

Year _12_	Term 1	Term 1	Term 2&3
Unit(s) (Tablet in 39week plan)	Unit 20: Developing the Voice for Performance	Unit 1: Investigating Practitioners Work	Unit 3: Group Performance workshop
Substantive (key knowledge)	Students will gain knowledge of how the human voice works, including the anatomy of the diaphragm, lungs, larynx, and resonators, and how these support vocal production. They will learn the principles of clear speech, articulation, and resonance, alongside understanding the differences between verse and prose and how text influences vocal delivery. Students will also build knowledge of vocal warm-ups, vocal health, and the importance of caring for the voice in rehearsal and performance.	Knowledge of key practitioners and their impact on the development of performance styles Understanding social, historical, and cultural contexts influencing practitioners' work Theoretical understanding of artistic intention, methodology, and genre Awareness of how practitioners communicate meaning through performance	Understanding of devising processes and collaborative theatre-making Knowledge of different styles and structures for group performance (e.g. physical theatre, narrative, abstract) Familiarity with stimulus-based creation and rehearsal planning Awareness of audience, purpose, and context when creating original work
Disciplinary (key skills)	Students will develop the skill of applying technical vocal exercises to improve tone, breath control, resonance, and diction. They will practice designing and leading structured vocal warm-ups, interpret text vocally for characterisation, and adapt their delivery for different spaces and audiences. Rehearsals will give students opportunities to refine their performance skills, demonstrate discipline and professionalism, and use reflective practice to identify strengths, set targets, and respond to feedback.	Analytical skills: researching, comparing, and evaluating practitioners' styles and philosophies Application of practitioner methods to original or adapted performance work Structuring and writing evaluative reports, essays, or presentations Synthesising ideas from research into creative and interpretative choices	Devising from stimulus collaboratively Ensemble building, physical and vocal technique, spatial awareness Rehearsal management, timekeeping, and iterative development Evaluation and refinement of performance based on peer/teacher feedback Documenting creative process effectively (logs, rehearsal notes, evaluations)

Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	articulation, resonance, projection, intonation, diction, phrasing, timbre, tone, breath control, diaphragm, vocal folds, pitch, modulation, inflection, register, vocal hygiene, warm-up.	Contextual factors Primary & secondary resources Production analysis – performance & design elements Practitioners and their creative intentions Collaboration Public & critical response Intertextuality Stylistic conventions Semiotics	Artistic intention Character motivation Repertoire Performance Arc Rehearsal ethos Workshopping Ensemble Cohesion
Opportunities for Reading	Cicely Berry (Voice and the Actor) Patsy Rodenburg (The Actor Speaks) Barbara Houseman (Finding Your Voice)	Research investigation of chosen practitioners & productions – primary and secondary sources Researching thematic materials	Research into the given stimulus/ style and genre/ key practitioners/ relating repertoire
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	This unit develops cultural capital by exposing students to the traditions of classical verse-speaking and contemporary prose performance. They will experience and appreciate the discipline of professional actors in maintaining vocal health and learn how the voice has been used across cultures and history to share stories, persuade, and entertain. Through workshops and performances, students will build confidence and understand the importance of effective communication as part of human creativity and achievement.	Students develop cultural capital by engaging with the work of significant theatre practitioners whose ideas have shaped contemporary performance. Through the study of diverse artistic approaches and social, political, and historical contexts, learners gain a broader understanding of how creativity responds to and influences the world. This unit fosters critical thinking, artistic literacy, and an appreciation of theatre as a powerful vehicle for expression, change, and innovation across cultures and generations.	This unit enhances cultural capital by allowing students to create original work rooted in real-world issues, cultural narratives, or personal experience. It encourages collective creativity, empathy, and awareness of the power of performance to communicate shared human concerns. By devising and performing collaboratively, students engage with the world around them and come to understand theatre as both a creative discipline and a means of social commentary, fostering an appreciation of ensemble artistry and the collaborative nature of cultural production.

Strategies to engage and maximise achievement of PP learners	Raising pupil aspirations using engagement/aspirational language Developing social and emotional competencies Co-operative learning (structured group work) Opportunities for visual, aural and kinaesthetic learning Key terminology/ Aspirational quotes on display Enrichment opportunities; school production, theatre trips & other performance opportunities		
Cross Curricular Links (Authentic Connections with other curriculum)	BTEC Sports: Working with assignment briefs English Literature: Through the analysis of verse and prose texts Biology: In the study of the vocal anatomy and breath control Music: Shared concepts such as pitch, rhythm, and tone.	BTEC Sports: Working with assignment briefs English: Analytical & evaluative language Lifeskills: Careers History & Geography: Primary & secondary sources – critical analysis	BTEC Sports: Working with assignment briefs English: Analytical & evaluative language Lifeskills: Careers
Key Assessments	Unit 20: An internally set brief (coursework), to go alongside Unit 1: An externally set brief (written exam) with a preparatory window set. Unit 3: An externally set brief (controlled assessments X4)		