	Final performance of assessment piece to happen this week. Students are to watch recording of performance to complete evaluation - encourage them to screen shot footage	Teacher to film and assess final performance - to complete relevant learning aim section on feedback sheet.	Unit 22: log book and evaluation				
39		Once mock is completed (to be completed in year 12 mock week) students are to work on teacher feedback - responding to actions, refining quality of research etc. Unit 1 lessons may be replaced with Unit 22 rehearsals once the formal mock has been sat AND students walked through the paper.	Final unit deadline - students to work on log books this week in lessons	Teacher to assess log book and complete all sections of feedback sheet. Assessment decisions to be Internally Verified as per assessment plan	Unit 22: log book. Unit 1: Summer Work - complete 2 x full mock papers - addressing 2 different sets of practitioners in each paper.				

Paper breakdown/modules/key:	
Unit 1: this is an externally assessed unit that is in the form of a written paper. Students study this for 1 hour a week throughout Year 12, they then focus solely on this unit for the first term of Year 13. Students sit their first attempt in the January of Year 13 and can then resit in May if necessary.	Unit 2: this is an internally assessed unit comprising of practical workshops, research tasks, log books and a final performance. It is completed in Year 12
Unit 22: this is an internally assessed and externally moderated unit comprising of practical workshops, research tasks, log books and final performance. It is completed in Year 12	Unit 3: this is an externally assessed unit comprising of a devised performance and 4 written controlled assessments. Students complete this in Year 13.

NB/ students MUST pass ALL units to pass the course