

Curriculum Map						
Year 12						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	<a href="#">Intro to Drama &amp; Practitioners</a>	An introduction to the A-level spec and a more in depth exploration of practitioners. Students explore Brecht, Berkoff, Stanislavski, Frantic Assembly, Complicite, Jacques Le Coq, Augusto Boal and others.	Students will cover: Different approaches to performance and how practitioners have influenced modern styles. Students will explore Style, Form, Structure, Genre and apply to their own original devised performances. Specific exploration of Stanislavski's System, Artaud's Theatre of Cruelty and Brecht's Political/Epic Theatre styles, Frantic Assembly and Complicite's visual & collaborative style and Le Coq's use of mime and physicality.	Students will revisit: A range of skills from GCSE including performance skills, genre, style, form, structure etc. Students will also complete a subject knowledge audit to highlight strengths and areas for development for the new cohort.	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Student share short performances in each style explored. Akin to the Comp 1 Portfolio students will briefly make notes after each practitioner (x3/4) and reflect on the influence of their own performance.	Summative assessment culminating in a performance from a chosen practitioner. Students will choose ONE of the practitioners explored and present a group performance to class. Written reflections marked by teacher. <b>10th Oct 2025 - Year 12 'Settling in' Data.</b>
Autumn 2	Comp 3/2 Mock 'That Face'	Intro to Set Text 1 'That Face' by Polly Stenham performing extracts and developing understanding of director/designer roles. Mock exam based on 'Section B- Set Text 1 'That Face'	Students will cover: Reading set text for first time. Class discussion and exploration of Social Cultural Historical Contexts. Directors' concepts. Develop understanding of Polly Stenham's intentions and exploration of themes such as class, family and mental health. Production elements (set/Staging/lighting/Sound/Costume/pro ps ) Performance skills.	Students will revisit: Compiling notes, research, analysis and evaluation. SPAG literacy understanding. Vocal skills, Characterisation, group work, rehearsal skills, analysing and evaluating own work and that others, understanding roles of performer, director, designer.	Regular verbal and written feedback from teacher. Class, Small Group and peer discussion around key moments, elements and themes. Students will make and share notes on their own directorial decisions. Teacher written feedback on notes in books.	Summative assessment culminates in a performance of an edited version of That Face (15-20 min performance). This will be assessed by teacher using Comp 2 Performance criteria. Students will also complete exam style written questions in lessons and for homework. These will be assessed using Comp 3 criteria and marked by teacher. <b>14th Nov 2025 PC1 Data</b>
Spring 1	<a href="#">Component 1 Devising</a>	Students develop key devising skills and explore extract of a text. This is used as a stimulus for devising. Students also explore Complicite and their approach to devising. The will create a 15-30 min original performance <b>(10% of A-level)</b> and keep notes to support their 2500-3000 word portfolio <b>(30% of A-level)</b>	Students will cover: Reading, analysing and evaluating a published text. They will then choose a section of text to inform their creative decisions, collaboration, research, character development through improvisation, hot seating, creative writing. Students will also keep notes and begin to respond to 6 portfolio questions. They will develop a deeper understanding of Complicite and their methodologies	Students will Revisit: Performance skills. Devising skills, research and development, improvisation, physical theatre, design skills, directing skills, note taking, analysing and evaluating text, analysing and evaluating own work and that of others.	Regular verbal and written feedback from teacher. Class, Small Group and peer discussion around key moments, elements and themes. Students will make and share notes on their own directorial decisions. Teacher written feedback on notes in books. Students will write a first draft portfolio answering 6 questions 2500-3000 words - 30% of A-level. Students will be expected to organise their own rehearsals out of lesson time (at least 2 hours per week) and this will be monitored by teacher.	Component 1 culminates next term in an internally assessed performance/design of an original devised piece of theatre (10% of A-level) and a 2500-3000 word portfolio documenting, analysing and evaluating the process. During this term students will receive teacher feedback and a mock mark on a dress rehearsal performance before final preparations of their exam piece.
Spring 2	Comp 1 Devising 40% of Final A-level - Performance & Portfolio submission	Develop and rehearse original devised piece. Prepare for internal examination in March/April. Final 3000 word portfolio expected to be handed in 2 weeks after final performance.	Students will cover: final rehearsal of their devised piece, final design aspects including set, costume, lighting, sound,	Students will Revisit: Performance skills. Devising skills, research and development, improvisation, physical theatre, design skills, directing skills, note taking, analysing and evaluating text, analysing and evaluating own work and that of others. Students will update their first draft of the 2500-3000 word portfolio (30% of A-level) ready for final submission .	Teacher mock assessment based on a dress rehearsal of performance 2 weeks before final exam. This is using Comp 1 criteria. (10% of grade) Teacher will also mark ONE first draft of the 2500-3000 word portfolio and provide extensive written feedback and focus for development in preparation for final draft.	Students are assessed internally by teacher/assessor on the final group performance ore design idea (15-30 Mins) using Comp 1 criteria (10% of final A-level grade) Final draft of portfolio also assessed by teacher/assessor and moderated in department. (30% of final A-level grade) All Comp 1 marks are subject to an external moderation review by Edexcel. <b>20th March 2026 PC2</b>
Summer 1	<a href="#">Comp 3 Section C Intro 'Woyzeck' by Georg Buchner</a>	Introduction to Set Text 2 (Woyzeck by Georg Buchner) and develop understanding of conceptuality, interpretation and directing a production	Students will cover: Reading set text for first time. Class discussion and exploration of Social Cultural Historical Contexts. Including 1830s Prussia, 1914 Germany and 1980s UK. Directors concepts. Develop understanding of Georg Buchner's intentions and exploration of themes such as class, family and mental health. Production elements (set/Staging/lighting/Sound/Costume/pro ps ) Performance skills.	Students will revisit: Compiling notes, research, analysis and evaluation. SPAG literacy understanding. Vocal skills, Characterisation, group work, rehearsal skills, analysing and evaluating own work and that others, understanding roles of performer, director, designer.	Regular verbal and written feedback from teacher. Class, Small Group and peer discussion around key moments, elements and themes. Students will make and share notes on their own directorial decisions. Teacher written feedback on notes in books.	Summative assessment culminates in a practice questions set both in lesson and as homework. Peer and teacher marked.
Summer 2	Component 3 Mock	Students will continue from previous work with more focus on written assessment - how to structure exam answers and work in exam timings and conditions. Students will also watch a production from the National Theatre Online library in order to prepare for Live Theatre Evaluation.	Students will cover: Reading set text for first time. Class discussion and exploration of Social Cultural Historical Contexts. Including 1830s Prussia, 1914 Germany and 1980s UK. Directors concepts. Develop understanding of Georg Buchner's intentions and exploration of themes such as class, family and mental health. Production elements (set/Staging/lighting/Sound/Costume/pro ps ) Performance skills.	Students will revisit: Compiling notes, research, analysis and evaluation. SPAG literacy understanding. Vocal skills, Characterisation, group work, rehearsal skills, analysing and evaluating own work and that others, understanding roles of performer, director, designer.	Regular verbal and written feedback from teacher. Class, Small Group and peer discussion around key moments, elements and themes. Students will make and share notes on their own directorial decisions. Teacher written feedback on notes in books. Students will make their own 500 word Live Theatre Evaluation notes to support with Section A.	Summative assessment culminates in 2hr 30 min mock exam. Section A - Live Theatre Evaluation. Section B 2x question on That Face - as a performer & designer, Section C 1 question on Woyzeck concept as a director. . These will be teacher marked to Comp 3 criteria. Answers and full mock exams to be moderated in department. <b>10th July 2026 Mock Data</b>