

Drama					
Year 7	Autumn Term		Spring term		Summer term
	1	2	3	4	5
Topic Summary	The Skilled Performer		Radio Plays	Victorian Melodrama	Status, power and relationships
Thinking Hard	Developing the ability to apply core Drama skills to a performance through the use of archetypes, states of tension, gesture, movement and facial expression.		Creating character, setting and action using only sound. Understanding and applying key subject terminology.	Acquiring knowledge - Understanding the origins of melodrama and how it has shaped theatre today.	Exploring how performers convey their status and relationships through vocal and physical skills.
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. Grit - working with others towards a shared goal.		Being creative- soundscapes and body percussion. Self assurance - Developing vocal skills to build confidence in speaking. Grit - problem solving in a group.	Understanding democracy - 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. Grit - Performing in a large group and managing group dynamics to achieve a common goal. Optimism - Solve group work problems by being positive and optimistic creating a sense of achievement and positivity when performing for others.	Being creative- drawing on knowledge to build believable characters and situations. Self assurance - Developing vocal and physical skills to build confidence in speaking. Grit - problem solving in a group.
Understanding Diversity	Acquiring cultural capital - Exploring the historical context of Drama. e.g. Greek and Victorian Theatre. Understanding Diversity - Discussing and deconstructing stereotypes and misconceptions about stereotypes.		Acquiring cultural capital - exploring a range of scripts and genres as stimuli.	Not fearing failure - Performing as a chorus and not alone, allowing students with less confidence to grow in ability. Kindness - Performing as a team, performing to peers and showing kindness and gratitude by applauding performances.	Students are encouraged to empathise with different types of characters through their work. Kindness - Performing as a team, performing to peers and showing kindness and gratitude by applauding performances.
Literacy Reading, Oracy	Disciplinary LITERACY - Using specific language to develop oracy skills in Drama		Script reading and writing. Developing oracy	LITERACY - Reading and performing scripts	Disciplinary LITERACY - Using specific language
Gatsby, Careers	Students will learn career pathways and skills required to become a designer and performer in theatre and in film.		Students will learn a wider range of theatre skills linked to sound design, technical skills and playwriting.	research skills embedded.	RSC choreography and stage combat co-ordinator. Sound and Lighting - To explore career pathways into operating sound and lighting in professional film and theatre
Inclusivity	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. Provision of a wide range of stimuli to maximise engagement. Examples shown feature male performers as the lead roles to model this expectation. 'Drama Coaches' provide a role for reluctant performers and an opportunity to extend and challenge more able performers, empowering all students to give feedback and build a collaborative relationship.		Students are able to participate as performers without the need to be present on stage. Groups take ownership over their ideas to ensure members are invested in the success of the final piece. A range of text choices used as stimuli with a focus on male characters to model the importance and expectation of men in theatre.	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. Examples shown feature male performers as the lead roles to model this expectation. 'Drama Coaches' provide a role for reluctant performers and an opportunity to extend and challenge more able performers, empowering all students to give feedback and build a collaborative relationship.	A 'fun' but technically challenging scheme. Students are encouraged to select their own groupings to ensure they feel comfortable participating. Groups take ownership over their ideas to ensure members are invested in the success of the final piece. The stimulus has a focus on male characters to model the importance and expectation of men in theatre.
Cross-Curricular Links	Dance - using movement and gesture. SMSC - Cultural and social History - Italian Renaissance, Victorian England English - How to analyse and oracy skills		Music - creating soundscapes History - social context of tradition radio plays	History - Victorian era- Music - The role of the chorus and the orchestra	Citizenship - Prime Minister and democracy
Extra-Curricular Links	Drama club		Drama club	School	Drama club. School production
Precise Learning Endpoints Students will learn/ be able to:	1. Apply physical archetypes to a character and recognise associated body lead point. 2. Understand how to create effective tableaux 3. Apply states of tension to change the character's attitude 4. Demonstrate team working skills in group tasks. 5. Evaluate the success of a performance and offer effective feedback		1. Understand and use key words associated with vocal skills including volume, tone accent. 2. Recognise the difference between diegetic and non-diegetic sound. 3. Create their own diegetic and non-diegetic sound to enhance an audio scene. 4. Adapt their voice for a given purpose.	1. Students will learn the origins of theatre. 2. Students will be able to perform in a group using choral speaking and choral movement, repetition, double take and exaggerated gesture. 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. Analyse and create effective tableau 2. Use stage positioning effectively 3. Use vocal skills to make adaptations based on character relationships 4. Create storylines with clear character development 5. Offer constructive feedback to others 6. Respond to feedback given by others

Drama Year 8	Autumn Term		Spring term		Summer term
	1	2	3	4	5
Topic Summary	Lord of the Flies		Theatrical Conventions	Commedia De'larte	Verbatim Theatre
Thinking Hard	Students will explore the Nigel Williams' play Lord of the Flies, working as an ensemble to perform selected scenes with a focus on characterisation and staging.		Students will create a continuation of a story from a given stimulus, including a range of theatrical conventions to develop plot and character.	Being a world citizen - Understanding the complex foundations of Italian comedy theatre and its cultural origins.	Students will use their own research to form an accurate retelling of a story of their choice, selecting relevant techniques to create a documentary drama performance.
Developing Character	Being creative - develop characters from Lord of the Flies 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.		Creating independence - Developing own creative characters, creating and writing own scripts. Development of literacy - Construct	Creating independence - Performing in front of class group Being creative - Creating and developing storylines for characters and applying these to performance. Creating ambition - 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.	Self assurance - Continuing to develop public speaking and confidence skills. Being creative - develop characters from acquired knowledge, showing a sense of self where possible but showing confidence to change voice.
Understanding Diversity	Acquiring cultural capital - Exploring how different people work together and bring different values to a work force Using the set play's themes to explore how diversity works in society and can be unequal		Understanding mental and physical diversity - An	Understanding environmental diversity - Discussing and deconstructing stereotypes in comedy theatre	Exploring the world around them through researching impactful real-life scenarios. Empathising with others
Literacy Reading, Oracy Gatsby, Careers	Disciplinary LITERACY - Using specific language to develop oracy skills in Drama To explore different pathways and skillsets to become a theatre/film producer including		LITERACY Script exploration, reading and Understanding mental and physical diversity -	LITERACY Script exploration, reading and analysing a script, Performing and verbalising scripted TEAMWORK - Be able to develop a piece of theatre, focussing on how to complete a project/work	researching ideas, summarising findings. writing LITERACY - Study of language.
Inclusivity	The play centres around male characters with more typically male themes to model the expectation of men in theatre and to engage potentially reluctant male learners however the Leeds Playhouse staged this with female cast so these videos can be shown to model cross casting and engage the girls also. 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. Drama coaches can be deployed to give a role for reluctant performers and an opportunity to extend and challenge more able performers, empowering all students to give feedback and build a collaborative relationship.		Drama coaches used to increase inclusivity and encourage a supportive atmosphere through peer feedback. Extracts from modern media to aid understanding and accessibility.	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.	Students select their own topics to form the basis of their plays so are engaged through their own exploration of ideas, research and furthering their knowledge. Students can take leadership roles within the task as 'research managers', ensuring participation from reluctant performers.
Cross-Curricular Links	Dance - using movement and gesture. SMSC - Cultural and social Geog - exploring the terrain of the setting English - Script work		Media - exploring other styles English - structural features of a text.	Art - Italian Renaissance, Dance, Music, History - How pantomime and Shakespeare were influenced by Italian theatre RSHE - Stereotypes and bias	History, Geography and citizenship through research of topics. Computing - using technology to gather information.
Extra-Curricular Links	Drama club School production - Developing skills in class that will be used in the school show.			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.	Opportunity to attend West end musical show trip Drama club School production - Developing skills in class that will be used in the school show.
Precise Learning Endpoints Students will learn/ be able to:	1. students will learn techniques to help memorise lines 2. students will learn the conventions of a script and how to read 3. students will be able to interpret a character, considering the playwright's intentions and their own ideas and responses. 3. students will learn to 'block' a performance. 4. students will learn how to work as a team by dealing with conflict resolution. 5. students will be able to present a character on stage through the 3 key drama skills: voice, physicality and use of space.		1. understand and apply flashback, flash forward, thoughttrack tableaux and angels and devils to storytelling theatre.	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 work as a team to create a final performance 2. research will ensure pieces are interpreted accurately. 3. observations around voice and physicality will be used where appropriate to create realistic characters 4. students will experiment with different structural features to create a more engaging piece. 5. students will be able to justify their dramatic choices and explain their reasonings 1. Students will understand the plot and characters of their Shakespeare play. 2. Students will engage with the language of Shakespeare and will use some of it confidently in their own pieces. 3. Students will understand the social and historical context of their play. 4. Students will stage their own mini-version of a Shakespeare play.
Drama Year 9	Autumn Term		Spring term		Summer term
	1	2	3	4	5
Topic Summary	Stanislavski and Naturalism		Brecht and Epic Theatre	Devising - Epic Theatre	Scripted Project
Thinking Hard	Exploring the conventions of a theatre practitioner, his methods and their impact. Focusing on how to use given circumstance to create characters.		To Understand new theatre techniques Apply new Theatre technique to an original performance	Creatively applying new theatre techniques to a devised group piece to convey a political message to the audience through using verfremdungseffekt.	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
Developing Character	Being creative - Create and developing		Being creative - Create and developing		Being creative - develop characters
Understanding Diversity	Acquiring cultural capital - Exploring how different people work together and bring different values to a work force Understanding environmental Diversity - Discussing and deconstructing stereotypes and misconceptions about stereotypes e.g. colloquial language		Acquiring cultural capital - Exploring history took place and why it is memorable. Understanding environmental Diversity - Discussing and deconstructing stereotypes and misconceptions about stereotypes e.g. colloquial language		Acquiring cultural capital - Exploring how different people work together and bring different values to a work force Understanding environmental Diversity - Discussing and deconstructing stereotypes and misconceptions about stereotypes e.g. colloquial language, north/south
					1. Learning how to use context to make 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.

Literacy Reading, Oracy	Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy. Develop oracy skills to communicate with peers and adults.	Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy. Develop oracy skills to communicate with peers and adults.	Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy. Develop oracy skills to communicate with peers and adults.		Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy. Develop oracy skills to communicate with peers and adults.	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
Gatsby, Careers	Sound and Lighting To explore career pathways into operating sound and lighting in professional film and theatre	Sound and Lighting To explore career pathways into operating sound and lighting in professional film and theatre	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		Auditions! How to become a performer to explore the best way to audition, why auditions are used and the pitfalls of open auditions	To explain career pathways and list of places where performers can find work to break down misconceptions of the career of a professional To explain key aspects of a costume designer and
Inclusivity	Support groups and facilitate conflict resolution when ideas and personalities clash during project. Students may participate as a performer or designer. Students encouraged to manage their own group choices where possible to ensure comfortability. Students have an active role in deciding the theme and content of their devised pieces to ensure it is personalised to their own interests and preferences.		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		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	
Cross-Curricular Links	Dance - using movement and gesture. SMSC - Cultural and social English - How to analyse text and oracy skills	Dance - using movement and gesture. SMSC - Cultural and social English - How to analyse text and oracy skills	Dance - using movement and gesture. SMSC - Cultural and social History - Watergate and Politics English - How to use research beyond cut & paste		Dance - using movement and gesture. SMSC - Cultural and social History: 1970's/80's - Thatcherism English - How to analyse text and oracy skills	Watching live theatre and developing the skills to review, analyse and assess the performances seen.
Extra-Curricular Links	Drama club School production - Developing skills in class that will be used in the school show.		Theatre trip to see a performance of the chosen Section C play.		Theatre Trips - Effect Live theatre Skills	
Precise Learning Endpoints Students will learn/ be able to:	1. Build a character. 2. Use context to shape characterisation. 3. Use hotseating effectively to refine characterisation. 4. Form plot in response to the importance of the 'story' of the play.	1. Demonstrate an understanding of Stanislavski's techniques and employ them to refine a piece. 2. Perform a devised naturalistic piece in pairs/groups 3. Evaluate their own work and the work of others 4. To build an independent self-regulation into rehearsals	1. To recognise and understand Brechtian techniques. 2. To appreciate 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 in episodes 6. To contribute to the creative process 7. Evaluate self and Peers	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	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.	1. Display a range of skills with consistency 2. Match the style of the set text in performance 3. Set artistic intentions 4. Explain direction decisions 5. Show good costume and set design decisions 6. Explain how to perform a given line, showing how voice and physicality can be used to effect the audience's emotions & show audience

Drama Year 10	Autumn Term 1		Spring term 3		Summer term 5	
Topic Summary	Component 1 - Section A and Exploring Bertolt	Component 1 - Section A and B: Noughts and Crosses	Component 2 - Devising Drama	Component 2 - Devising Drama	Component 1 - Live Theatre Production	Component 1 - Live Theatre Production
Thinking Hard	Identifying, understanding and applying	Understanding theatre roles and responsibilities. Engaging with a set text, demonstrate	Being creative - Using their drama knowledge and developed skills to create a performance	Being creative - Using their drama knowledge	Analysing and evaluating their own work and	Analysing and evaluating their own work and
Developing Character	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	Understanding diversity - Exploring characters' lives and the impact of racial prejudice. Development of literacy - Analysing language and how it's delivery on stage can be powerful. Respecting human rights - Exploring racial issues through performance text.	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 - 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.	Acquiring cultural capital - Exploring: British miners strikes, feminism, homophobia, exploration of personality, poverty, love and education.	Acquiring cultural capital - Exploring: British miners strikes, feminism, homophobia, exploration of personality, poverty, love and education.
Understanding Diversity	Being creative - Create and developing characters considering human values. Self assurance - using own personal creative interests to make drama	Acquiring cultural capital - Exploring: historical and modern racial prejudices, feminism, murder, exploration of personality, poverty, alcoholism, love and education.	Self assurance - Apply confidence when analysing a professional actor's performance skills. Understanding mental and physical diversity - Analysing topics and applying empathy when developing characters and performance works based on these ideas.	Developing resilience through response to feedback and developing work through collaboration. Reflecting on work and the success of the outcomes through evaluation.	Self assurance - Apply confidence when analysing a professional actor's performance skills. Understanding mental and physical diversity - Analysing topics and applying empathy when developing characters and performance works based on these ideas.	Self assurance - Apply confidence when analysing a professional actor's performance skills. Understanding mental and physical diversity - Analysing topics and applying empathy when developing characters and performance works based on these ideas.
Literacy Reading, Oracy	Developing oracy skills to communicate with peers and adults. Using formulaic structure.	LITERACY - Discussion and exploration of the written word.	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 cold	Disciplinary LITERACY - Using specific language to develop oracy skills in Drama and transferable subjects Oracy. Develop oracy skills to communicate with peers and adults. Evaluation skills applied in section 3	Developing DAE skills when analysing and evaluating live theatre. Application of key terminology.	Developing DAE skills when analysing and evaluating live theatre. Application of key terminology.
Gatsby, Careers	Exploring the role of theatre practitioners and	Costume, lighting and sound design all explored in relation to the play.	Explore the career pathways to become a set designer, where to train, gain experience	Exploring sound and lighting design.	To explain key aspects of a costume designer	To explain key aspects of a costume designer

Inclusivity	Encouraging confidence and teamwork. Use of physical theatre to engage and empower more reluctant performers.	Teamwork and collaboration is essential as part of a play. Range of roles explored including non-performative positions. Diversity a key theme in the choice of set text.	Teamwork and collaboration. Learners have ownership over their groupings and responsibilities within them to strive towards achieving the common goal. A range of stimuli provided to engage.	Teamwork and collaboration. Learners have ownership over their groupings and responsibilities within them to strive towards achieving the common goal. A range of stimuli provided to engage.	Play choice includes a diverse cast from a range of backgrounds to ensure fair representation and relatability. Lead males roles to continue to model men in theatre. Smaller roles for practical tasks to suit a range of performers.
Cross-Curricular Links	History - Brecht's history and political views.	English - interpreting and analysing a script. History - exploring social and historical context Ethics	LINKS TO OTHER SUBJECTS - Ethics and Philosophy: looking at mental health, religion and humans	English - Writing to evaluate and analyse.	Ethics and Philosophy - striking and
Extra-Curricular Links	Promoting the school production and getting	Promoting the school production and getting students to practice skills that they may use in the	Promoting the school production and getting students to practice skills that they may use in the	School show rehearsals. Opportunity for a trip	School show rehearsals. Opportunity for a trip
Precise Learning Endpoints Students will learn/ be able to:	1. Use theatrical conventions from a chosen practitioner including: Narration, Tableaux. Placards. Physical Theatre. Episodic structure. Multi-roling. Split role. . 2. Work as an ensemble. 3 Offer a personal response to a stimulus.	1.Students will understand the range of different roles in the theatre and the responsibilities held in these positions. 2.Students will learn and study of one set play from a choice of nine, showing understanding of character, plot and design elements. 3.Students will be able to analyse their chosen play and apply technical vocabulary. 4. Students will be able to describe their design choices for costume and set with justification. 5. Recognise and explain how the play can fit into the epic theatre genre.	1. Respond to a stimulus. 2. Use devising skills such as hot seating, thought tracking, sound scaping, object work and image making to develop work. 3. Apply findings from research to impact piece. 4. Offer, and respond to, feedback.	Analyse and evaluate: • how far they developed their theatrical skills • the benefits they brought to the pair/group and the way in which they positively shaped the outcome • the overall impact they had as individuals.	1. Understand the social, cultural and historical context around the themes and plot in the play. 2. Describe the actors' actions using accurate subject terminology 3. Analyse the effect of an actors' actions. 4 Evaluate the impact of the performers' skills. 5. Offer personal opinions and judgments on the success of a performance.

Drama Year 11	Autumn Term 1		Spring Term 3	Summer term 5	
Topic Summary	Component 2 - Devising	Component 2 - Devising	Component 3 - Texts in Practice	Component 1 - Understanding Drama	Component 1 - Understanding Drama
Thinking Hard	Being creative - Using their drama knowledge	Being creative - Using their drama knowledge	Mastery of learning - Prepare and perform a	Acquiring cultural capital - Apply knowledge of play text and historical context in exam answers.	Being creative - Using their drama knowledge
Developing Character	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.		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	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.	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
Understanding Diversity	Grit - Being able to link creative ideas to their original stimulus, analysing and critiquing their		No fear of failure - Have the confidence to	Mastery of learning - Exam technique - What kind of learners are they? How does everyone else	Developing resilience through response to
Literacy Reading, Oracy	LITERACY - Script writing using accurate stylistic conventions		LITERACY - Public speaking/deliver of the	LITERACY - Public speaking/deliver of the spoken word	Disciplinary LITERACY - Using specific
Gatsby, Careers	Mastery of learning - Performing for assessment a polished and finished devised piece of work.		No limits to your destination -	Revision tools and techniques to help with all subjects. Derren Brown Memory palace to help to	Exploring sound and lighting design.
Inclusivity	Support groups and facilitate conflict resolution when ideas and personalities clash during project. Students may participate as a performer or designer. Students encouraged to manage their own group choices where possible to ensure comfortability.		Doing warm ups before performance to channel nerves and support mental health.	The choice of play deals with a range of characters and themes including poverty, relationships, sexuality, gender identity and family relationships Students are encouraged to engage and form opinions which are shared in a safe environment and	The choice of play deals with a range of characters and themes including poverty, relationships, sexuality, gender identity and
Cross-Curricular Links	LINKS TO OTHER SUBJECTS - Ethics and Philosophy: looking at mental health, religion and		LINKS TO OTHER SUBJECTS - Music and drama -	Revision techniques will support all subjects where large amounts of information needs to be	School show rehearsals. Opportunity for a trip
Precise Learning Endpoints Students will learn/ be able to:	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 show knowledge and understanding of drama and theatre. 2.Students will learn and study of one set play from a choice of nine. 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.	Analyse and evaluate: • how far they developed their theatrical skills • the benefits they brought to the pair/group and the way in which they positively shaped the outcome • the overall impact they had as individuals.