

Subject: Drama	Autumn Term		Spring term	Summer term		
Year 7	1	2	3	4	5	6
Topic Summary	Introduction to Drama - A practical scheme	Commedia De'l'arte - Original comedy	Commedia De'l'arte	Greek theatre - A look at the origins of	Pantomime/Live theatre analysis - A chance	Twisted Fairy Tales - re-writing and
<b>Thinking Hard</b>	<b>Mindfulness</b> - Develop and increased self awareness of their place in a practical lesson. <b>Self assurance</b> - Development of oracy skills and public speaking.	<b>Being a world citizen</b> - Understanding the complex foundations of Italian comedy theatre and its cultural origins.	<p>As <b>Commedia Dell'arte</b> runs across two terms, here are the list of practical development skills that are taught using this as a topic stimulus.</p> <ul style="list-style-type: none"> <li>• Stereotypes</li> <li>• Slow motion</li> <li>• Gesture</li> <li>• Audience awareness</li> </ul> <ul style="list-style-type: none"> <li>• Over exaggeration</li> <li>• Soliloquy</li> <li>• Split role/multi role</li> <li>• Stylised movement</li> <li>• Using masks</li> <li>• Body language</li> </ul> <ul style="list-style-type: none"> <li>• Signature gesture</li> <li>• Reactions</li> <li>• Performance energy</li> <li>• Audience interaction</li> <li>• Comedy</li> </ul> <ul style="list-style-type: none"> <li>• Using an 'aside'</li> <li>• Using the space</li> <li>• Proxemics</li> <li>• Slapstick</li> <li>• Clowning</li> <li>• Physicality</li> </ul>	<b>Acquiring knowledge</b> - Understanding the origins of theatre and how it has shaped theatre today. Design of theatres linked to the science of sound	<b>Curiosity</b> - Analysing live theatre/ Being exposed to a British theatre stalwart/ Questioning British theatre and its origins	<b>Awareness of where you live</b> - Analysing live theatre/Exposure to live theatre/ Understanding theatre as an industry. Look at and link to local theatre and performances in the local area. <b>Mastery of learning</b> - Applying learnt drama techniques to their analysis of professional performance.
<b>Developing Character</b>	<b>Being creative</b> - Create and developing characters considering human values. <b>Self assurance</b> - Developing basic public speaking and confidence skills. Performing in front of others.	<b>Creating independence</b> - Performing in front of class group <b>Being creative</b> - Creating and developing storylines for characters and applying these to performance. <b>Creating ambition</b> - Site specific performances? Final performance could be outside of classroom to replicate community/street theatre. This could give the students a sense of professional live theatre.		<b>Understanding democracy</b> - Constructing a Greek chorus, working with others and adapting to realise a common goal. Having self awareness within a chorus and how to work as a team. <b>Grit</b> - Performing in a large group and managing group dynamics to achieve a common goal. <b>Optimism</b> - Solve group work problems by being positive and optimistic creating a sense of achievement and positivity when performing for others.	<b>Self control</b> - Individuality and self expression - Developing performance character. Creating a performance, directing others and managing their own time. <b>Acquiring cultural capital</b> - Watching live theatre recording of a Pantomime performance.	<b>Creating independence</b> - Developing own creative characters, creating and writing own scripts. <b>Development of literacy</b> - Construct scripts with well developed/well written characters.
<b>Understanding Diversity</b>	<b>Acquiring cultural capital</b> - Investigate Charlie Chaplin/ Original mimed theatre. <b>Acquiring knowledge</b> - Examine some of the origins performance theatre and being exposed to a range of theatre art.	<b>Understanding environmental diversity</b> - Discussing and deconstructing stereotypes in comedy theatre		<b>Not fearing failure</b> - Performing as a chorus and not alone, allowing students with less confidence to grow in ability. <b>Kindness</b> - Performing as a team, performing to peers and showing kindness and gratitude by applauding performances.	<b>Respecting human rights</b> - British values Looking at theatres and performance culture in Britain. Discussing diversity within theatre and casting (men cast as female characters women as heroes.) <b>Changing the world</b> - Evaluating how theatre and casting has changed to be more diverse.	<b>Understanding mental and physical diversity</b> - Analysing complex characters, storylines and backgrounds.
<b>Literacy Reading, Oracy</b>	LITERACY - Using language to express character and creativity.	LITERACY - Ability to communicate with others to create a dramatic piece of work.		LITERACY - Reading and performing script	LITERACY - Exploration of the theatre language	LITERACY Script exploration, reading and analysing a script, Performing and verbalising scripted theatre.
<b>Gatsby, Careers</b>	CONFIDENCE - learning how to sell yourself as a product. Help develop the confidence to interview and sell yourself to others.	TEAMWORK - Be able to develop a piece of theatre, focussing on how to complete a project/work as a team to achieve a common goal.			GATSBY - discussion about other carer paths in theatre (technical career paths)	<b>No limits to your destination</b> - Trip - Open air theatre performance (children's theatre based) This will change yearly depending on the offer of the theatre.
<b>Mental and Physical Well-being</b>	Encouraging confidence and teamwork. Fostering an environment of positivity where students are allowed to make public mistakes.	Breaking down stereotypes. Exaggerating performance stereotypes to look at how ridiculous they are. Open discussion about prejudice/stereotypes and discrimination. Allowing clowning silliness and fun - Giving students an hour in the day to laugh with each other and create silly characters.			Allowing students to watch recorded live theatre giving them the experience of the magic of performance in a classroom.	LIVE theatre trip can help students experience education out of a classroom setting. This can sometimes allow different/new friendships to be formed and better relationships with staff developed. Students get excited about their day of off site education. It breeds a positive atmosphere.
<b>Cross-Curricular Links</b>	Dance - using movement and gesture. SMSC Cultural and social	Art - Italian Renaissance, Dance, Music, History - How pantomime and Shakespeare were influenced by Italian theatre RSHE - Stereotypes and bias		History - Ancient Greek civilisation/ Geography - Geographical locations of theatre and their construction/ Music - The role of the chorus and the orchestra/ Engineering - The way theatres were built to allow for acoustic and sound.	History - Origins of theatre/ Music - Music performance SMSC - Cultural/spiritual	English - Creative writing/script writing.
<b>Extra-Curricular Links</b>	School production - Developing skills in class that will be used in the school show.				Watching recorded LIVE Pantomime - Allows the theatre experience for those who find theatre unaffordable.	Theatre trips to watch Live theatre

	1. Students will learn how to use freeze frame, mime and through track in a performance. 2. Students will speak clearly with projection to an audience showing confidence on stage. 3. Students will be able to demonstrate team working skills in group tasks. 4. Students will be able to share ideas and listen to others in group work.	1. Students will learn how to exaggerate their performance skills and 2. Students will be able to show one of six character stereotype in a performance. 3. Students will be able to change gait, gestures and voice in performance. 4. Students will be able to give a short speech/presentation, expressing their own creative performance ideas.		1. Students will learn the origins of theatre. 2. Students will be able to perform in a group using choral speaking and choral movement. 3. Students will be able to perform using the abstract skill physical theatre. 4. Students are competent at speaking and listening in group work.	1. Students will be able to list the key ingredients that make a Pantomime. 2. Students will be able to create and develop Pantomime characters in performance. 3. Students will be able to perform using direct address and audience participation. 4. Students will be able to study the characterisation in Pantomime, and the effect this has on the audience.	1. Students will be able to analyse and write about live theatre. 2. Students will be able to create and develop their own scripts. 3. Students will be able to create and develop their own characters. 4. Students will show understanding of how the work of dramatists is communicated effectively through performance.
<b>Precise Learning Endpoints</b>						
<b>Subject: Drama</b>	<b>Autumn Term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>Year 8</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Topic Summary</b>	<b>Craig and Bentley - A look at a real life crime, focussing on how tone of voice can change a sentences meaning</b>	<b>Politics and Terror - Perform and explore a script, focusing on relationships and school behaviour.</b>	<b>Politics and Terror - Perform and explore a script, focusing on relationships and school behaviour.</b>	<b>Shakespeare - A chance to perform and modernise the Bards work. Creating modern trailers for classic work.</b>	<b>Characterisation/Improvisation - A chance to be brave and create performance on the spot.</b>	<b>Live theatre/ Chicken by Mark Wheeler - An opportunity to direct/watch and analyse live theatre.</b>
<b>Thinking Hard</b>	<b>Being a world citizen</b> - Understanding morality and human rights. Debating tone of voice and how it can change meaning.	<b>Mastery of learning</b> - Be able to learn extended dialogue from memory for performance.	As Politics and Terror runs across two terms, here are the list of practical development skills that are taught using this as a topic stimulus.	<b>Acquiring cultural capital</b> - Understanding how to perform Elizabethan Theatre (Studying Shakespeare as it was intended as a performance art)	<b>Not fearing failure</b> - Learning how to problem solve and think on their feet through improvisation.	<b>Mastery of learning</b> - Using all skills acquired at KS3 for a final performance
<b>Developing Character</b>	<b>Respecting human rights</b> - Debating capital punishment, what it means and why it was abolished. Mindfulness - Thinking and comparing society in the 1940's and today looking at how it has become compassionate and aware.	<b>Creating independence</b> - Performing a final piece of theatre for assessment without using a script. <b>Creating ambition</b> - Memorise large sections of script and be tested on this in from of others in a public performance.	<ul style="list-style-type: none"> <li>• Naturalistic performance</li> <li>• Exposition</li> <li>• Developing tension</li> <li>• Speech directions</li> <li>• Transitions</li> <li>• Given circumstance</li> <li>• Hot seating</li> <li>• Character development</li> <li>• Stage directions</li> </ul>	<b>Mastery of learning</b> - Developing memory skills and mastering learning difficult dialogue. <b>Being creative</b> - Create modernised Shakespeare performances that are filmed and edited together to create movie trailers.	<b>Not fearing failure</b> - using the word 'yes' in performance to enhance the creativity and let students know anything is possible.	<b>Self-Control</b> - Independently developing a piece of theatre in a group using the groups collective ideas <b>Curiosity</b> - Analysing character through hot seating and exploration of background.
<b>Understanding Diversity</b>	<b>Understanding environmental diversity</b> - Understanding disability and mental health in Britain in the 1940's and how it has changed. <b>Understanding mental and physical diversity</b> - Exploring how people's mindset towards mental health has changed. <b>Kindness</b> - Exploring how kindness and empathy can change people's outlook on society. <b>Changing the world</b> - Challenging students views and stereotypes of mental health. Giving them a voice and an opinion.	<b>Not fearing failure</b> - Develop memory skills, be able to perform with confidence and from memory. <b>Self-control</b> - Demonstrating discipline when taking home scripts to learn lines. <b>Grit</b> - Chanel nerves and fear into a disciplined and well rehearsed piece of performance work.	<ul style="list-style-type: none"> <li>• End on performance style</li> <li>• Facial expression</li> <li>• Body language</li> <li>• Voice and vocal skills</li> <li>• Physicality</li> <li>• Gesture</li> <li>• Script analysis</li> <li>• Line learning</li> <li>• Use of accent</li> </ul>	<b>Development of literacy</b> - Adapting Shakespeare for a modern audience. Looking at language, discussing and contextually modernising it for a current audience. <b>Awareness of where you live</b> - Live theatre - Invite in a touring/local performance group? Showing students how Shakespeare can be modernised and performed?	<b>No limits to your destination</b> - Student to be facilitated to create diverse and interesting characters. <b>Gratitude</b> - Evaluating and giving creative feedback to others to help develop character. Thank others for performance and show appreciation for performance skill. <b>Acquiring cultural capital</b> - Whole year group trip to see the play that goes wrong? Explore a professional theatre, see how a professional play is run?	<b>Understanding democracy</b> - Understanding of to democratically make group decisions so everyone feels involved and can participate. <b>Acquiring knowledge</b> - Apply techniques and performance skills from previous topics to a performance of a scripted piece of theatre.
<b>Literacy Reading, Oracy</b>	LITERACY - Discussion and exploration of written and verbal language. Specifically focusing on punctuation and how this can change delivery.	LITERACY - Reading and analysing speech and language.		LITERACY - Analysing language and modernising language.	LITERACY - Developing speech and language. Looking at regional accents and colloquialisms to create characters	
<b>Gatsby, Careers</b>		Learning and memorising complex and lengthy material. Developing memory skills and presentation skills.		Developing script/creative writing/ learning how to edit and create film clips/ learn how to use editing software/ Learn how to create a story board for camera	Developing the ability to think on your feet and respond to different scenarios, encouraging quick thinking, resilience and team spirit.	Exploring other career opportunities within the arts sector.
<b>Mental and Physical Well-being</b>	A chance to look at empathy and others feelings. A chance to discuss capital punishment and look at the moral obligations of society toward people with mental health struggles.	Working closely with a partner. developing bonds and friendships.		Realising that the struggles of the 16th century characters are the same as teenagers now, helping to give perspective and understand that their emotions/feelings are normal and they are not alone.		LIVE theatre trip can help students experience education out of a classroom setting. This can sometimes allow different/new friendships to be formed and better relationships with staff developed. Students get excited about their day of off site education. It breeds a positive atmosphere.
<b>Cross-Curricular Links</b>	Ethics and Philosophy/ English SMSC - Cultural and spiritual - Focusing on morals, right and wrong	English - Script analysis RSHE - Relationships/bullying		English/History - Revisiting comedy stereotypes from Italian theatre. English studying Macbeth and Romeo and Juliet.	English - Creative writing Dance - Improvisation	English - Creative writing/script analysis. Revising long term memory skills and applying them to scripted text. SMSC -Social RSHE - Relationships and mental health and wellbeing
<b>Extra-Curricular Links</b>	Promoting the school production and getting students to practice skills that they may use in the show.					Theatre trip

	1. Students will learn how powerful the use of tone of voice is in performance. 2. Students will be able to change tone of voice when performing. 3. Students will be able to use projecting and diction when speaking in front of an audience. 4. Students will be expected to start performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	1. Students will be able to take a script from page to stage. 2. Students will be able to use long term memory to memorise complicated dialogue for performance. 3. Students will be able to perform in front of an audience. 4. Students will be able to study setting, plot, and characterisation, and the effects of these have on a script and its construction. 5. Students will understand and demonstrate proxemics in performance. 6. Students will be shown how to use repetition and retrieval to commit lines to long term memory.		1. Students will learn how to perform Shakespearean dialogue 2. Students will understand how to adapt original theatre for a modern audience. 3. Students will be able to perform Shakespearean dialogue whilst understanding meaning.	1. Students will learn to use improvisation to create a performance. 2 Students will be able to think creatively. 3. Students will contribute and develop ideas through group work.	1. Students will learn to perform a script 2. Students will be able to use tone of voice in performance. Students will learn to memorise performance lines. 3. Students will learn to participate in group work and develop creative ideas. 4. Students will be able to learn lines and commit them to long term memory.
<b>Precise Learning Endpoints</b>						
<b>Subject: Drama</b>	<b>Autumn Term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>Year 9</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Topic Summary</b>	Devising Drama - WAR. Giving students an opportunity to develop their script writing and performance skills culminating in a performance for KS3.	Practitioners - A chance to explore and perform using different acting methods and techniques.	Haroun and the sea of Stories - Students explore a script which they will then develop into a performance.	Blue Remembered Hills - Exploring a scripted performance that looks at childhood, social and moral obligations.	Shakespeare in school - A chance for students to put on a professional 30 minute Shakespeare performance to be performed in school in the evening.	Shakespeare will go over two terms in order to give time to direct/costume and set up the play.
<b>Thinking Hard</b>	Understanding democracy - Managing a group where everyone wants creative input, structuring rehearsals and managing time.	Creating independence - Students developing their own preferred performance style <b>Grit</b> - Students perform and use styles they are not comfortable with. <b>Curiosity</b> - Learning 8 different performance styles through workshops	Understanding environmental diversity - Understanding how political influence on a play can change its meaning. <b>Respecting human rights</b> - Create a piece of theatre that explores freedom of speech and what happens when people are silenced.	Being a world citizen - Watch, describe, analyse and evaluate live theatre performance.	Acquiring knowledge - Bringing an Elizabethan play from page to stage for a modern audience.	
<b>Developing Character</b>	Being creative - Using their drama knowledge and developed skills to create a performance. <b>Understanding mental and physical diversity</b> - Exploring socially relevant topics as a starting point to develop theatre. Topics explore race, gender, social inequality and societal issues.	Acquiring cultural capital - Practitioners are from 8 different cultural and historical backgrounds	Gratitude - Being grateful for the country they live in and the opportunities it has given them. Analyse freedom of speech.	Explore environmental diversity - through the topics of the plays. <b>Kindness</b> -Apply empathy to the story shared in the performance and use this in performance work.	Mastery of learning - Learning Shakespearean dialogue <b>Development of literacy</b> - Analyse language and how it has changed in 400 years.	
<b>Understanding Diversity</b>	Creating independence - collaborating with others and intertwining creative ideas to develop a performance Optimism - To create a positive environment in rehearsals and work with each other for a common goal.	Being a world citizen - A professional performer to come in and lead a workshop on one of the practitioners.	Acquiring Cultural capital - Exploring the culture of another country. <b>Understanding environmental diversity</b> - Evaluate cultural changes in Iran and how this affected Rushdie.	Acquiring cultural capital - through the themes of the performances 1. The real story of childhood fairy tales 2. identity, a battle of will power 3. The story of the Windrush generation.	No limits to your destination - Students will get to work with professional performers in workshops to hone performance skills. <b>Awareness of where you live</b> - Performing for family and friends in a local theatre.	
<b>Literacy Reading, Oracy</b>	LITERACY - Looking ta advertising and language used.	LITERACY - Theatre language, text translated into English (what does language mean?)	Script reading	Breaking down colloquial language in a script and understanding the meaning. SMSC - Cultural	LITERACY - Study of language.	
<b>Gatsby, Careers</b>	Exploring directing and script writing. Looking at performance jobs outside of being a performer.		<b>Awareness of where we live</b> - Students perform the piece in local primary schools. They are to act like a professional theatre company and learn how a company produces a touring TIE piece.	Creating ambition - Watching and learning from professional actors in high quality productions.	<b>Self assurance</b> - Performing in a professional way for a live audience <b>Mindfulness</b> - Working as part of a professional company. <b>Creating ambition</b> - Exploring a professional rehearsal process and allowing students to develop theatre with professional performers.	
<b>Mental and Physical Well-being</b>	Students will be given a chance to explore cultural societal issues and create teaching plays about society's problems. This can be a cathartic process and offers them a chance to discuss and explore their feelings towards the stimulus.	To be given freedom to explore topics that elicit feelings and emotions. Students to be given a safe environment to explore characters and styles of performance.	Students to explore what being silenced for your beliefs might feel like with the aim to develop empathy to other cultural issues.	Exploring the concept of moral obligation and moral dilemma. Students to look at themselves and their own moral obligations.	Working as part of a team/community. Feeling a sense of achievement when the performance is over.	
<b>Cross-Curricular Links</b>	LINKS TO OTHER SUBJECTS - History - themes and topics are based on War/Art one lesson revolves around a Pablo Picasso painting	LINKS TO OTHER SUBJECTS History - Cultural changes in History that caused change in theatres.	LINKS TO OTHER SUBJECTS Dance/Music performing for an audience/Ethic and Philosophy religion and culture.	LINKS TO OTHER SUBJECTS History - Plays are based on moments in history/Music - One of the plays is a musical theatre performance/ Dance - one of the plays also uses some dance to tell the story	LINKS TO OTHER SUBJECTS - English	

<p><b>Extra-Curricular Links</b></p> <p><b>Precise Learning Endpoints</b></p>	<p>Final performance - Students to create a final performance to be delivered to KS3 students at the end of the project.</p> <p>1. Students will learn to respond to a stimulus. 2. Students will learn to develop an idea based on a stimulus. 3. Students will refine a performance through interpretation and development of a character. 4. Students will learn a wide range of abstract performance skills 5. Students will be able to work collaboratively using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p>	<p>SMSC - Cultural/spiritual RSHE - Careers</p> <p>1. Students will learn to use several performance styles and techniques when developing theatre. 2. Students will be able to perform scripted work. 3. Students will be able to perform using a wide range of performance styles and techniques. 4. Students will be able to show understanding of how the work of theatre practitioners is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p>	<p>Primary performances.</p> <p>1. Students will learn the features of a script. 2. Students will be able to perform a script. 3. Students will learn the art from of; designing for scripted performance, costume design, interpreting and performing a character.</p>	<p>1. Students will be able to describe, analyse and evaluate a professional production. 2. Students will be able to critically analyse other actors performance styles and development of character. 3. Students will be able to discuss the impact of context on a play text 4. Students will be able to perform sensitively complex and mature character and play themes.</p>	<p>Workshop with professional performer.</p> <p>1. Students will learn to use performance and rehearsal skills required to participate in a professional production. 2. Students will be able to use public speaking, theatre roles, characteristics of drama work to influence their performance styles. 3. Students will be able to demonstrate business skills by running a theatre production at a profit. 4. Students will be able to show an appreciation for Shakespeare on stage. 5. Students will be able to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</p>		
<p><b>Drama GCSE</b> <b>Year 10</b></p>	<p><b>Autumn Term</b></p> <p><b>1</b></p>		<p><b>Spring term</b></p> <p><b>3</b></p>		<p><b>4</b></p>	<p><b>Summer term</b></p> <p><b>5</b></p>	<p><b>6</b></p>
<p><b>Topic Summary</b></p>	<p><b>Component 1: Explore in depth an AQA approved GCSE script. Looking at historical context, costume, language, proxemics, semiotics and staging. Component 3: Introduce students to a range of scripts from different writers and cultures to expose them to choices for final performance.</b></p>	<p><b>Component 1: Understanding Drama/ Component 3: Texts in practice</b></p>	<p><b>Component 1: Exploring theatre roles and futures within performing arts industry. Component 2: Introduction to a stimulus as a starting point for developed work.</b></p>	<p><b>Component 1: Understanding Drama/Component 2: Devising Drama</b></p>	<p><b>Component 2: Devising Drama - Completion of 2500 word coursework essay on their development of their work alongside a 15 minute performance devised by themselves.</b></p>	<p><b>Component 2: Devising Drama - Completion of 2500 word coursework essay on their development of their work alongside a 15 minute performance devised by themselves.</b></p>	
<p><b>Thinking Hard</b></p>	<p><b>Acquiring knowledge</b> - Understand the play things I know to be True and explore its cultural and historical context. <b>Acquiring knowledge</b> - Exploring a theatre text looking at performance style and language.</p>	<p><b>Awareness of where you live</b> - Analyse British culture and how Margaret Thatcher changed the north. <b>Understanding environmental diversity</b> - Analyse modern Australia and how its social and economic past effects future families.</p>	<p><b>No limit to your destination</b> - Explore the different job prospects and roles within a theatre outside of performing. <b>Being creative</b> - Developing professional theatre work based on a single stimulus.</p>	<p><b>Respecting human rights</b> - Evaluating performance skills of actors portraying miners in 80's Britain. <b>Being creative</b> - Using their drama knowledge and developed skills to create a performance <b>Gratitude</b> - Evaluate other performance works giving constructive feedback to help others develop.</p>	<p><b>Changing the world</b> - Apply performance skills to create and develop teaching plays that deliver a string and moral message. <b>Kindness</b> - Explore moral messages with empathy.</p>	<p><b>Changing the world</b> - Apply performance skills to create and develop teaching plays that deliver a string and moral message. <b>Kindness</b> - Explore moral messages with empathy.</p>	
<p><b>Developing Character</b></p>	<p><b>Understanding environmental diversity</b> - Exploring characters lives and pathways and analysing how life choice have changed their future. <b>Development of literacy</b> - Analysing language and how it's delivery on stage can be powerful. <b>Respecting human rights</b> - Exploring transgender issues through performance text.</p>	<p><b>Curiosity</b> - Perform several scripts form several playwrights exploring their political/social and economic contexts.</p>	<p><b>Creating ambition: Understanding opportunities within the performing arts industry. Creating and developing theatre through group work employing team work and democracy skills.</b></p>	<p><b>Creating independence</b> - collaborating with others and intertwining creative ideas to develop a performance <b>Optimism</b> - To create a positive environment in rehearsals and work with each other for a common goal. <b>Not fearing failure</b> - Explore and create an environment that allows and encourages mistakes. Developed work does not always have to be used in the final performance.</p>	<p><b>Creating independence</b> - Creating a piece of theatre from scratch. <b>Understanding democracy</b> - managing a team and working together to develop theatre, applying confidence to their stage performance, performing to live audience.</p>	<p><b>Creating independence</b> - Creating a piece of theatre from scratch. <b>Understanding democracy</b> - managing a team and working together to develop theatre, applying confidence to their stage performance, performing to live audience.</p>	
<p><b>Understanding Diversity</b></p>	<p><b>Acquiring cultural capital</b> - Exploring: British miners strikes, feminism, murder, exploration of personality, poverty, drink driving, autism, love and education.</p>	<p><b>Mindfulness</b> - Evaluate and explore family dynamics and how these affects people's life and emotions. <b>Being a world citizen</b> - Understand the north south divide in 80's Britain and how it shaped society</p>	<p><b>Acquiring cultural capital:</b> Students to explore themes like: Deforestation, Dementia, War, grief, Kindness, Persecution and Life. <b>Understanding mental and physical diversity</b> - Developing and analysing characters with mental health issues and how this would affect them personally</p>	<p><b>Self assurance</b> - Apply confidence when analysing a professional actors performance skills. <b>Understanding mental and physical diversity</b> - Analysing topics like Autism and Dementia and applying empathy when developing characters and performance works based on these ideas.</p>	<p><b>Grit</b> - Being able to link creative ideas to their original stimulus, analysing and critiquing their own and others work in a kind and constructive way. <b>Respecting human rights</b> - Creating sympathetic and appropriate characters to fit with challenging stimuli.</p>	<p><b>Grit</b> - Being able to link creative ideas to their original stimulus, analysing and critiquing their own and others work in a kind and constructive way. <b>Respecting human rights</b> - Creating sympathetic and appropriate characters to fit with challenging stimuli.</p>	
<p><b>Literacy Reading, Oracy</b></p>	<p>LITERACY - Discussion and exploration of the written word.</p>	<p>LITERACY - Exploring written plays</p>	<p>LITERACY - Script writing.</p>	<p>LITERACY - Script writing.</p>	<p>LITERACY - Script writing.</p>	<p>LITERACY - Script writing.</p>	
<p><b>Gatsby, Careers</b></p>	<p>Trip to go and watch a Live theatre performance. Something current that has a political message. <b>No limits to your destination</b> - Interview a theatre professional that is not a performer to show students work opportunities in theatres.</p>	<p><b>Creating independence</b> - Performing theatre work to a live audience.</p>	<p>Frantic assembly workshop - Bring a theatre company that are experts in creating devised work in to help students develop creative skills.</p>	<p>Working as a group to create professional theatre.</p>	<p><b>Mastery of learning</b> - Performing for assessment a polished and finished devised piece of work. <b>Self control</b> - Apply discipline to act as a professional company delivering a final piece of theatre work.</p>	<p><b>Mastery of learning</b> - Performing for assessment a polished and finished devised piece of work. <b>Self control</b> - Apply discipline to act as a professional company delivering a final piece of theatre work.</p>	

<b>Mental and Physical Well-being</b>	Students work as part of a team	Create positivity amongst students by using script to explore being grateful for what we have,	Working as part of a team, creating theatre as a unit and developing a sense of team and purpose.		Support groups and facilitate conflict resolution when ideas and personalities clash during project.	Support groups and facilitate conflict resolution when ideas and personalities clash during project.
<b>Cross-Curricular Links</b>	LINKS TO OTHER SUBJECTS - Ethics and Philosophy/ English SMSC - Cultural/social RSE - Drugs and alcohol, gender, sex and healthy relationships	LINKS TO OTHER SUBJECTS - English (exploration of language and play text. History - Miner strike and Britain's North South divide.	LINKS TO OTHER SUBJECTS - Ethics and Philosophy: looking at mental health, religion and humans within society through the exploration of stimuli.	LINKS TO OTHER SUBJECTS - Ethics and Philosophy: looking at mental health, religion and humans within society through the exploration of stimuli.	LINKS TO OTHER SUBJECTS - Ethics and Philosophy: looking at mental health, religion and humans within society through the exploration of stimuli.	LINKS TO OTHER SUBJECTS - Ethics and Philosophy: looking at mental health, religion and humans within society through the exploration of stimuli.
<b>Extra-Curricular Links</b>	Trips to see LIVE theatre. Interviews with theatre professionals	Trips to see LIVE theatre. Interviews with theatre professionals	Professional theatre workshops.			
<b>Precise Learning Endpoints</b>	1.Students will be able to show knowledge and understanding of drama and theatre. 2.Students will learn and study of one set play from a choice of six. 3.Students will be able to analyse their chosen play. 4.Students will be able to demonstrate analysis and evaluation of the work of live theatre makers. 1.Students will be able to perform two extracts of a chosen play for assessment. 2.Students will perform the play showing clear understanding of character and context. 3.Students will be able to perform a piece of scripted theatre using a wide range of vocal and physical techniques.	1.Students will be able to show knowledge and understanding of drama and theatre. 2.Students will learn and study of one set play from a choice of six. 3.Students will be able to analyse their chosen play. 4.Students will be able to demonstrate analysis and evaluation of the work of live theatre makers. 1.Students will be able to perform two extracts of a chosen play for assessment. 2.Students will perform the play showing clear understanding of character and context. 3.Students will be able to perform a piece of scripted theatre using a wide range of vocal and physical techniques.	1.Students will be able to show knowledge and understanding of drama and theatre. 2.Students will learn and study of one set play from a choice of six. 3.Students will be able to analyse their chosen play. 4.Students will be able to demonstrate analysis and evaluation of the work of live theatre makers. 1.Students will be able to actively take part on the process of creating devised drama. 2. Students will be able to perform a piece of devised drama (students may contribute as performer or designer) 3. Students will be able to complete a piece of coursework that shows analysis and evaluation of own work.	1.Students will be able to show knowledge and understanding of drama and theatre. 2.Students will learn and study of one set play from a choice of six. 3.Students will be able to analyse their chosen play. 4.Students will be able to demonstrate analysis and evaluation of the work of live theatre makers. 1.Students will be able to actively take part on the process of creating devised drama. 2. Students will be able to perform a piece of devised drama (students may contribute as performer or designer) 3. Students will be able to complete a piece of coursework that shows analysis and evaluation of own work.	1.Students will be able to actively take part on the process of creating devised drama. 2. Students will be able to perform a piece of devised drama (students may contribute as performer or designer) 3. Students will be able to complete a piece of coursework that shows analysis and evaluation of own work.	1.Students will be able to actively take part on the process of creating devised drama. 2. Students will be able to perform a piece of devised drama (students may contribute as performer or designer) 3. Students will be able to complete a piece of coursework that shows analysis and evaluation of own work.

<b>Drama GCSE</b>	<b>Autumn Term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>Year 11</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

<b>Topic Summary</b>	<b>Component 2: Devising Drama - Exam and Coursework completion</b>	<b>Component 1: Understanding Drama/ Component 3: Texts in practice</b>	<b>Component 3: Texts in practice EXAM</b>	<b>Revision</b>	<b>Revision - Component 1 exam completed end of May.</b>	<b>N/A</b>
<b>Thinking Hard</b>	As the final performance exam takes place in this term, the skills from the previous term are continued and completed.	<b>Acquiring knowledge</b> - Understand and be able to analyse a script for exam and a live piece of theatre. <b>Changing the world</b> - Develop and apply confidence building a presenting skills to be able to deliver speeches to an audience.	<b>Mastery of learning</b> - Prepare and perform a final exam piece for an outside examiner under professional performance conditions.	<b>Acquiring cultural capital</b> - Apply knowledge of play text and historical context in exam answers. <b>Grit</b> - Revising key topics and developing confident exam skills		
<b>Developing Character</b>		<b>Being creative</b> - Developing and performing a character that is sensitive to the plays context. <b>Self - assurance</b> - Perform using a wide range of performance skills. Kindness - Evaluate others performances giving constructive and developmental feedback.	<b>Grit</b> - Channel nerves and fear into a disciplined and well rehearsed piece of performance work. <b>Creating ambition</b> - Evaluating and comparing professional performance to their own assuring high standard of performance in exam. <b>Understanding democracy</b> - Applying teamwork skills to create a performance for a common goal.	<b>Grit</b> - Revisiting previous papers, analysing shortcomings and filling the knowledge gaps they have. <b>Optimism</b> - Evaluate mock exam results and be positive about achievements and failings building on these for the future exam.		
<b>Understanding Diversity</b>		<b>Mindfulness</b> - Perform a piece where the personal interpretation is sensitive to context. <b>Gratitude</b> - Evaluating and showing appreciation for others work. <b>Understanding mental and physical diversity</b> - Exploring a range of characters and performing them in a way that is sensitive to their diversity.	<b>No fear of failure</b> - Have the confidence to perform to the best of their ability ignoring the final outcome.	<b>Mastery of learning</b> - Exam technique - What kind of learners are they? How does everyone else learn? How can the optimise their revision?		
<b>Literacy Reading, Oracy</b>		LITERACY - Interpreting written language and its delivery	LITERACY - Public speaking/delivery of the spoken word			
<b>Gatsby, Careers</b>	Looking at tech for performance, exploring other industry jobs		<b>No limits to your destination</b> - Mock examiner day? Could we get a theatre professional in to school to watch and mark exam pieces before they perform them to an examiner?	Revision tools and techniques to help with all subjects. Derren Brown Memory palace to help to remember large amounts of information.		
<b>Mental and Physical Well-being</b>		Do workshops to develop confidence and create resilient performers.	Doing warm ups before performance to channel nerves and support mental health.	This topic will focus heavily not only on revising material, but also how to revise, memory techniques and exam skills. How do you answer the exam? Will be an important question.		
<b>Cross-Curricular Links</b>		LINKS TO Other SUBJECTS - Technology - exploring lighting and sound in performance and technical roles within a theatre	LINKS TO OTHER SUBJECTS - Music and drama - performance for an examiner/assessment	Revision techniques will support all subjects where large amounts of information needs to be remembered.		

Extra-Curricular Links		RSHE - Playtext for exam looks at drugs, relationships, sex, gender and consent.	Mock examiner - Visit from a theatre professional.			
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Precise Learning Endpoints						