	Autumn Term		Spring term		Summer term	
Year 7	1	2	3	4	5	Year 8
T:- C	The Skilled Performer	United States and Comments	Stanislavski -Given Circumstances	Stanislavski - Given Circumstances	Terrentwood Manor	Tamia Samanana
	To understand how to apply Voice, Physicality	means	Using history to create Drama To know how to read a script in detail To apply the given circumstances to performance decisions	Applying Stanislavski to perform from a script To understand the meaning of Given circumstances To apply the knowledge of given circumstances	Story telling techniques To Understand new Theatre techniques Apply platformTheatre techniques to an original performance	Topic Summary Thinking Hard
Character	Being creative - Create and developing characters considering human values. Self assurance - Developing basic public speaking and confidence skills. Performing in front of others.		Being creative - Create and developing characters considering human values. Self assurance - using own personal creative interests to make drama	1. Script reading 2. Learning Lines 3. Building a character from given circumstances 4. How to research to build a deeper knowledge of the character	Being creative - Create and developing characters considering human values. Self assurance - using own personal creative interests to make drama	Developing Character
Understanding Diversity	the historical context of Drama. e.g. Victorian Theatre. Undertsanding environmental Diversity -	of western (European) theatre. 6. Script reading/learning lines	Acquiring cultural capital - Researching the story of Anne Frank and develop an understanding of the racsim and suffering of Jewish people. Making links to current social issues of racism and prejudism in contemporary life.	5. The importance of knowing the story of the play and why its important in making a better character and performance. 6. To recall Stanislavski as a practioner 7. To evaluate their own work and others	Acquiring cultural capital - Exploring artistic Intentions why theatre is made, to reflect on society and history around them	Understanding Diversity
	language to develop oracy skills in Drama and transferable subjects Oracy. Develop oracy skills to coomunicate with peers and adults. Accountability and expectations to read texts in groups and to the class	regulating feedback 'Saying that was good' is not acceptable evaluating, always have to say 'why' Teaching students that the script for evaluating is 'That was effective because'	Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy. Develop oracy skills to communicate with peers and adults. Accountability and expectations to read texts in groups and to the class	Essential: To build a schema on how to process, analyse and make informed performance descisions.	Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy. Develop oracy skills to communicate with peers and adults. Accountability and expectations to read texts in groups and to the class	Literacy Reading, Oracy
	Costume Designing - Students will learn career pathways and skills required to become	Costume design To list various places where employmeny can be	Sound and Lighting To explore career pathways into oeprating sound and lighting in professional film and theatre		Set Designer Exploring how set designer's train, develop work	
Gatsby, Careers	a costume designer in theatre and in film Encouraging confidence and teamwork.	gained.	Encouraging confidence and teamwork.	careers can be obtained in the industry	& build a career in Theatre and film Encouraging confidence and teamwork.	Gatsby, Careers
Mental and Physical Well-being	Fostering an emotionally safe environment of positivity where students are encouraged to make public mistakes. Exploring links with being active (physically &	To create a timeline of theatre history in drama booklets To develop basic skills to read a script	Fostering an emotionally safe environment of positivity where students are encouraged to make public mistakes. Exploring links with being active (physically & minddully) and well being Dance - using movement and gesture. SMSC - Cutural and social English - How to analyse text and oracy skills	Anne Frank MTP should be delivered to develop how to research and use research in drama.	Fostering an emotionally safe environment of positivity where students are encouraged to make public mistakes. Exploring links with being active (physically & minddully) and well being Dance - using movement and gesture. SMSC - Cutural and social English - How to analyse text and oracy skills	Mental and Physical Well-being
	England English - How to analyse text and oracy skills			and apply to a new text and characters		Cross-Curricular Links
Extra-Curricular	School production - Developing skills in class that		School production - Developing skills that	The 3 Drama Key skills Voice, Physicality &	School production - Developing skills that	
Links	will be used in the school show.	mime and Victorian Melodrama	could be usd in future school plays	Use of space should now be embeded and	could be usd in future school plays	Extra-Curricular Links
ELC	1. Hoing Orong skills and and the in-	Devising Assessment -	To present a performance of a script	Crucible Scripted Assessment - Focus Context		ELC
	and other work. 2. Explain use of Key Skills Voice, physicality and use of space. 3 Demonstrating key Drama techniques: Freeze frame, narration, Audience awareness 4. Perform and demonstrate minimum 1 of the	performances, one in ensemble, one Commedia and one Victorian Melodrama, with an evaluation of what skills they used to create the different stock characters Written Assessment: Students will recall, Dramatical terminology and	1. To present a periormance of a script 2. To evaluate the self and others 3. To exalain the mechanisms of Given Circumstances 4. To display a character that has clear consideration of the 3 Drama key skills 5. To have learnt lines so the script isn't needed in the final performance	Feedback should be focused soley on the use of the 3 Key skills and the students peer on peer feedback should be embeded by now unless the rehearsal focus is on style.	1. Using Oracy skills evaluate their own work and other work. 2. Demonstrate a beginning, middle and End. 3 Demonstrating key Drama techniques: Cross Cutting&Split staging, Narration, placards, using Non Naturalism 4. Demonstrate minimum 1 of the 3 key skills to an audience, either developing clear use of voice, Physical movement or showing a clear awareness of the use of space.	Precise Learning Endpoints
Subject: Drama	Autumn Term		Spring term		Summer term	Subject: Drama
Year 8	1	2	3	4		Year 9
Tamia C	Stanislavski	Stanislavski	Devising Political theatre	Boxhouse Theatre	Shakespeare - Romeo and Juliet	Torrio Communi
	To apply the given circumstances to performance decisions	circumstances	Brecht and Watergate To Understand new Theatre techniques Apply new Theatre technique to an original performance	Storytelling To know how to select the right theatre technique to use in devising Drama	understanding the story & Language To know how to read a script in detail To apply the given circumstances to performance decisions	Thinking Hard
Developing	Being creative - Create and developing characters using given circumstances considering human values. Self assurance - Continuing to develop public speaking and confidence skills.	Building a character Learning how to use context Using freeze frames How to use Hot seating to build character	Being creative - Create and developing characters based on historical figures Self assurance - Continuing to develop public speaking and confidence skills. Performing in front of others.Start to develop a sense of personal Creative identity.	How to research a stimulus How to use Brecht techniques Evaluating Brecht techniques How to structure a devised piece of drama Setting personal and group artistic intentions Evaluating self and others	Being creative - Using movement, vocal, past techniuqes skills to bring a script to life. Self assurance - Building spoken and team working skills that build self assurance	Developing Character

	Acquiring cultural capital - Exploring	Retrieve key aspects of Stanislavski as a	Acquiring cultural capital - Exploring	Development of Brecht Techniques	Acquiring cultural capital - Exploring	
	how different people work together and	practitioner	history took place and why it is memorable.	1. The V Effect	how different people work together and	
	bring different values to a work force	7. To evaluate their own work and others		2. Placards	bring different values to a work force	
		8. To build an independent self-regulation into	Undertsanding environmental Diversity -	3. 3rd Person Narration		
	Undertsanding environmental Diversity -	rehearsals	Discussing and deconstructing stereotypes	4. Breaking Non Linear narrative	Undertsanding environmental Diversity -	
	Discussing and deconstructing stereotypes and misconceptions about stereotypes	To take lead of rehearsals and make considered decisions in problem solving	and misconceptions about stereotypes e.g. colloquial language	(Through use of Cross Section and Split Staging and use of Episodes rather than	Discussing and deconstructing stereotypes and misconceptions about stereotypes, sexism	
Understanding	e.g. colloquial language	situations	e.g. colloquial lariguage	Act and Scenes)	& historical prejudism against women	
Diversity	e.g. colloquial lariguage	10. Embedding Line learning Schema tools	•	Act and Scenes)		Understanding Diversity
Divoloky		The MTP is taught using Tim Firth's two plays			Disciplinary LITERACY - Using specific	Chaorotanang Divoroity
		Neville's Island and Sheila's Island, comedy			language to develop oracy skills in Drama	
		plays, with a reasonable contemporay setting			and transferable subjects Oracy.	
					Develop oracy skills to communicate with	
					peers and adults, to build the expectations	
					that we learn from making mistakes and	
					knowing it is ok to have time to speak.	
	Disciplinary LITERACY - Using specific		Disciplinary LITERACY - Using specific	Development of Devising Structure	Learning starts with Oracy to finally embed into	
	language to develop oracy skills in Drama		language to develop oracy skills in Drama	1. Formulac Structure (Limit to 4-5 scenes)	LTM	
	and transferable subjects Oracy. Develop oracy skills to coomunicate with		and transferable subjects Oracy. Develop oracy skills to coomunicate with	2. How to plan and improvise stimulus material	Accountability and expectations to read texts in groups and to the class, cold call with	
	peers and adults.		peers and adults.	3. Setting Artistic Intentions	teacher questioning, to offer a different opinion	
Literacy Reading	Accountability and expectations to read texts		Accountability and expectations to read texts	4. What does inventive look like	and example to other students ideas and reason-	
Oracy	in groups and to the class		in groups and to the class	5. How to contribute to the process	ing.	Literacy Reading, Oracy
,	To explore the career pathways of a stage	To explain a clear pathway to becoming a	, g	To be able to explain 2 career pathways to	To explore how to become a front of house of	
	manager and where to find employment as a	stage manager	To explore the role in Theatre and film of a	become a producer or Director in theatre or	manager in a theatre and how to gain valuable	
	stage manager	To list various place of employment for a stage	producer and director, how to train and gain	film	experience to become a front of house manager	
		manager	essential experience to become a producer or		and the benefits it can have for a performing	
Gatsby, Careers			director		career	Gatsby, Careers
	Encouraging confidence and teamwork.	To use retrieval practice to embed into LTM	Encouraging confidence and teamwork.		Encouraging confidence and teamwork.	
	Fostering an emotionally safe environment	key Dramatic vocabulary	Fostering an emotionally safe environment		Fostering an emotionally safe environment	
	of positivity where students are encouraged to make public mistakes.		of positivity where students are encouraged		of positivity where students are encouraged to make public mistakes.	
	Exploring links with being active (physically &		to make public mistakes. Exploring links with being active (physically &		Exploring links with being active (physically &	
Mental and	minddully) and well being. Building		minddully) and well being. Building		minddully) and well being. Building	
Physical	relationships with peers that could build		relationships with peers that could build		relationships with peers that could build	
Well-being	friendships		friendships	become either a sound or lighting	friendships	Mental and Physical Well-being
Tron nong				gg	Dance - using movement and gesture.	
			Dance - using movement and gesture.		SMSC - Cutural and social	
	Dance - using movement and gesture.		SMSC - Cutural and social		History -Misconceptions! What is real history &	
	SMSC - Cutural and social	Recap skills and techniques from year 7 to	History - Watergate and Politics		what is dramatised.	
			i listory - watergate and i ontos		what is dramatised.	
Cross-Curricular	Geography - Lake District K&U	embed essential Dramatic key skills and	English - How to use research beyond cut		English - How to analyse text and oracy skills	
Links	English - How to analyse text and oracy skills	embed essential Dramatic key skills and techniques	English - How to use research beyond cut & paste	engineer in Film or theatre	English - How to analyse text and oracy skills future English set text	Cross-Curricular Links
Links Extra-Curricular	English - How to analyse text and oracy skills School production - Developing skills in class that	embed essential Dramatic key skills and techniques	English - How to use research beyond cut & paste School production - Developing skills in class that		English - How to analyse text and oracy skills future English set text School production - Developing skills in class that	
Links Extra-Curricular Links	English - How to analyse text and oracy skills	embed essential Dramatic key skills and techniques	English - How to use research beyond cut & paste	To list various places where employment and	English - How to analyse text and oracy skills future English set text School production - Developing skills in class that will be used in the school show.	Extra-Curricular Links
Links Extra-Curricular	English - How to analyse text and oracy skills School production - Developing skills in class that will be used in the school show.	embed essential Dramatic key skills and techniques Scripted Assessment: Context and Character	English - How to use research beyond cut & paste School production - Developing skills in class that will be used in the school show.	To list various places where employment and careers can be obtained in the industry	English - How to analyse text and oracy skills future English set text School production - Developing skills in class that will be used in the school show.	
Links Extra-Curricular Links	English - How to analyse text and oracy skills School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage.	embed essential Dramatic key skills and techniques Scripted Assessment: Context and Character Assessment focus:	English - How to use research beyond cut & paste School production - Developing skills in class that will be used in the school show. 1. To create drama using Brecht techniques.	To list various places where employment and careers can be obtained in the industry Assessment Focus: Spring 1	English - How to analyse text and oracy skills future English set text School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage.	Extra-Curricular Links
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Links Extra-Curricular Links	English - How to analyse text and oracy skills School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise complicated dialogue for performance. 3. Able to perform in front of an audience.	embed essential Dramatic key skills and techniques Scripted Assessment: Context and Character Assessment focus: Aut 1: Presentation of character development with short script	English - How to use research beyond cut & paste School production - Developing skills in class that will be used in the school show. 1. To create drama using Brecht techniques. 2. To create inventive Drama	To list various places where employment and careers can be obtained in the industry Asessment Focus: Spring 1 Use of techniques	English - How to analyse text and oracy skills future English set text School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise	Extra-Curricular Links
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Links Extra-Curricular Links ELC Precise Learning Endpoints	English - How to analyse text and oracy skills School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise complicated dialogue for performance. 3. Able to perform in front of an audience. 4. Students will be able to study setting, plot, 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 develop SCHEMA for learning lines, beyond rotatory repetative learning. 7. Evaluate self and Peers	embed essential Dramatic key skills and techniques Scripted Assessment: Context and Character Assessment focus: Aut 1: Presentation of character development with short script Aut 2: Learning lines Displaying a fluent & consistent performance Establishing the correct style for the script Displaying a command of the 3 Key Drama Skills	English - How to use research beyond cut & paste School production - Developing skills in class that will be used in the school show. 1. To create drama using Brecht techniques. 2. To create inventive Drama 3. Able to perform in front of an audience. 4. To use research to create Drama/character 5. To use techniques from previous MTP 6. To contribute to the creative process 7. Evaluate self and Peers	To list various places where employment and careers can be obtained in the industry Asessment Focus: Spring 1 Use of techniques Spring 2 Development of character and use of key skills Artistic intentions Contribution	English - How to analyse text and oracy skills future English set text School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise complicated dialogue for performance. 3. Able to perform in front of an audience. 4. Students will be able to study setting, plot, 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 develop SCHEMA for learning lines, beyond rotatory repetative learning. 7. Evaluate self and Peers	Extra-Curricular Links ELC Precise Learning Endpoints
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Links Extra-Curricular Links ELC Precise Learning Endpoints Subject: Drama	English - How to analyse text and oracy skills School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise complicated dialogue for performance. 3. Able to perform in front of an audience. 4. Students will be able to study setting, plot, 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 develop SCHEMA for learning lines, beyond rotatory repetative learning. 7. Evaluate self and Peers Autumn Term 1 Blood Brothers Study of set Text/Text in Practice	embed essential Dramatic key skills and techniques Scripted Assessment: Context and Character Assessment focus: Aut 1: Presentation of character development with short script Aut 2: Learning lines Displaying a fluent & consistent performance Establishing the correct style for the script Displaying a command of the 3 Key Drama Skills Displaying a three dimenstional character 2 Blood Brothers Assessing Set Text Live theatre Evaluation Improvisation workshops	English - How to use research beyond cut & paste School production - Developing skills in class that will be used in the school show. 1. To create drama using Brecht techniques. 2. To create inventive Drama 3. Able to perform in front of an audience. 4. To use research to create Drama/character 5. To use techniques from previous MTP 6. To contribute to the creative process 7. Evaluate self and Peers Spring term	To list various places where employment and careers can be obtained in the industry Asessment Focus: Spring 1 Use of techniques Spring 2 Development of character and use of key skills Artistic intentions Contribution Inventiveness of final performance	English - How to analyse text and oracy skills future English set text School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise complicated dialogue for performance. 3. Able to perform in front of an audience. 4. Students will be able to study setting, plot, 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 develop SCHEMA for learning lines, beyond rotatory repetative learning. 7. Evaluate self and Peers Summer term 5 Scripted Project 2	Extra-Curricular Links ELC Precise Learning Endpoints Subject: Drama
Links Extra-Curricular Links ELC Precise Learning Endpoints Subject: Drama Year 9	English - How to analyse text and oracy skills School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise complicated dialogue for performance. 3. Able to perform in front of an audience. 4. Students will be able to study setting, plot, 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 develop SCHEMA for learning lines, beyond rotatory repetative learning. 7. Evaluate self and Peers Autumn Term 1 Blood Brothers Study of set Text/Text in Practice Using independent skills to self-regulate	embed essential Dramatic key skills and techniques Scripted Assessment: Context and Character Assessment focus: Aut 1: Presentation of character development with short script Aut 2: Learning lines Displaying a fluent & consistent performance Establishing the correct style for the script Displaying a command of the 3 Key Drama Skills Displaying a three dimenstional character 2 Blood Brothers Assessing Set Text Live theatre Evaluation Improvisation workshops The Blood Brothers project develops &	English - How to use research beyond cut & paste School production - Developing skills in class that will be used in the school show. 1. To create drama using Brecht techniques. 2. To create inventive Drama 3. Able to perform in front of an audience. 4. To use research to create Drama/character 5. To use techniques from previous MTP 6. To contribute to the creative process 7. Evaluate self and Peers Spring term 3 Devising Workshops	To list various places where employment and careers can be obtained in the industry Asessment Focus: Spring 1 Use of techniques Spring 2 Development of character and use of key skills Artistic intentions Contribution Inventiveness of final performance 4 Devising Assessment The devising project develops &	English - How to analyse text and oracy skills future English set text School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise complicated dialogue for performance. 3. Able to perform in front of an audience. 4. Students will be able to study setting, plot, 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 develop SCHEMA for learning lines, beyond rotatory repetative learning. 7. Evaluate self and Peers Summer term 5 Scripted Project 2 Using independent skills to self-regulate	Extra-Curricular Links ELC Precise Learning Endpoints Subject: Drama Year 10
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Links Extra-Curricular Links ELC Precise Learning Endpoints Subject: Drama Year 9	English - How to analyse text and oracy skills School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise complicated dialogue for performance. 3. Able to perform in front of an audience. 4. Students will be able to study setting, plot, 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 develop SCHEMA for learning lines, beyond rotatory repetative learning. 7. Evaluate self and Peers Autumn Term 1 Blood Brothers Study of set Text/Text in Practice Using independent skills to self-regulate progress Retrieval Schema Start to learn COMA and apply to scripted work to participate in deep thinking conversations on the	embed essential Dramatic key skills and techniques Scripted Assessment: Context and Character Assessment focus: Aut 1: Presentation of character development with short script Aut 2: Learning lines Displaying a fluent & consistent performance Establishing the correct style for the script Displaying a command of the 3 Key Drama Skills Displaying a three dimenstional character 2 Blood Brothers Assessing Set Text Live theatre Evaluation Improvisation workshops The Blood Brothers project develops & assesses the following performance skills	English - How to use research beyond cut & paste School production - Developing skills in class that will be used in the school show. 1. To create drama using Brecht techniques. 2. To create inventive Drama 3. Able to perform in front of an audience. 4. To use research to create Drama/character 5. To use techniques from previous MTP 6. To contribute to the creative process 7. Evaluate self and Peers Spring term 3 Devising Workshops Using independent skills to self-regulate progress Thinking of how to use context from various stimulus to create artistic intentions	To list various places where employment and careers can be obtained in the industry Asessment Focus: Spring 1 Use of techniques Spring 2 Development of character and use of key skills Artistic intentions Contribution Inventiveness of final performance 4 Devising Assessment The devising project develops & assesses the following performance skills	English - How to analyse text and oracy skills future English set text School production - Developing skills in class that will be used in the school show. 1. Able to take a script from page to stage. 2. Use long term memory to memorise complicated dialogue for performance. 3. Able to perform in front of an audience. 4. Students will be able to study setting, plot, 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 develop SCHEMA for learning lines, beyond rotatory repetative learning. 7. Evaluate self and Peers Summer term 5 Scripted Project 2 Using independent skills to self-regulate progress Retrieval Schema Start to learn COMA and apply to scripted work to participate in deep thinking conversations on the	Extra-Curricular Links ELC Precise Learning Endpoints Subject: Drama Year 10
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		'Things I know to be True' and explore its cultural and historical context. Acquiring knowledge - Exploring a how the	Analyse British culture and how theatre comemnts on society of its time period.		skills of actors portraying miners in 80's Britain. Being creative - Using their drama knowledge and		
		'Things I know to be True' and explore its cultural and historical context. Acquiring knowledge - Exploring a how the cultural and histroical context influences	Analyse British culture and how theatre comemnts on society of its time period. Understanding how to analyse theatre and	prospects and roles within a theatre outside of	skills of actors portraying miners in 80's Britain. Being creative - Using their drama knowledge and developed skills to create a performance Gratitude	create and develop teaching plays that deliver a string	

				Creating independence - collaborating with others		
	Understanding environmental diversity - Exploring			and intertwining creative ideas to develop a		
	characters lives and pathways and analysing how life choice have changed their future. Development of			performance Optimism - To create a positive environment in rehearsals and work with each	Creating independence - Creating a piece of theatre	
	literacy - Analysing language and how it's delivery on		Creating ambition: Understanding opportunities within	other for a common goal. Not fearing failure -	from scratch. Understanding democracy - managing a	
	stage can be powerful. Respecting human rights -	Curiosity - Perform several scripts form several	the performing arts industry. Creating and developing	Explore and create an environment that allows and	team and working together to develop theatre,	
Developing	Exploring transgender issues through performance	playwrights exploring their political/social and	theatre through group work employing team work and	encourages mistakes. Developed work does not	applying confidence to their stage performance,	
Character	text.	economic contexts.	democracy skills.	always have to be used in the final performance.	performing to live audience.	Developing Character
	Acquiring cultural capital - Exploring: family		Acquiring cultural capital: Students to explore themes	Self assurance - Apply confidence when analysing a		
	struggles with contemporary social values		like: Deforestation, Dementia, War, grief, Kindness,	professional actors performance skills.	Grit - Being able to link creative ideas to their original	
	exploration of personality, poverty, gender	Mindfulness - Evaluate and explore family dynamics	Persecution and Life. Understanding mental and	Understanding mental and physical diversity	stimulus, analysing and critiquing their own and	
Understanding	identity, love and education. Looking at role models and how the can effect our decision	and how these affects people's life and emotions. Being a world citizen - Understand the north south	physical diversity - Developing and analysing characters with mental health issues and how this would affect	Analysing topics like Autism and Dementia and applying empathy when developing characters and	others work in a kind and constructive way. Respecting human rights - Creating sympathetic and	
Diversity	making.	divide in 80's Britain and how it shaped society	them personally	performance works based on these ideas.	appropriate characters to fit with challenging stimuli.	Understanding Diversity
	LITERACY - Discussion and debating issues in	LITERACY - Discussion and debating issues in			LITERACY - Discussion and debating issues in	
	the set text and exploration of the written word	the set text and exploration of the written word	LITERACY - Using language to impact story	LITERACY - Developing the ability to write self-	the set text and exploration of the written word	
	and using references in the text to explore	and using references in the text to explore	telling and the power of language to effect	reflections. To demonstrate how to reference	and using references in the text to explore	
Oracy	human values and motivations.	human values and motivations.	an audience with cultural and political issues.	·	human values and motivations.	Literacy Reading, Oracy
	A Trip to go and watch a Live theatre	To answer questions in the exam with confidence of		To explain the careerpathways of a theatre	Exploring how to use performing skillsets to gain	
	performance. Something current that has a	what difference on Stage Management/costume	opportunity to work alongside industry	prodcuer	employment across industries	
	political message. Building strong ambitious values 'No limits to	design Set Design, Theatre management and Prop Making	professionals			
	your own destination	Set Design, meatre management and Prop Making	Exploring the careerpathways of a small scale theatre			
	Interview a theatre professional that is		producer			
	not a performer to show students work					
Gatsby, Careers	opportunities in theatres.					Gatsby, Careers
Mental and						
Physical	Charles and a second of the second		Working as part of a team, creating theatre as a unit and	and the state and the state of	Support groups and facilitate conflict resolution when	Montal and Dhysical Mall halve
Well-being	Students work as part of a team LINKS TO OTHER SUBJECTS - Ethics and Philosophy/	explore being grateful for what we have,	developing a sense of team and purpose.	why theatre makers reach their target	ideas and personalities clash during project.	Mental and Physical Well-being
Cross-Curricular	English SMSC - Cultural/socail RSHE - Drugs and	LINKS TO OTHER SUBJECTS - English (exploration of language and play text. History - Miner strike and	LINKS TO OTHER SUBJECTS - Ethics and Philosophy: looking at mental health, religion and humans within		LINKS TO OTHER SUBJECTS - Ethics and Philosophy: looking at mental health, religion and humans within	
Links	alcohol, gender, sex and healthy relationships	Britain's North South divide.	society through the exploration of stimuli.	auidience and source funding	society through the exploration of stimuli.	Cross-Curricular Links
	Trips to see LIVE theatre. Interviews with theatre	Trips to see LIVE theatre. Interviews with theatre	society through the exploration of stillian.	addictice and source funding	society through the exploration of stimuli.	01033-0411104141 EIIIKS
Links	professionals	professionals	Professional theatre workshops.			Extra-Curricular Links
	End of topic Assessment on Things I Know to be	End of Topic Assessment on a piece of Live Theatre	Full Exam assessment 80 Marks	NEA Devising Mock	NEA Practical Assessment	
	True (44 Marks) Practical assessment of 1 Extract from Things	(32 Marks)		NEA Coursework Section 1	NEA Coursework Section 2 Live theatre 32 Marks	
ELC	I Know to be True (40 Marks)				Live tileatte 32 Maiks	ELC
	1.Students will be able to show knowledge and	1.Students will be able to show knowledge and	1.Students will complete revision tests to show	1.Students will complete revision tests to show	1.Students will write exam questions out with full	
	understanding of drama and theatre.	understanding of drama and theatre.	their recall on the set play.	their recall on the set play.	practice.	
		2.Students will Continue to study one set play from the				
	2.Students will learn and study of one set play from a		3.Students will be able to actively take part on	2. Students will write an improved live theatre	2. Students will write an improved live theatre	
	choice of	AQA set of six.	the process of creating devised drama.	review	review	
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	choice of six 3.Students will be able to demonstrate analysis and evaluation of the work of live theatre makers.	AQA set of six. 3.Students will be able to analyse a full Live theatre play	the process of creating devised drama. 4. Students will be able to perform a piece of devised drama (students may contribute as performer or designer)	review 3.Students will be able to actively take part on the process of creating devised drama. 4. Students will be able to perform a piece of	review 3.Students will be able to actively take part on the process of creating devised drama. 4. Students will be able to perform a piece of	
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Literacy Reading, Oracy	LITERACY - Discussion and debating issues in the set text and exploration of the written word and using references in the text to explore human values and motivations.	Debate the historical and cultural aspects of the set text.	LITERACY - Self reflection on the quality of writing and the quantity that they can write in set time conditions. To write down their artistic intentions of performance of a contemporary or classic text	LITERACY - Self reflection on the quality of writing and the quantity that they can write in set time conditions.		Literacy Reading, Oracy
Gatsby, Careers	A Trip to go and watch a Live theatre performance. Something current that has a political message. Building strong ambitious values 'No limits to your own destination Interview a theatre professional that is not a performer to show students work opportunities in theatres.	Set Design, Theatre management and Prop Making	Theatre workshop that gives student the opportunity to work alongside industry professionals Exploring the careerpathways of a small scale theatre producer	To explain the careerpathways of a theatre prodcuer	Exploring how to use performing skillsets to gain employment across industries	Gatsby, Careers
Mental and Physical Well-being	Students work as part of a team. Referencing skills comparison to their English learning SCHEMA		Doing warm ups before performance to chanel 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.		Mental and Physical Well-being
Cross-Curricular Links	LINKS TO OTHER SUBJECTS - Ethics and Philosophy/ English SMSC - Cultural/socail RSHE - Drugs and alcohol, gender, sex and healthy relationships	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.		Cross-Curricular Links
Extra-Curricular Links	Trips to see LIVE theatre. Interviews with theatre professionals	RSHE - Playtext for exam looks at drugs, relationships, sex, gender and consent.	Mock examiner - Visit from a theatre professional.			Extra-Curricular Links
ELC	Set text assessment - 44 Marks NEA Coursework - 80 Marks	Live theatre assessment 32 Marks NEA Coursework - 80 Marks	Full Exam assessment 80 Marks	Exam written	Practical Assessment - External	ELC
Precise Learning	To complete the NEA written reflection sections 1,2&3 To write a full Exam answer to create a full individual plan of action for year 11	Students will write an improved live theatre review To explain the context and character objectives for both Extracts for their Text assessment (Spring2)	1.Students will complete revision tests to show their recall on the set play and exam skills 2. Students will write an improved live theatre review 3. To explain the context and character objectives for both Extracts for their Text assessment (Spring2)	Students will complete revision tests to show their recall on the set play and exam skills Students will write an improved live theatre review To perfornm 2 Extracts for Component 3 Texts in practice to an external Examiner from AQA.	EXAM	
Endpoints			Have written 2 Artistic intention sheets ready for the external examnier's visit.			Precise Learning Endpoints