



# YEAR 12 WINTER TERM

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Practitioners & Machinal

<b>Curriculum Intent</b>	<p>In addition to working further on objectives from Key Stage 4, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>AUTUMN TERM</p> <p>Exploration of Five Practitioners – Stanislavski, Brecht, Artaud, Frantic &amp; Berkoff</p> <p>Performance of a monologue Scripted mini assessment 20%</p> <p>Non-examination assessment 20% of the qualification 24 marks</p> <p>A monologue or duologue performance/design realisation from one key extract from a different performance text. Assessment overview</p> <p>AO2 is assessed.</p> <p>Externally assessed either by visiting examiner or by examiner assessing the recorded live performance.</p> <p>Monologue or duologue/design realisation: worth 24 marks.</p> <p>Set Text Machinal Practical Exploration of the set text Machinal by Sophie Treadwell with a focus on the acting perspective – Written Exam</p>
<b>Skills/National Curriculum Links</b>	<p><b>Brief:</b> Study and explore a script from an actor, designer &amp; director’s point of view. Develop an understanding of how the play might be performed for an audience. Develop a concept for a vision of the text</p> <p>Section B: Page to Stage: Realising a Performance Text</p> <ul style="list-style-type: none"><li>● 36 marks, assessing AO3.</li><li>● Students answer two extended response questions based on an unseen extract from the performance text they have studied.</li><li>● Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.</li><li>● Students answer from the perspective of a performer and a designer.</li><li>● Performance texts for this section are not allowed in the examination as the extracts will be provided.</li></ul>
<b>Spiritual, moral, social, and cultural development</b>	SMSC: Collaboration, exploration of women’s rights, historical context of set texts , historical context of practitioners
<b>Numeracy</b>	

<b>Literacy</b>	Key theatrical terms linked to acting and practitioners, Literacy Students write a 2500-3000word portfolio. They usually create a script for their devised piece. They will read the whole script the extract comes from. They will research and analyse a range of resources.
<b>Becoming future ready</b>	<p>Careers/Employability: Communication, creativity, literacy</p> <p>Skills Builder:</p> <p>Cognitive skills</p> <ul style="list-style-type: none"> <li>• Non-routine problem solving – expert thinking, metacognition, creativity.</li> <li>• Systems thinking – decision making and reasoning.</li> <li>• Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.</li> <li>• ICT literacy – access, manage, integrate, evaluate, construct and communicate.</li> </ul> <p>Interpersonal skills</p> <ul style="list-style-type: none"> <li>• Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.</li> <li>• Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</li> <li>• Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation. Intrapersonal skills</li> <li>• Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.</li> <li>• Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</li> </ul> <p>SMSC: Students are always influenced by current affairs and the world around them for this unit</p> <p>PSHE/British Values:</p> <p>Numeracy</p> <p>Literacy Students write a 2500-3000word portfolio. They usually create a script for their devised piece. They will read the whole script the extract comes from. They will research and analyse a range of resources.</p>
<b>Adaptation</b>	
<b>QFT/SEND Provision</b>	.
<b>Implementation Curriculum Delivery</b>	<p><b>Aim: To introduce the unit and the role of the director.</b></p> <p><b>Outcome: To know what is required of in this part of the course and understand what a director does and how he/she works within the theatre.</b></p>
<b>Learning Outcomes (Knowledge)</b>	<p><b>Aim: to develop an understanding of the role of the director</b></p> <p><b>Outcome: you will be able to direct a short piece with a different intention/vision/concept.</b></p> <p><b>Aim: to read through the script to develop understanding and clarify</b></p> <p><b>Outcome: knowledge of text, themes, characters</b></p> <p><b>Aim: to learn how to explore relationship between Woman &amp; Mother.</b></p> <p><b>Outcome: To understand a little more about the potential of the two characters and their relationship</b></p> <p><b>Aim: to create images of key moments to develop understanding and clarify</b></p> <p><b>Outcome: knowledge of text, themes, characters etc.</b></p> <p>Aims: To explore the opening in the style of Berkoff &amp; then Brecht</p> <p>Outcomes: To understand the importance of an opening and how this should grab the audience's attention. To start to choose a style for the performance</p> <p><b>Aim: Begin to understand how the play is relevant for an audience today</b></p>

	Outcome: To understand themes and how these are still relevant
Current learning to be developed in the future within:	<p>To develop understanding of how to analyse and practically explore a text from an actor's perspective</p> <p>To develop understanding of theatre practitioners</p>
Assessment	<p>Two summative assessments in Term one</p> <p>Machinal -set text 1 practical work with feedback and 1 essay with feedback</p> <p>500 words summarising monologue and perform 2 minute monologue</p>
Impact	Attainment and Progress – Refer to assessment results / data review documentation.