



HEADLANDS SCHOOL  
SINCE 1965

## Drama Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 7	<u>Introduction to drama skills</u> Physical theatre, movement and facial expression Creating still images to tell a story Mime  <u>Physical Skills</u> Still Image, Mime and transition movement.  <u>Vocal Skills</u> Projection, tone  <u>Group Work</u> Confidence skills, team work, leadership, speaking and listening.  <u>Performing to an audience- audience awareness and stage discipline.</u>	<u>Mystery Manor</u> <u>Creating characters</u> Body language Physical theatre Spoken improvisation Imagination - responding to the teacher in role- Interaction and questioning. Hot- seating and characterisation. Devising- creating a longer performance from a stimulus. Creating scenes that connect to form a narrative. <u>Physical Skills</u> bodies as objects, movement that creates tension. body language for character. <u>Vocal Skills</u> sound effects/soundscape for tension building. Projection. <u>Group work</u>	<u>Creating realistic drama</u> <u>Lucy's story - group improvisation</u> Devising a performance based on a given narrative. Spontaneous and planned improvisation.  Introduction to techniques thought tracking, monologue to show character, Split-stage Using a realistic acting style. An understanding of empathy and how it can be used in performance  <u>Physical and Vocal Skills-</u> Moving as a character, use of Pace, Tone, Pitch and volume to show character and emotion. <u>Group work</u> Confidence skills, team	<u>Melodrama</u> <u>Physical acting to music in a given style</u> Devising a group performance based on a given narrative and musical accompaniment  Stock characters  An understanding of exaggerated movement style  <u>Physical Skills</u> Mime, Exaggerated movement, stock character gestures.	<u>Topic based group improvised work</u> ‘Refugee boy’ Devising a group performance around a theme  Focus on the notion of Home and displacement. Links to world events  Use of ensemble techniques, choral speaking and movement, still Image, thought tracking, tension and empathy.  Fine tuning physical and vocal skills	<u>Topic based group improvised work</u> Fairy Tales Group devising-creating a performance based on a modernisation of a fairytale using techniques learnt through the year  Improvisation. Creating scenes that connect to tell a narrative use of narration, physical theatre, thought tracking, dialogue, characterisation Breaking the fourth wall- exaggeration and audience interaction.  Fine tuning physical and vocal skills <u>Group work</u> Confidence, team work, leadership, speaking and listening, negotiation on decisions

		<p>Confidence skills, team work , leadership, speaking and listening.</p> <p><b>Performing to an audience- audience awareness and stage discipline</b></p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p>work , leadership, speaking and listening.</p> <p><b>Performing to an audience-audience awareness and stage discipline</b></p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p>team work , leadership, speaking and listening.</p> <p><b>Performing to an audience- audience awareness and stage discipline</b></p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p><b>Performing to an audience-audience awareness and stage discipline</b></p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p><b>Performing to an audience- audience awareness and stage discipline</b></p> <p>Giving constructive feedback showing understanding of techniques.</p>
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Year 8	<p><b>Mime - Slapstick comedy/silent movies</b></p> <p>Stylistic features of slapstick comedy 'double act', exaggeration, comic timing, changes of status</p> <p>Devising a performance in a slapstick comedy style.</p> <p><b>Physical Skills</b></p> <p>Mime, Gesture, body language, exaggeration, moving objects, comedy and slapstick movement, facial expressions.</p> <p>Developing physical confidence and control</p> <p><b>Improvisation in comic style</b></p> <p>Using dialogue to bring comedy and comic characters to life</p> <p><b>Vocal Techniques</b></p> <p>Voice to match movement style, projection, emphasis and exaggeration.</p> <p><b>Performing to an audience- audience awareness and stage discipline</b></p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p><b>Introduction to script work</b></p> <p><b>'From page to stage'</b></p> <p>How to use vocal expression to bring a script to life.</p> <p><b>Performance of short scripts</b></p> <p>Understanding stage directions</p> <p><b>Physical skills</b></p> <p>following stage directions, creating movement and action for characters</p> <p><b>Vocal skills</b></p> <p>understanding tone and emphasis when using a script to show emotion.</p> <p><b>Rehearsal skills</b></p> <p>rehearsing a script within a group, working as a team. Listening and deciding together.</p> <p><b>Performing to an audience- audience awareness and stage discipline</b></p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p><b>Blood Brothers</b></p> <p><b>Scripted work</b></p> <p>Study of monologue, dialogue and performance of longer scripts</p> <p>Understanding the storyline of the play and interpreting characters, following stage directions and bringing the characters to life.</p> <p>Script development- understanding monologues and dialogues and how to perform them.</p> <p><b>Physical skills</b></p> <p>following stage directions, creating movement and action for characters</p> <p><b>Vocal skills</b></p> <p>understanding tone and emphasis when using a script to show emotion.</p> <p><b>Rehearsal skills</b></p> <p>rehearsing a script within a group, working as a team. Listening and deciding together.</p> <p><b>Performing to an audience- audience awareness and stage discipline</b></p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p><b>Physical theatre Ensemble/chorus work</b></p> <p>Greek story/myth to use as basis for performance</p> <p>Understanding how to use physical and vocal skills as a chorus.</p> <p><b>Physical</b></p> <p>Movement in Unison and Canon. Use of Flocking, Mirroring, Parallel Lines and Snake.</p> <p><b>Vocal Skills</b></p> <p>Use of voice in Unison, Canon and Echo. Projection.</p> <p>Introduction to the Greek Myth of the Minotaur.</p> <p>Performing a Script of the Myth with use of Chorus movement and voice.</p> <p><b>Rehearsal skills</b></p> <p>rehearsing a script within a group, working as a team. Listening and deciding together.</p> <p><b>Performing to an audience- audience awareness and stage discipline</b></p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p><b>Status /peer pressure</b></p> <p><b>Teenage issues</b></p> <p>Consequences of decisions</p> <p>Improvisation exploring status and how it can change</p> <p>Exploring 'Joyride' script</p> <p>Understanding of use of levels and proxemics and how they show status and character relationship.</p> <p>Peer Pressure- understanding how it is used in friendship groups.</p> <p><b>Skills</b></p> <p>Scripted work- Line learning, following stage directions, slow motion movement within the piece.</p> <p>Performing to an audience- audience awareness and stage discipline</p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p><b>Group devised piece in response to a stimulus</b></p> <p>Devising a group piece -Consequences stimulus</p> <p>Range of techniques to be used</p> <p>Creating a piece that includes specific techniques- Still Image, Thought track, flashback, slow motion, split stage, choral speech, narration and levels.</p> <p><b>Rehearsal skills</b></p> <p>rehearsing a script within a group, working as a team. Listening and deciding together.</p> <p>Performing to an audience- audience awareness and stage discipline</p> <p>Giving constructive feedback showing understanding of techniques</p>
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Year 9	<p><b>Physical Theatre</b> Exploring a range of movement techniques People as objects and movement to express relationships or situation</p> <p><b>Physical Skills</b> foundation movement techniques, mime, bodies as objects, working and moving to a soundtrack, chair duets, exaggeration.</p> <p><b>Group Devising</b>- creating a piece that uses physical skills and techniques to tell a narrative and express relationships</p> <p><b>Rehearsal skills</b> Working as a group- listening, leading, creating as a team.</p> <p><b>Performing to an audience</b>- audience awareness and stage discipline Giving constructive feedback showing understanding of techniques.</p>	<p><b>Physical Comedy</b> <u>Practitioner - John Godber</u> Introduction to the practitioner- Godber Stereotypes- creating exaggerated characters.</p> <p><b>Script work</b> Bouncers. Performing as two different stereotypical characters and differentiating between them</p> <p><b>Performing to an audience- audience awareness and stage discipline</b> Giving constructive feedback showing understanding of techniques.</p>	<p><b>Film techniques and acting for film</b> Introduction to film - camera shots, editing and acting techniques</p> <p>Understanding filming techniques- camera angles, mise en scene, long shot.</p> <p>Follow a given film script using a range of camera angles with purpose</p> <p>Acting for camera- facial expressions, gestures, camera awareness.</p> <p>Making creative choices for final film</p> <p>Script work Line learning, understanding stage directions. Creating and showing specific characters.</p> <p>Filming the piece for assessment.</p>	<p><b>Docudrama</b> Exploring historical/fictional themes using a Docudrama style.</p> <p>Introduction to documentary drama</p> <p>Using headlines and images to create still image and movement sequences.</p> <p>Creating a live reporting scene using split-stage and direct address to an audience.</p> <p>Introduction to the historical theme of the Salem Witch Trials.</p> <p>Creating a full News report and docudrama based on the Salem Witch Trials</p> <p>Group Devising- creating a piece as a group, listening, creating ideas, improvising and working together.</p> <p>Performing to an audience- audience awareness and stage discipline</p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p><b>Naturalistic script</b> Reading and interpreting and staging key moments</p> <p>Introduction to practitioner- Stanislavski- Historical, Social and Cultural context.</p> <p>Exploration of techniques- 'Magic If', Hot seating, monologues, objectives and proxemics.</p> <p>Interpretation of script- create a realistic performance of given script. Creating character and natural gestures and movements.</p> <p>Using hot seating and monologues to deeper understand the characters.</p> <p>Creating improvisation off text to explore characters and outcomes</p> <p>Performing to an audience- audience awareness and stage discipline</p> <p>Giving constructive feedback showing understanding of techniques.</p>	<p><b>Group devised piece in response to a stimulus</b> Design options available</p> <p>Introduction and reminder of what a stimulus is.</p> <p>Devising as a group using a stimulus booklet - Four choices.</p> <p>Inclusion of a range of skills and techniques from KS3.</p> <p>Group rehearsals to create a final performance piece. Improvising, listening and discussing ideas, all aiming towards the end goal of final performance.</p> <p>Design options for set, costume, lighting, sound or scriptwriting</p> <p>Performing to an audience- audience awareness and stage discipline</p> <p>Giving constructive feedback showing understanding of techniques.</p>

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Year 10	<p>Eduqas GCSE Drama</p> <p><b>Introduction to acting skills</b></p> <p><b>Physical</b> Posture, gesture, movement, facial expression, proxemics</p> <p><b>Vocal</b> Tone, tempo, volume, pitch, projection</p> <p><b>Improvisation focused on characterisation</b></p> <p><b>Character motivation, objectives,</b></p> <p><b>Different staging configurations</b></p> <p>Proscenium Arch, End on staging, Theatre in the round, Thrust staging, Traverse theatre</p> <p><b>Scripted work</b> 'Waiting for Godot'</p> <p>Application of vocal and physical skills</p> <p>Exploration of new staging configuration</p> <p><b>Performance</b></p> <p><b>Written analysis of own skills</b></p> <p><b>Writing practical</b></p>	<p><b>Devising drama</b></p> <p><b>Revision of drama techniques</b></p> <p>Ensemble work - war poem. Use of choral speaking and symbolic movement</p> <p>Soundscapes</p> <p>Building tension</p> <p>Creating intrigue within a narrative</p> <p>use of contrasts to create tension - stillness/movement, sound/silence</p> <p><b>Group creative work from a stimulus</b></p> <p>Component 1</p> <p>'The Deserted Room'</p> <p>Responding to a stimulus</p> <p>Using flashback techniques to effectively create a narrative</p> <p><b>Performance</b></p> <p><b>Written evaluation of devised work</b></p> <p><b>Writing practical</b></p>	<p><b>Component 3</b></p> <p><b>Exploring the set text</b></p> <p>Class read of the set text 'The It'. Information on contextual factors.</p> <p>Discussion on narrative and character</p> <p><b>Acting out/ directing extracts</b></p> <p>Key scenes are explored practically, focusing on application of physical and vocal skills for characters and director's choices</p> <p><b>Physical</b> Posture, gesture, movement, facial expression, proxemics</p> <p><b>Vocal</b> Tone, tempo, volume, pitch, projection</p> <p><b>Performance - duologue</b></p> <p>Presentation of Grace and Sam's key scene for acting assessment</p> <p><b>Answering questions - written exam practice</b></p> <p>Acting focused questions.</p> <p><b>Reimagining the text</b></p> <p>Rehearsal technique - Off-text improvisation Group task - exploring themes choosing key scenes to link and perform along</p>	<p><b>Component 3</b></p> <p><b>Designing for the set text</b></p> <p>Exploring set design, lighting, sound and costume for theatre</p> <p>Knowledge of original staging and design decisions for 'The It'</p> <p>Exploring own ideas for set design for key scenes. Sketching and model making.</p> <p>Exploring own ideas for lighting and sound</p> <p>Exploring ideas for costuming specific characters</p> <p>Acting out key scenes to include design elements</p> <p>Key scenes are explored practically, using a range of staging options (end on, In the round, Thrust and traverse)</p> <p>Discussion and reflection</p> <p><b>Answering questions - written exam practice</b></p> <p><b>Design focused questions</b></p>	<p><b>Writing a Live Theatre response</b></p> <p><b>Component 3</b></p> <p>Watching and analysing a theatre performance (live or streamed)</p> <p>Focused on design elements and evaluating effectiveness of choices made</p> <p><b>Group creative work from a stimulus</b></p> <p><b>Style - Theatre in Education</b></p> <p>Introduction of TIE style.</p> <p>Use of stylistic features - Breaking the 4th Wall, Direct address, clear message, target audience</p> <p>Stimulus - quote about 'choices'.</p> <p>Group performance with a message.</p> <p>Sound effects chosen and used</p> <p><b>Performance assessment (end of year)</b></p> <p><b>Written analysis of success and areas of improvement</b></p>	<p><b>Component 3</b></p> <p><b>Written end of year exam on set text</b></p> <p><b>Component 3</b></p> <p>Revise key elements and sections of set text for exam</p> <p><b>Improvising for devised work</b></p> <p>Developing skills in creating quality dialogue to in groups to express narrative or relationships</p>

	<p>examples, explaining decisions, evaluating success</p> <p><b>Monologue performances</b></p> <p>Application of vocal and physical skills</p> <p>Line learning</p> <p>Creating naturalistic character and line delivery</p>	<p>examples, explaining decisions, evaluating success</p>	<p>with improvisation outside the text</p> <p><b>Performance</b></p> <p>Written analysis of success and areas of improvement</p>			
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<b>Year 11</b>	<p><u>Group creative work from a stimulus</u></p> <p><b>Component 1</b></p> <p>Developing a piece of Theatre in Education in response to a stimulus (exam board provided)</p> <p>Techniques - Breaking the 4th wall, audience involvement, direct address, use of factual information to educate, creating a clear message for a target audience</p> <p>Vocal, physical and characterisation skills developed through rehearsals</p> <p><b>Writing a Portfolio</b></p> <p>Accompanying document (900 words) explaining the creative process</p> <p>Descriptive writing, summarising content, explaining ideas,</p>	<p><u>Group creative work from a stimulus</u></p> <p><b>Component 1</b></p> <p>Completing and performing a piece of Theatre in Education in response to a stimulus (exam board provided)</p> <p>Techniques - Breaking the 4th wall, audience involvement, direct address, use of factual information to educate, creating a clear message for a target audience</p> <p>Vocal, physical and characterisation skills developed through rehearsals</p> <p><b>Final performance for exam grading</b></p> <p><b>Writing a Portfolio</b></p> <p>Accompanying document (900 words) explaining the creative process</p>	<p><u>Scripted work</u></p> <p><b>Component 2</b></p> <p>Developing an interpretation of a piece of script in groups for performance.</p> <p>Study of 2 extracts from a suitable play chosen by students and teacher.</p> <p>Rehearsing a performance of this script.</p> <p>Skills</p> <p>Characterisation, vocal skills, physical skills to achieve an engaging outcome.</p> <p><b>Revision for set text 'The It'</b></p> <p>Exam preparation, revisiting key themes, original performance design decisions, acting skills, design skill for set and staging, lighting, sound, costume.</p>	<p><u>Scripted work</u></p> <p><b>Component 2</b></p> <p>Completing a performance of an interpretation of a piece of script in groups.</p> <p>Study of 2 extracts from a suitable play chosen by students and teacher.</p> <p>Rehearsing a performance of this script.</p> <p>Skills</p> <p>Characterisation, vocal skills, physical skills to achieve an engaging outcome.</p> <p><b>Performance to a visiting examiner for final grading</b></p> <p><b>Revision for set text 'The It'</b></p>	<p><b>Revision for set text 'The It'</b></p> <p>Exam preparation, revisiting key themes, original performance design decisions, acting skills, design skill for set and staging, lighting, sound, costume.</p> <p><b>Live Theatre</b></p> <p>Revising key information about the streamed production</p> <p>Analysis of design decisions and acting performances</p> <p>Practice questions</p> <p><b>Exam</b></p>	

	identification of techniques and reasoning for use.	Descriptive writing, summarising content, explaining ideas, identification of techniques and reasoning for use.  <b>Evaluation of own work (exam conditions)</b>  Analysing successes and areas for improvement within their own work - process and performance.	<u>Mock Exam</u>	Exam preparation, revisiting key themes, original performance design decisions, acting skills, design skill for set and staging, lighting, sound, costume.  <u>Live Theatre</u> Watching a streamed production Analysis of design decisions and acting performances Practice questions		
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Year 12	<u>Introduction to AQA A Level Drama and Theatre</u>  Physical and vocal skills recap in practical workshop activities and script tasks  Introduction to interpretation in theatre and how creative and artistic choices can influence the communication of meaning  Mini practitioner task 1  Mini live theatre watching task  <u>Set Text</u> <u>Introduction to Steven</u>	<u>Set Text</u>  Continue to read and analyse text 1  Practical workshops on scenes and themes/ideas/style to aid understanding.  Written analysis including social cultural and historical context and stylistic features, structure, language, stage directions and character construction  Practical group creative task based on this text and style  Practice exam questions	<u>Practitioner workshop</u>  Study of key features of style, context of their work.  Watch examples of their work  Take part in workshops to explore the style  Creative task based on this practitioner  <u>Component 3</u> <u>Script extract 1</u>  Developing script interpretation  First draft of Reflective Report section 1  <u>Live Theatre</u>  Watch a piece of theatre and analyse style, interpretation and design choices	<u>Introduction to text 2</u> <u>A Servant to 2 Masters - Goldoni</u>  Introduction to Commedia Del Arte  Social cultural and historical background  Explore the play through practical workshops, script exercises and written responses  Exam style questions on acting and design  <u>End of year exam mock Component 3</u> <u>Set texts 1 and 2</u>	<u>Set Text 2 continued</u> <u>A Servant to 2 Masters - Goldoni</u>  Social cultural and historical background  Explore the play through practical workshops, script exercises and written responses  Exam style questions on directing and acting the roles	<u>Component 3</u> <u>Script extract 2</u>  Developing script interpretation  First draft of Reflective Report section 2  <u>Live Theatre</u>  Watch a piece of theatre and analyse style, interpretation and design choices  Set, props, costume, makeup, lighting and sound

	<p><u>Berkoff</u></p> <p>Read and analyse text 1 <u>Metamorphosis - Steven Berkoff</u></p> <p>Practical workshops on scenes and themes/ideas/style to aid understanding.</p> <p>Written analysis including social cultural, historical context and stylistic features,</p>		<p>and design choices Set, props, costume, makeup, lighting and sound</p>			
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<b>Year 13</b>	<p><u>Component 2</u> <u>Start work on group devised task</u> <u>Creative response to a stimulus</u> <u>Practitioner research</u> <u>Initial improvisation</u>  <u>Developing improvised scenes in the style of the chosen practitioner</u>  <u>Ongoing draft of Working Notebook</u> <u>Research, explanation of ideas, links to style, analyse decisions</u> <u>Evaluate success</u>  <u>Exam Style questions</u> <u>Acting, directing, set and props, lighting and sound, costume design</u></p>	<p><u>Component 2</u> <u>Continue work on group devised task</u>  <u>Creative response to a stimulus</u> <u>Practitioner research</u> <u>Developing improvised scenes in the style of the chosen practitioner</u>  <u>Complete and perform group devised piece for assessment</u>  <u>Ongoing draft of Working Notebook</u> <u>Research, explanation of ideas, links to style, analyse decisions</u> <u>Evaluate success</u></p>	<p><u>Component 1 Mock exam</u> <u>Full paper</u>  <u>Component 3</u> <u>Final Scripted task</u>  <u>Read play and choose extract for performance</u>  <u>Practitioner - Stanislavski</u> <u>research and apply stylistic approach to rehearsals related to Naturalistic theatre and his specific actors method.</u>  <u>Reflective report</u> <u>Preparation for this element</u> <u>Practitioner research, developments during the process.</u></p>	<p><u>Examination performance of Component 3 (visiting examiner)</u>  <u>Writing Reflective report</u> <u>Connections between theory and practice</u> <u>Evaluation of the process</u> <u>Evaluation of the final performance/design</u> <u>Effectiveness of final product and own skills and contribution</u></p>	<p><u>Component 1</u> <u>Exam preparation and revision of all Set Texts</u>  <u>Written analysis including social cultural and historical context and stylistic features, structure, language, stage directions, rehearsal techniques and character construction</u> <u>Exam questions</u>  <u>Live theatre</u> <u>Review watched pieces of theatre and analyse style, interpretation and design choices</u> <u>Set, props, costume, makeup, lighting and sound</u> <u>Link this to the set text ideas</u></p>	<u>Exam</u>

