

	Autumn Term		Spring term		Summer term	
Year 7	1	2	3	4	5	Year 8
Topic Summary	The Skilled Performer	Historical Context of Drama	Stanislavski -Given Circumstances Using history to create Drama	Stanislavski - Given Circumstances Applying Stanislavski to perform from a script	Terrentwood Manor Story telling techniques	Topic Summary
Thinking Hard	To understand how to apply Voice, Physicality and use of space in Drama To apply the Core Drama skills to a performance	To know what Key Dramatic Vocabulary means and how to apply it practically	To know how to read a script in detail To apply the given circumstances to performance decisions	To understand the meaning of Given circumstances To apply the knowledge of given circumstances	To Understand new Theatre techniques Apply platformTheatre techniques to an original performance	Thinking Hard
Developing Character	Being creative - Create and developing characters considering human values. Self assurance - Developing basic public speaking and confidence skills. Performing in front of others.	1. Evaluating self and others 2. Developing a character using stock characters as a learning frame. 3. Concept of Status	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	Acquiring cultural capital - Exploring the historical context of Drama. e.g. Victorian Theatre. Undertsanding environmental Diversity - Discussing and deconstructing stereotypes and misconceptions about stereotypes e.g. colloquial language .	4. Use of 3 Key skills Voice, Physicality & use of space 5. Historical context of theatre, timeline 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 prejudiceism 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
Literacy Reading, Oracy	Disciplinary LITERACY - Using specific 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	Essential: 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
Gatsby, Careers	Costume Designing - Students will learn career pathways and skills required to become a costume designer in theatre and in film	To be able to explain 2 career paths into Costume design To list various places where employmeny can be gained.	Sound and Lighting To explore career pathways into oeprating sound and lighting in professional film and theatre	To be able to explain 2 career pathways to become either a sound or lighting engineer in Film or theatre To list various places where employment and careers can be obtained in the industry	Set Designer Exploring how set designer's train, develop work & build a career in Theatre and film	Gatsby, Careers
Mental and Physical Well-being	Encouraging confidence and teamwork. 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	To create a timeline of theatre history in drama booklets	Encouraging confidence and teamwork. 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	Anne Frank MTP should be delivered to develop how to research and use research in drama.	Encouraging confidence and teamwork. 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	Mental and Physical Well-being
Cross-Curricular Links	Dance - using movement and gesture. SMSC - Cutral and social History - Italian Renaissance, Victorian England English - How to analyse text and oracy skills	To develop basic skills to read a script	Dance - using movement and gesture. SMSC - Cutral and social English - How to analyse text and oracy skills	The Crucible MTP after half term should be used to further those skills and to assess how the students and retireve Stanislavski and apply to a new text and characters	Dance - using movement and gesture. SMSC - Cutral and social English - How to analyse text and oracy skills	Cross-Curricular Links
Extra-Curricular Links	School production - Developing skills in class that will be used in the school show.	Introduced to workshops in Commedia Dellarte mime and Victorian Melodrama	School production - Developing skills that could be usd in future school plays	The 3 Drama Key skills Voice, Physicality & Use of space should now be embeded and	School production - Developing skills that could be usd in future school plays	Extra-Curricular Links
ELC		Devising Assessment -		Crucible Scripted Assessment - Focus Context		ELC
Precise Learning Endpoints	1. Using Oracy skills evlaute their own work 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 3 key skills to an audience, either developing clear use of voice, Physical movement or showing a clear awareness of the use of space.	Assessed with a range of three short 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 the facts that are key for the Historical Context	1. To present a performance of a script 2. To evaluate the self and others 3. To exlain 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	part of the students vocabulary skill set. 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	5	Year 9
Topic Summary	Stanislavski Building a Character	Stanislavski Performing a character from a text	Devising Political theatre Brecht and Watergate	Boxhouse Theatre Storytelling	Shakespeare - Romeo and Juliet understanding the story & Language	Topic Summary
Thinking Hard	To know how to read a script in detail To apply the given circumstances to performance decisions	To understand the meaning of Given circumstances To apply the knowledge of given circumstances	To Understand new Theatre techniques Apply new Theatre technique to an original performance	To know how to select the right theatre technique to use in devising Drama	To know how to read a script in detail To apply the given circumstances to performance decisions	Thinking Hard
Developing Character	Being creative - Create and developing characters using given circumstances considering human values. Self assurance - Continuing to develop public speaking and confidence skills. Performing in front of others.	1. Building a character 2. Learning how to use context 3. Using freeze frames 4. How to use Hot seating to build character 5. The importance in learning the story of the play.	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.	1. How to research a stimulus 2. How to use Brecht techniques 3. Evaluating Brecht techniques 4. How to structure a devised piece of drama 5. Setting personal and group artistic intentions 6. Evaluating self and others	Being creative - Using movement, vocal, past techniues skills to bring a script to life. Self assurance - Building spoken and team working skills that build self assurance	Developing Character

Understanding Diversity	<p>Acquiring cultural capital - Exploring how different people work together and bring different values to a work force</p> <p>Undertsanding environmental Diversity - Discussing and deconstructing stereotypes and misconceptions about stereotypes e.g. colloquial language</p>	<p>6. Retrieve key aspects of Stanislavski as a practitioner</p> <p>7. To evaluate their own work and others</p> <p>8. To build an independent self-regulation into rehearsals</p> <p>9. To take lead of rehearsals and make considered decisions in problem solving situations</p> <p>10. Embedding Line learning Schema tools</p>	<p>Acquiring cultural capital - Exploring history took place and why it is memorable.</p> <p>Undertsanding environmental Diversity - Discussing and deconstructing stereotypes and misconceptions about stereotypes e.g. colloquial language</p>	<p>Development of Brecht Techniques</p> <p>1. The V Effect</p> <p>2. Placards</p> <p>3. 3rd Person Narration</p> <p>4. Breaking Non Linear narrative (Through use of Cross Section and Split Staging and use of Episodes rather than Act and Scenes)</p>	<p>Acquiring cultural capital - Exploring how different people work together and bring different values to a work force</p> <p>Undertsanding environmental Diversity - Discussing and deconstructing stereotypes and misconceptions about stereotypes, sexism & historical prejudism against women e.g. Expectations on women to fulfil social roles</p>	Understanding Diversity
Literacy Reading, Oracy	<p>Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy.</p> <p>Develop oracy skills to coomunicate with peers and adults.</p> <p>Accountability and expectations to read texts in groups and to the class</p>	The MTP is taught using Tim Firth's two plays Neville's Island and Sheila's Island, comedy plays, with a reasonable contemporay setting	<p>Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy.</p> <p>Develop oracy skills to coomunicate with peers and adults.</p> <p>Accountability and expectations to read texts in groups and to the class</p>	<p>Development of Devising Structure</p> <p>1. Formulac Structure (Limit to 4-5 scenes)</p> <p>2. How to plan and improvise stimulus material</p> <p>3. Setting Artistic Intentions</p> <p>4. What does inventive look like</p> <p>5. How to contribute to the process</p>	<p>Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy.</p> <p>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. Learning starts with Oracy to finally embed into LTM</p> <p>Accountability and expectations to read texts in groups and to the class, cold call with teacher questioning, to offer a different opinion and example to other students ideas and reasoning.</p>	Literacy Reading, Oracy
Gatsby, Careers	To explore the career pathways of a stage manager and where to find employment as a stage manager	To explain a clear pathway to becoming a stage manager To list various place of employment for a stage manager	To explore the role in Theatre and film of a producer and director, how to train and gain essential experience to become a producer or director	To be able to explain 2 career pathways to become a producer or Director in theatre or film	To explore how to become a front of house of manager in a theatre and how to gain valuable experience to become a front of house manager and the benefits it can have for a performing career	Gatsby, Careers
Mental and Physical Well-being	Encouraging confidence and teamwork. 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. Building relationships with peers that could build friendships	To use retrieval practice to embed into LTM key Dramatic vocabulary	Encouraging confidence and teamwork. 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. Building relationships with peers that could build friendships	become either a sound or lighting	Encouraging confidence and teamwork. 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. Building relationships with peers that could build friendships	Mental and Physical Well-being
Cross-Curricular Links	Dance - using movement and gesture. SMSC - Cutural and social Geography - Lake District K&U English - How to analyse text and oracy skills	Recap skills and techniques from year 7 to embed essential Dramatic key skills and techniques	Dance - using movement and gesture. SMSC - Cutural and social History - Watergate and Politics English - How to use research beyond cut & paste	engineer in Film or theatre	Dance - using movement and gesture. SMSC - Cutural and social History -Misconceptions! What is real history & what is dramatised. English - How to analyse text and oracy skills future English set text	Cross-Curricular Links
Extra-Curricular Links	School production - Developing skills in class that will be used in the school show.		School production - Developing skills in class that will be used in the school show.	To list various places where employment and	School production - Developing skills in class that will be used in the school show.	Extra-Curricular Links
ELC		Scripted Assessment: Context and Character		careers can be obtained in the industry		ELC
Precise Learning Endpoints	<p>1. Able to take a script from page to stage.</p> <p>2. Use long term memory to memorise complicated dialogue for performance.</p> <p>3. Able to perform in front of an audience.</p> <p>4. Students will be able to study setting, plot, characterisation, and the effects of these have on a script and its construction.</p> <p>5. Students will understand and demonstrate proxemics in performance.</p> <p>6. Students will develop SCHEMA for learning lines, beyond rotatory repetative learning.</p> <p>7. Evaluate self and Peers</p>	<p>Assessment focus:</p> <p>Aut 1: Presentation of character development with short script</p> <p>Aut 2: Learning lines</p> <p>Displaying a fluent & consistent performance</p> <p>Establishing the correct style for the script</p> <p>Displaying a command of the 3 Key Drama Skills</p> <p>Displaying a three dimensional character</p>	<p>1. To create drama using Brecht techniques.</p> <p>2. To create inventive Drama</p> <p>3. Able to perform in front of an audience.</p> <p>4. To use research to create Drama/character</p> <p>5. To use techniques from previous MTP</p> <p>6. To contribute to the creative process</p> <p>7. Evaluate self and Peers</p>	<p>Assessment Focus: Spring 1</p> <p>Use of techniques</p> <p>Spring 2</p> <p>Development of character and use of key skills</p> <p>Artistic intentions</p> <p>Contribution</p> <p>Inventiveness of final performance</p>	<p>1. Able to take a script from page to stage.</p> <p>2. Use long term memory to memorise complicated dialogue for performance.</p> <p>3. Able to perform in front of an audience.</p> <p>4. Students will be able to study setting, plot, characterisation, and the effects of these have on a script and its construction.</p> <p>5. Students will understand and demonstrate proxemics in performance.</p> <p>6. Students will develop SCHEMA for learning lines, beyond rotatory repetative learning.</p> <p>7. Evaluate self and Peers</p>	Precise Learning Endpoints
Subject: Drama	Autumn Term		Spring term		Summer term	Subject: Drama
Year 9	1	2	3	4	5	Year 10
Topic Summary	Blood Brothers Study of set Text/Text in Practice	Blood Brothers Assessing Set Text Live theatre Evaluation Improvisation workshops	Devising Workshops	Devising Assessment	Scripted Project 2	Topic Summary
Thinking Hard	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 historical context of the set text Mastery level - Using historical context to apply to their script work	The Blood Brothers project develops & assesses the following performance skills and knowledge.	Using independent skills to self-regulate progress Thinking of how to use context from various stimulus to create artistic intentions Mastery level - Creating short plays that have clear artistic inentions that effect the audience perception of a topic.	The devising project develops & assesses the following performance skills and knowledge.	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 historical context of the set text Mastery level - Using historical context to apply to their script work	Thinking Hard
Developing Character	Being creative - develop chracters from Blood Brothers showing a sense of self where possible but showing confidence to change voice Lead/Direct others with creative decisions. Self assurance - Continuing to develop public speaking and confidence skills. Performing in front of others, presenting research to class.	<p>1. Learning how to use context to make informed creative decisions</p> <p>2. Marking the moment</p> <p>3. Embedding Hot seating as a key tool to build character.</p> <p>4. The importance in learning the story of the play.</p> <p>5. How to write about how context effects design and performance decisions</p>	Being creative - Create, developing orignal work using a range of techniques, established practitioner styles Lead/Direct others with creative decisions. Self assurance - Continuing to develop public speaking and confidence skills. Start to develop your own artistic interests & personal creative identity	Explore environmental diversity - through the stimulus given Kindness -Apply empathy to the story shared in the performance and use this in performance work. Positive growth mindset - To offer positive & contructive feedback on others people creative and sometimes personal creative work	Being creative - develop characters from Blood Brothers showing a sense of self where possible but showing confidence to change voice Lead/Direct others with creative decisions. Self assurance - Continuing to develop public speaking and confidence skills. Performing in front of others, presenting research to class.	Developing Character

Understanding Diversity	<p>Acquiring cultural capital - Exploring how different people work together and bring different values to a work force</p> <p>Understanding environmental Diversity - Discussing and deconstructing stereotypes and misconceptions about stereotypes e.g. colloquial language, north/south political divide, Liverpool in 1970's/80's .</p>	<p>5. How to use COMA for theory and performance practice. 6. How to use Objectives to play a scene 7. How to make costume decisions to show a clear understanding of the play's context. 8. How to use context and given circumstances to make decisions about set design.</p>	<p>Acquiring cultural capital - Exploring how different people work together and bring different values to a work force</p> <p>Understanding environmental Diversity - Discussing and deconstructing political & social discrimination in historical cases and in current/contemporary times .</p>	<p>Acquiring cultural capital - To use research & the varied stimulus to celebrate difference and cultures and religions that contribute to human social and diversity. To promote dramatic creativity that celebrates diversity or raises awareness of current or historical inequalities.</p>	<p>Acquiring cultural capital - Exploring how different people work together and bring different values to a work force</p> <p>Using the set play's themes to explore how diversity works in society and can be unequal</p>	Understanding Diversity
Literacy Reading, Oracy	<p>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</p>	<p>9. Exam skills building 10. Evaluating self and others 11. Starting to develop DAE skills in evaluating and analysing live theatre 12. How to use improvisation to start a devising ideas.</p>	<p>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</p>	<p>To study why Drama is made and develop an artistic identity that empowers why theatre can be a powerful tool to teach positive human values.</p>	<p>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</p>	Literacy Reading, Oracy
Gatsby, Careers	<p>Auditions! How to become a performer to explore the best way to audition, why auditions are used and the pitfalls of open auditions</p>	<p>To explain career pathways and list of places where performers can find work to break down misconceptions of the career of a professional</p> <p>To explain key aspects of a costume designer and why they make the decisions they do</p>	<p>Explore the career pathways to become a set designer, where to train, gain experience local places to train, how to access the industry</p>	<p>To explain 2 clear pathways to become a set designer and list places of employment in theatre and film</p>	<p>To explore different pathways and skillsets to become a theatre/film producer including experience required, the skill set of a producer and how politics and society effects the theatre and film that is produced in the UK</p>	Gatsby, Careers
Mental and Physical Well-being	<p>Encouraging confidence and teamwork. Fostering an emotionally safe environment of positivity where students are encouraged to make public mistakes. Exploring links with being active (physically & mindfully) and well being. Building relationships with peers that could build friendships</p>	<p>Essential: Learning lines, recording context writing about costume, Set and performance decisions</p>	<p>Encouraging confidence and teamwork. Fostering an emotionally safe environment of positivity where students are encouraged to make public mistakes. Exploring links with being active (physically & mindfully) and well being. Building relationships with peers that could build friendships</p>	<p>To build artistic intentions and develop a sense of a personal and individual artistic interest whilst remaining respectful and interested in others artistic interests and identities.</p>	<p>Encouraging confidence and teamwork. Fostering an emotionally safe environment of positivity where students are encouraged to make public mistakes. Exploring links with being active (physically & mindfully) and well being. Building relationships with peers that could build friendships</p>	Mental and Physical Well-being
Cross-Curricular Links	<p>Dance - using movement and gesture. SMSC - Cultural and social History: 1970's/80's - Thatcherism English - How to analyse text and oracy skills</p>	<p>Watching live theatre and developing the skills to review, analyse and assess the performances seen.</p>	<p>Dance - using movement and gesture. SMSC - Cultural and social History: Depending on stimulus what time period English - How to use stimulus to explain ideas</p>	<p>Reviewing performance work in a written format building skills to choose moments that were deliberately improved and develop the ability to explain why decisions were made to improve the dramatic moments chosen.</p>	<p>Dance - using movement and gesture. SMSC - Cultural and social History: 1970's/80's - Thatcherism English - How to analyse text and oracy skills</p>	Cross-Curricular Links
Extra-Curricular Links	Theatre Trips - Effect Live theatre Skills	Watching National theatre live to ensure there are opportunities for all students to access and review live performances.	Theatre Trips - Effect Live theatre Skills	Use the workshops from external practitioners to influence creative decisions.	Theatre Trips - Effect Live theatre Skills	Extra-Curricular Links
ELC	Writing Skills - Exam questions on set text Costume design and context of line delivery	Scripted Assessment: Context and Character	Live theatre reviewing	Devising Assessment - Techniques and Intentions	Revisit assessment on Costume design and the context of line delivery	ELC
Precise Learning Endpoints	<p>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 COMA for learning lines, beyond rotatory repetitive learning. 7. Evaluate self and Peers</p>	<p>Aut Assessment 1. Display a range of skills with consistency 2. Match the style of the set text in performance 3. Set artistic intentions Aut 2 Assessment 1. Display a range of skills with consistency 2. Explain direction decisions 3. Show good costume and set design decisions 4. Explain how to perform a given line, showing how voice and physicality can be used to effect the audiences emotions & show audience context.</p>	<p>1. To create drama using different 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</p>	<p>Spr 1: participate in theatrical workshops</p> <p>Spr 2: to put the skills from Spring 1 into practice in order to create, complete and perform a short play</p>	<p>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 COMA for learning lines, beyond rotatory repetitive learning. 7. Evaluate self and Peers</p>	Precise Learning Endpoints
Drama GCSE	Autumn Term		Spring term		Summer term	Drama GCSE
Year 10	1	2	3	4	5	Year 11
Topic Summary	<p>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.</p>	<p>Component 1: Understanding Drama Live theatre reviewing Component 3: Texts in practice</p>	<p>Component 2: Devising Workshops Developing skills on how theatre practitioners create inspiring Drama. Component 1: Exploring theatre roles and futures within performing arts industry.</p>	<p>Component 1: Understanding Drama Component 2: Devising Drama</p>	<p>Component 2: Devising Drama - Completion of 2500 word coursework NEA. Component 1: Revisit Set Text and Live Theatre</p>	Topic Summary
Thinking Hard	<p>Acquiring knowledge - Understand the play 'Things I know to be True' and explore its cultural and historical context. Acquiring knowledge - Exploring how the cultural and historical context influences a performer's decision making when making drama.</p>	<p>Awareness of how theatre reflects society Analyse British culture and how theatre comments on society of its time period. Understanding how to analyse theatre and reference how the performers are meeting or not the artistic intentions of the play/show.</p>	<p>No limit to your destination - Explore the different job prospects and roles within a theatre outside of performing. Being creative - Developing professional theatre work based on a single stimulus.</p>	<p>Respecting human rights - Evaluating performance skills of actors portraying miners in 80's Britain. Being creative - Using their drama knowledge and developed skills to create a performance Gratitude - Evaluate other performance works giving constructive feedback to help others develop.</p>	<p>Changing the world - Apply performance skills to create and develop teaching plays that deliver a strong and moral message. Kindness - Explore moral messages with empathy.</p>	Thinking Hard

Developing Character	Understanding environmental diversity - Exploring characters lives and pathways and analysing how life choice have changed their future. Development of literacy - Analysing language and how it's delivery on stage can be powerful. Respecting human rights - Exploring transgender issues through performance text.	Curiosity - Perform several scripts form several playwrights exploring their political/social and economic contexts.	Creating ambition: Understanding opportunities within the performing arts industry. Creating and developing theatre through group work employing team work and democracy skills.	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. Not fearing failure - Explore and create an environment that allows and encourages mistakes. Developed work does not always have to be used in the final performance.	Creating independence - Creating a piece of theatre from scratch. Understanding democracy - managing a team and working together to develop theatre, applying confidence to their stage performance, performing to live audience.	Developing Character
Understanding Diversity	Acquiring cultural capital - Exploring: family struggles with contemporary social values exploration of personality, poverty, gender identity, love and education. Looking at role models and how the can effect our decision making.	Mindfulness - Evaluate and explore family dynamics and how these affects people's life and emotions. Being a world citizen - Understand the north south divide in 80's Britain and how it shaped society	Acquiring cultural capital: Students to explore themes like: Deforestation, Dementia, War, grief, Kindness, Persecution and Life. Understanding mental and physical diversity - Developing and analysing characters with mental health issues and how this would affect them personally	Self assurance - Apply confidence when analysing a professional actors performance skills. Understanding mental and physical diversity - Analysing topics like Autism and Dementia and applying empathy when developing characters and performance works based on these ideas.	Grit - Being able to link creative ideas to their original stimulus, analysing and critiquing their own and others work in a kind and constructive way. Respecting human rights - Creating sympathetic and appropriate characters to fit with challenging stimuli.	Understanding Diversity
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.	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.	LITERACY - Using language to impact story telling and the power of language to effect an audience with cultural and political issues.	LITERACY - Developing the ability to write self-reflections. To demonstrate how to reference their own work to improve self written reflection	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.	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.	To answer questions in the exam with confidence of what difference on Stage Management/costume design 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 producer	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	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.	why theatre makers reach their target	Support groups and facilitate conflict resolution when ideas and personalities clash during project.	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 - 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.	audience and source funding	LINKS TO OTHER SUBJECTS - Ethics and Philosophy: looking at mental health, religion and humans within society through the exploration of stimuli.	Cross-Curricular Links
Extra-Curricular Links	Trips to see LIVE theatre. Interviews with theatre professionals	Trips to see LIVE theatre. Interviews with theatre professionals	Professional theatre workshops.			Extra-Curricular Links
ELC	End of topic Assessment on Things I Know to be True (44 Marks) Practical assessment of 1 Extract from Things I Know to be True (40 Marks)	End of Topic Assessment on a piece of Live Theatre (32 Marks)	Full Exam assessment 80 Marks	NEA Devising Mock NEA Coursework Section 1	NEA Practical Assessment NEA Coursework Section 2 Live theatre 32 Marks	ELC
Precise Learning Endpoints	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 demonstrate analysis and evaluation of the work of live theatre makers. 1.Students will use the above skills to also perform an extract from the set text for an 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 Continue to study one set play from the AQA set of six. 3.Students will be able to analyse a full Live theatre play 4.Students will be write a review based on an AQA approved exam question on live theatre making.	1.Students will complete revision tests to show their recall on the set play. 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 devised drama (students may contribute as performer or designer) 5. Students will be able to complete a piece of coursework that shows analysis and evaluation of own work.	1.Students will complete revision tests to show their recall on the set play. 2. Students will write an improved live theatre 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 devised drama (students may contribute as performer or designer) 5. Students will be able to complete a piece of coursework that shows analysis and evaluation of own work.	1.Students will write exam questions out with full practice. 2. Students will write an improved live theatre 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 devised drama (students may contribute as performer or designer) 5. Students will be able to complete a piece of coursework that shows analysis and evaluation of own work.	Precise Learning Endpoints
Drama GCSE	Autumn Term		Spring term		Summer term	Drama GCSE
Year 11	1	2	3	4	5	Year 12
Topic Summary	Component 2: Devising Drama - Coursework completion Component 1 Revision and exam practive	Component 1: Understanding Drama/ Component 3: Texts in practice	Component 3: Texts in practice EXAM	Revision	Revision - Component 1 exam completed end of May.	Topic Summary
Thinking Hard	Acquiring knowledge - Understand the play 'Things I know to be True' and explore its cultural and historical context. Acquiring knowledge - Exploring a how the cultural and histroical context influences a performers decision making when making drama.	Acquiring knowledge - Understand and be able to analyse a script for exam and a live piece of theatre. Changing the world - Develop and apply confidence building a presenting skills to be able to deliver speeches to an audience.	Mastery of learning - Prepare and perform a final exam piece for an outside examiner under professional performance conditions.	Acquiring cultural capital - Apply knowledge of play text and historical contest in exam answers. Grit - Revising key topics and developing confident exam skills		Thinking Hard
Developing Character	Understanding environmental diversity - Exploring characters lives and pathways and analysing how life choice have changed their future. Development of literacy - Analysing language and how it's delivery on stage can be powerful. Respecting human rights - Exploring transgender issues through performance text.	Being creative - Developing and performing a character that is sensitive to the plays context. Self - assurance - Perform using a wide range of performance skills. Kindness - Evaluate others performances giving constructive and developmental feedback.	Grit - Chanel nerves and fear into a disciplined and well rehearsed piece of performance work. Creating ambition - Evaluating and comparing professional performance to their own assuring high standard of performance in exam. Understanding democracy - Applying teamwork skills to create a performance for a common goal.	Grit - Revisiting previous papers, analysing shortcomings and filling the knowledge gaps they have. Optimism - Evaluate mock exam results and be positive about achievements and failings building on these for the future exam.		Developing Character
Understanding Diversity	Acquiring cultural capital - Exploring: family struggles with contemporary social values exploration of personality, poverty, gender identity, love and education. Looking at role models and how the can effect our decision making.	Mindfulness - Perform a piece where the personal interpretation is sensitive to context. Gratitude - Evaluating and showing appreciation for others work. Understanding mental and physical diversity - Exploring a range of characters and performing them in a way that is sensitive to their diversity.	No fear of failure - Have the confidence to perform to the best of their ability ignoring the final outcome.	Mastery of learning - Exam technique - What kind of learners are they? How does everyone else learn? How can the optimise their revision?		Understanding Diversity

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.	LITERACY - Self reflection on the quality of writing and the quantity that they can write in set time conditions. 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.	To answer questions in the exam with confidence of what difference on Stage Management/costume design 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	Do workshops to develop confidence and create resilient performers.	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 Endpoints	1. To complete the NEA written reflection sections 1,2&3 2. To write a full Exam answer to create a full individual plan of action for year 11	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)	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) Have written 2 Artistic intention sheets ready for the external examnier's visit.	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 performn 2 Extracts for Component 3 Texts in practice to an external Examiner from AQA.	EXAM	Precise Learning Endpoints