

Drama Curriculum Intent

Studying Drama will equip you with the knowledge and skills to experiment, invent and create your own performances. Drama teaches you how to practically understand the world around you by developing skills in analysis and a deeper understanding of culture and history. It has also been linked with well being and developing self expression and individual identity, as well as helping you build confidence and resilience. Drama will enable you to develop strong teamwork and leadership skills, enhance your public speaking and listening ability to help you succeed in all future careers. The Drama curriculum encompasses inclusive and diverse subjects that lets you safely explore a range of themes and play texts in a supportive learning environment.

Year 7	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Introduction to Drama Skills	Roald Dahl	Greek Theatre	Macbeth	Protest	Grimms
Skills	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate</p> <p>Devising Group work Creative input Directing Improving and developing</p> <p>Performing Freeze frame Thought tracking Physical Theatre Cross cutting Facial expression Body language Movement Vocal expression Role play</p> <p>Evaluating Analysing Interpreting Understanding Explaining Using key drama terminology</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate whilst exploring script work</p> <p>Devising A group performance to reflect on creativity in 'Charlie and the Chocolate factory'</p> <p>Performing Build contrasting characters within scenes to give different perspectives. Build effective voice, character and chorus work and script reading tasks. Building Role play of a variety of characters. Contribute in whole class role plays</p> <p>Evaluating Evaluation linked to the naturalistic, non naturalistic style and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the world of Roald Dahl</p>	<p>Students explore Ancient Greek Theatre gaining a historical understanding of the style.</p> <p>Devising Creating a dramatic interpretation of a poem Devising a piece on the story of Demeter Directing a piece considering an audience in Ancient greece Directing a piece considering the large Amphitheatre space</p> <p>Performing Vocal expression and projection in keeping with genre Exaggeration in keeping with the style Chorus work Cannon Physical Theatre linked to the elements Freeze freezes demonstrating the characters of the Greek Gods</p> <p>Evaluating Evaluation linked to the style and genre and an understanding of how this style may have been</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate whilst exploring Shakespeare</p> <p>Devising A group performance to reflect on the Shakespearian language, themes and characters Monologue and duologue work looking at split scene, direct address</p> <p>Performing Build contrasting characters within scenes to give different perspectives. Build effective voice, characterization, monologue and script reading tasks. This will reflect emphasis on the themes of the piece. Building Role play of a variety of characters. Contribute in whole class role plays</p> <p>Evaluating Evaluation linked to the non naturalistic style and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the societal impacts of</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate whilst exploring social wellbeing and impact</p> <p>Devising A group performance to reflect on the social impact of protest on our society and British values</p> <p>Performing Build contrasting characters within scenes to give different perspectives. Build effective voice and chorus work. This will reflect emphasis on a social message of the piece. Building Role play of a variety of characters. Contribute in whole class role plays</p> <p>Evaluating Evaluation linked to the non naturalistic style and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the societal impacts of Protest and British values</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate whilst exploring morals and script work</p> <p>Devising A group performance to reflect on the social impact and morals behind Grimm's Scripts</p> <p>Performing Build contrasting characters within scenes to give different perspectives. Build effective voice and character work, poem and script reading tasks. This will reflect emphasis on a social message of the piece. Building Role play of a variety of characters. Contribute in whole class role plays</p> <p>Evaluating Evaluation linked to the non naturalistic style and genre and an understanding of how this style may have been achieved Analysis of how performances, creative theatre design demonstrated learned knowledge Evaluation and analysis using new key words linked</p>

<p>Wellbeing?</p> <p>Cross -curricular links</p>	<ul style="list-style-type: none"> o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, Art</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<ul style="list-style-type: none"> o Respectful relationships and recognising bad relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Using imagination and creativity o Developing curiosity o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History,</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<ul style="list-style-type: none"> o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on Greek culture o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Sociology, Geography</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<ul style="list-style-type: none"> o Respectful relationships and recognising bad relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on british standards and beliefs o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Art, Geography</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<ul style="list-style-type: none"> o Reflecting on british standards and beliefs o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Sociology, Democracy, Art</p> <p>Solo, pair and group Performance Improvisation</p>	<ul style="list-style-type: none"> o Exploring moral purpose o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Art,</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>
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Year 8	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	The Crucible	Social media	Refugees	The Seven Sins	Masks	Dan Nolan
Skills	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate a historical text</p> <p>Devising Creating a performance to reflect the key themes, time period and characters of 'The Crucible'</p> <p>Performing Acting and creating dialogue in keeping with the time period of the piece. Using Vocal expression Role play ability, Physicality, Facial expression, Body language and Movement to show understanding of naturalistic characters. Using choral vocal and movement work to build tensions and suspense. Perform scripted dialogue with thought to audience awareness.</p> <p>Evaluating Analysing Interpreting Understanding Explaining Using key drama terminology</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate whilst exploring social wellbeing and impact</p> <p>Devising A group performance to reflect on the social impact of negative online behaviour amongst teenagers</p> <p>Performing Build contrasting characters within scenes to give different perspectives. Build effective voice and chorus work, poem and script reading tasks. This will reflect emphasis on a social message of the piece. Building Role play of a variety of characters. Contribute in whole class role plays</p> <p>Evaluating Evaluation linked to the non naturalistic style and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the societal impacts of addictive online activity</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate a social and political issues</p> <p>Devising A group scene to create an advert for a charity appeal. Sensitive creative input to build an effective campaign focusing on improving the lives of refugees.</p> <p>Performing Using Facial expression, Body language, Movement, Vocal expression with thought to vulnerability. Building Role play of a variety of characters. Reflect Musicality when performing to music shows building of emotion. Practising Hot seating to develop character development.</p> <p>Evaluating Evaluation linked to the style and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the exploration of Refugees</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate reflecting on social, culture and current issues topics</p> <p>Devising Characterising the historical idea behind 'The seven sins' to explore their place in modern society.</p> <p>Performing Acting and creating dialogue in keeping with time periods of the genre. Using Vocal expression Role play ability, Physicality, Facial expression, Body language and Movement to show understanding of non- naturalistic characters. Freeze Frames in relation to the seven sins</p> <p>Evaluating Evaluation linked to the non naturalistic style and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the historical aspects of the seven sins</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate with a emphasis on physicality</p> <p>Devising A group performance to explore the use of masks in performance and their effectiveness in audience engagement</p> <p>Performing To be able to use effective Body language, Movement and gestures of your masked character. Build engaging role play in keeping with the styles. Build contrasting characters within scenes to give different perspectives.</p> <p>Evaluating Evaluation linked to the physical style and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the style of Mask work throughout history</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate in a verbatim theatre style</p> <p>Devising A group performance to explore the genre of verbatim theatre using research and evidence. Relating to the key themes of Missing Dan Nolan.</p> <p>Performing To be able to use effective Body language, Movement, gestures to show a clear timeline of the events in the script. Perform scripted dialogue with thought to audience awareness. Build engaging Role play in keeping with the styles. Build Contrasting Characters within scenes.</p> <p>Evaluating Evaluation linked to the style and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to creating performance based from real life stories.</p>

Misconceptions	Students can struggle to understand the subtext of the play and social and political issues. Some are unable to bring the script to life rather than just reading out loud.	Students can miss inclusion of a social message within performances. Pupils believe contrasting character to mean playing multiple characters, instead of ones that have different views and characterization ie angry v happy	Students can miss inclusion of a social message within performances.	Students can struggle to understand the physicality and symbolic links/ behaviours of non naturalistic characters. Some are unable to bring the script to life rather than just reading out loud.	Students can lack exaggeration in physicality when wearing a mask. They can also lack audience awareness of mask placement.	Students can struggle to understand the subtext of the play and social and political issues. Some are unable to bring the script to life rather than just reading out loud.
Assessment opportunities	Assessed practicals weekly, summative assessment, marked feedback in books.	Assessed practicals weekly, summative assessment,marked written debate, marked feedback in books	Assessed practicals weekly, summative assessment,persuasive writing piece, marked feedback in books	Assessed practicals weekly, summative assessment, written diary entry, marked feedback in books	Assessed practicals weekly, summative assessment,mask costume design, marked feedback in books	Assessed practicals weekly, summative assessment, Missing poster design, marked feedback in books
Literacy	60 second reading strategy. Reading and performing of two key scenes within the text and a Whoosh story introduction. Tic Tac Toe summative assessment	Reading of the script Girls like that and a Poem by Gary Turk which is performed in the SOW. Pupils have to annotate for meaning and vocal performance	60 second reading strategy. Performance of a poem. Persuasive writing letter	60 second reading strategy. Diary entry creative writing task	60 second reading strategy. Commedia Dell'arte script performance. Mask history fact sheet note taking	60 second reading strategy. Tic tac Toe. Reading of the script Missing Dan Nolan multiple scenes
spiritual, moral, social and cultural learning Wellbeing? Cross -curricular links	Spiritual, moral, social and cultural learning <ul style="list-style-type: none"> o Respectful relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on inclusion for all o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts 	Spiritual, moral, social and cultural learning <ul style="list-style-type: none"> o Respectful relationships and recognising bad relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on british standards and beliefs o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts 	Spiritual, moral, social and cultural learning <ul style="list-style-type: none"> o Equality and inequality o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on british standards and beliefs o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Discussion and debating o Discussing human rights and moral purpose 	Spiritual, moral, social and cultural learning <ul style="list-style-type: none"> o Symbolism within spirituality o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on religious values o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating o Discussing human behaviour and moral purpose Wellbeing Socialise and work with new people	Spiritual, moral, social and cultural learning <ul style="list-style-type: none"> o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Using imagination and creativity o Developing curiosity of different cultures o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating Wellbeing Socialise and work with new people Enhances memory Improve focus	Spiritual, moral, social and cultural learning <ul style="list-style-type: none"> o Links to underage drinking o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on real life concrete examples o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating o Discussing human behaviour and consequences of actions Wellbeing Socialise and work with new people Enhances memory

	<p>o Discussion and debating</p> <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, team work skills</p> <p>Cross-curricular links Drama, English, History, Sociology</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>o Discussion and debating</p> <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Sociology, Democracy</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Sociology, Geography, Art</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>Enhances memory Improve focus Expression Improve mood Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Religious studies,</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>Expression Improve mood Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Geography, Art</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>Improve focus Expression Improve mood Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Geography, Sociology</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>
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Year 9	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	The Curious Incident	Lord of the Flies	Murder Mystery/ Genre	Live Theatre/ Practitioners	Noughts and Crosses	Intro to GCSE
Skills	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate a Modern text and play</p> <p>Devising Creating a performance to reflect the key themes, time period and characters of 'The curious incident of the dog in the night time'</p> <p>Performing Acting and creating dialogue in keeping with the time period of the piece. Using Vocal expression Role play ability, Physicality, Facial expression, Body language and Movement to show understanding of characters and abstract theatre. Using choral vocal and movement work to build tensions and suspense. Perform scripted dialogue, monologue with thought to audience awareness.</p> <p>Evaluating Analysing Interpreting Understanding Explaining Using key drama terminology</p>	<p>Students develop a number of skills and techniques which allow them to devise, perform and evaluate whilst exploring social wellbeing and impact</p> <p>Devising A group performance to reflect on the social impact of authority, isolation and hierarchy</p> <p>Performing Build contrasting characters within scenes to give different perspectives. Build effective voice and chorus work, and script reading tasks. This will reflect emphasis on a social message of the piece. Building Role play of a variety of characters. Contribute in whole class role plays</p> <p>Evaluating Evaluation linked to the style and genre and an understanding of how this style may have been achieved. Analysis of how performances demonstrate learned knowledge. Evaluation and analysis using new key words linked to the societal impacts of responsibility amongst young adults</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate a different theatre history genres</p> <p>Devising A group scene to perform a scripted murder mystery. Sensitive creative input to build tensions, intrigue in a performance</p> <p>Performing Using Facial expression, Body language, Movement, Vocal expression with thought to artistic intentions Building Role play of a variety of characters. Reflect Musicality when performing to music shows building of emotion. Practising Hot seating to develop character development.</p> <p>Evaluating Evaluation linked to the style and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the exploration of theatre genre</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate reflecting on different theatre genres and practitioners.</p> <p>Devising Characterising roles and performance style to adapt to the genre and practitioner requirements.</p> <p>Performing Acting and creating dialogue in keeping with the genre/ practitioners styles. Using Vocal expression Role play ability, Physicality, Facial expression, Body language and Movement to show understanding of non-naturalistic characters.</p> <p>Evaluating Evaluation linked to the style and genre and an understanding of how this style may have been achieved. Analysis of how performances demonstrated learned knowledge. Evaluation and analysis using new key words linked to the historical aspects of genre and practitioner. Reviewing theatre and performances in a written format</p>	<p>Students will be introduced to the play text Noughts and Crosses, which they will use as a starting point to devise their own drama, with an emphasis on physicality and direct address.</p> <p>Devising A group performance to explore the use of script work and the themes of segregation.</p> <p>Performing To be able to use effective Body language, Movement and gestures of your character. Build engaging role play with sensitive characterization. Build contrasting characters within scenes to give different perspectives of segregation.</p> <p>Evaluating Evaluation linked to the script and genre and an understanding of how this style may have been achieved Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the script and factual historical information</p>	<p>Students will be introduced to a number of skills and techniques which allow them to devise, perform and evaluate with experience of a GCSE mark scheme</p> <p>Devising A group performance to explore devising and script ability</p> <p>Performing To be able to use effective Body language, Movement, gestures to show a clear structure, aim of performance and message. Perform scripted dialogue with thought to audience awareness and artistic intention. Build engaging Role play in keeping with the genre or practitioner. Build Contrasting Characters within scenes.</p> <p>Evaluating Evaluation linked to the chosen practitioner and genre and an understanding of how this style may have been achieved. How effective is the aim or message of the piece Analysis of how performances demonstrated learned knowledge Evaluation and analysis using new key words linked to the mark scheme.</p>
Misconceptions	Students can struggle to understand the subtext	Students can miss inclusion of a social	Students can create ineffective cliff hangers and	Students can struggle to understand the physicality and	Students can sometimes lack sensitivity when dealing with	Students can struggle to understand how to achieve the aim or message

	of the play and social issues. Some are unable to bring the script to life rather than just reading out loud.	message within performances. Pupils believe contrasting character to mean playing multiple characters, instead of ones that have different views and characterization ie angry v happy	the importance of clear script	symbolic links/ behaviours of non naturalistic practitioners. Some are unable to stick to the specific genre requirements without mixing from other areas	the themes of the play. They can also lack audience awareness in scripted work, and have a tendency to read aloud rather than bringing the script to life.	in a performance. Some are unable to bring the script to life rather than just reading out loud. Creating a clear artistic intention and how to show this in a script performance
Assessment opportunities	Assessed practicals weekly, summative assessment, marked feedback in booklets.	Assessed practicals weekly, summative assessment,marked written debate, marked feedback in booklets	Assessed practicals weekly, summative assessment,persuasive writing piece, marked feedback in booklets	Assessed practicals weekly, summative assessment, written diary entry, marked feedback in booklets, costume design	Assessed practicals weekly, summative assessment,mask marked feedback in booklets GCSE style exam questions focused on performance and design.	Assessed practicals weekly, summative assessment, marked feedback in booklets, marked artistic intentions, marked portfolio and evaluation of devising piece
Literacy	60 second reading strategy. Reading and performing two key scenes within the text. Tic Tac Toe summative assessment	Reading of the book extract lord of the flies . diary entry as characters and monologue writing. Pupils have to annotate for meaning and vocal performance	60 second reading strategy. Performance of a script and a west end musical 'Chicago' and 'Mousetrap'. Duologue script work	60 second reading strategy. Live theatre review, reading play reviews, script reading and writing linked to specific genre	60 second reading strategy. Scripted performance. Timeline events reading, interview reading task,	60 second reading strategy. Tic tac Toe. Reading of the script and mark scheme, writing artistic intentions, reading example portfolios and evaluations
<p>Spiritual, moral, social and cultural learning</p> <p>Wellbeing?</p> <p>Cross -curricular links</p>	<p>Spiritual, moral, social and cultural learning</p> <ul style="list-style-type: none"> o Respectful relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on inclusion for all o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts 	<p>Spiritual, moral, social and cultural learning</p> <ul style="list-style-type: none"> o Respectful relationships and recognising bad relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on british standards and beliefs o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts 	<p>Spiritual, moral, social and cultural learning</p> <ul style="list-style-type: none"> o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on the creative industry and social impact o Using imagination and creativity o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing</p> <p>Socialise and work with new people</p> <p>Enhances memory</p> <p>Improve focus</p> <p>Expression</p> <p>Improve mood</p> <p>Feel relaxed</p> <p>Improve communication and</p>	<p>Spiritual, moral, social and cultural learning</p> <ul style="list-style-type: none"> o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Using imagination and creativity o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing</p> <p>Socialise and work with new people</p> <p>Enhances memory</p> <p>Improve focus</p> <p>Expression</p> <p>Improve mood</p> <p>Feel relaxed</p> <p>Improve communication and</p>	<p>Spiritual, moral, social and cultural learning</p> <ul style="list-style-type: none"> o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Using imagination and creativity o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing</p> <p>Socialise and work with new people</p> <p>Enhances memory</p> <p>Improve focus</p> <p>Expression</p> <p>Improve mood</p> <p>Feel relaxed</p> <p>Improve communication and public speaking</p> <p>May help improve posture and motor skills</p>	

	<p>o Discussion and debating</p> <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, team work skills</p> <p>Cross-curricular links Drama, English, History, Sociology</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>o Discussion and debating</p> <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Sociology, Democracy</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Media Studies</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Geography, Media studies</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Sociology, Democracy</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>	<p>Confidence and emotional development, leadership skills</p> <p>Cross-curricular links Drama, English, History, Computer studies</p> <p>Solo, pair and group Performance Improvisation Script analysis</p>
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Year 10	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	Noughts and Crosses (Set Text)	Noughts and Crosses (Set Text)	Component Two: Scripted (Mock)	Component One: Introduction to Practitioners	Component One: Devised	Component One: Devised (Evaluation) Component Three: Live Review
Skills	<p>Students are introduced to Sabrina Mahfouz's adaptation of Malorie Blackman's novel , <i>Noughts and Crosses</i>. Students explore the production, the context in which it was written, the key characters and themes, and technical aspects of the production.</p> <p>Devising</p>	<p>Students continue with their study of Sabrina Mahfouz's adaptation of Malorie Blackman's novel <i>Noughts and Crosses</i>. Students explore the production, the context in which it was written, the key characters and themes, and develop a further understanding of the technical aspects of the production.</p>	<p>Students will rehearse and perform a key extract from a script that contrasts with <i>Noughts and Crosses</i>.</p> <p>Devising Students develop their performance and directing skills as they bring the script to life and enhance their use of; Blocking Characterisation Understanding a</p>	<p>Devising Students are introduced to a range of different theatre practitioners including Brecht, Stanislavski, Frantic Assembly and Theatre in Education. They learn the key features and characteristics of their styles and how their methods are used to create meaning.</p> <p>Students then devise scenes around a given stimulus in the style of the practitioners. They will</p>	<p>Devising Using what they have learnt about the different practitioners, students then begin their final devised performance in the style of one practitioner, in response to one of the stimuli set by the exam board.</p> <p>Students go through the process of researching, refining and developing their devised piece carefully choosing their target audience for</p>	<p>Devising Students perform their final devised piece to an audience and it is filmed for submission to the exam board.</p> <p>Evaluation Students write a 750 word evaluation under exam conditions that reflects on the final performance of their devised piece and how effective they were in communicating their aims.. This is then submitted to the exam board as part of their NEA.</p>

	<p>Students create their own interpretation of the key scenes using a range of different drama techniques including cross cutting, tableaux, marking the moment and physical theatre.</p> <p>Performing</p> <p>Students perform key scenes from the text and consider how to approach them from the perspective of an actor, a director or a designer. They use a range of rehearsal techniques including hot seating and role on the wall to develop their characterisation.</p> <p>Appreciation</p> <p>Students apply what they have learnt to GCSE style exam questions.</p>	<p>Devising</p> <p>Students create their own interpretation of the key scenes using a range of different drama techniques including cross cutting, tableaux, marking the moment and physical theatre.</p> <p>Performing</p> <p>Students perform key scenes from the text and consider how to approach them from the perspective of an actor, a director or a designer. They use a range of rehearsal techniques including hot seating and role on the wall to develop their characterisation.</p> <p>Appreciation</p> <p>Students apply what they have learnt to GCSE style exam questions.</p>	<p>playwright's intentions Staging Style and genre</p> <p>They will use a range of rehearsal techniques such as hot seating and role on the wall to develop their characterisation.</p> <p>Performing</p> <p>The students use a wide range of physical and vocal performance skills including facial expression, movement, proxemics, body language and characterisation, as well as a number of dramatic techniques to bring the script to life, for example puppetry, mirror image, physical theatre. The use of performance skills allow them to understand and interpret their chosen script.</p> <p>Appreciation</p> <p>Students give feedback on the work of other group and improve their own performance through self evaluation.</p>	<p>create characters and storylines around the different stimuli and in keeping with the style.</p> <p>Performing</p> <p>Each lesson students will develop their performance skills by performing the work they have created. They will build their confidence in performance and use their physical and vocal skills to create a range of different characters.</p> <p>Evaluating</p> <p>Students evaluate the effectiveness of their own work in the style of the different practitioners and their effectiveness in communicating meaning. Students will also give feedback on the work of other groups, and they will use the feedback they receive to inform and develop their ideas further.</p>	<p>performance. They will create characters and storylines around the stimuli and in keeping with the style of their chosen practitioner.</p> <p>Performing</p> <p>Each lesson students will develop their performance skills by performing the work they have created so far. They will build their confidence in performance and use their physical and vocal skills to create a range of different characters. They are working toward a final performance of their piece, which is then recorded and submitted to the exam board.</p> <p>Evaluating</p> <p>Throughout the devising process students document the different stages they have gone through to create their piece, evaluating the effectiveness of what they have done at each stage and how it has helped to communicate their idea. They document key moments in the devised performance and how they have helped move their ideas forward.</p> <p>Students will also give feedback on the work of other groups, and they will use the feedback they receive to inform and develop their ideas further. They will include examples of the feedback they received in their final essay.</p>	<p>Appreciation</p> <p>In preparation for their Year 10 Mock Exam students complete a live theatre visit. They watch a professionally performed theatre production and evaluate how the actors performances and production elements (lighting, sound, props, costume, stage design etc) are effective in communicating the overall meaning of the piece and the impact on them as a member of the audience.</p> <p>Students will also learn exam technique, how to approach the questions and look at what makes a strong exam answer.</p>
Misconceptions	<p>Students may sometimes confuse who the key characters are or which family they are from. Some students may only read aloud when interpreting sections of the script. Sometimes students</p>	<p>Students may sometimes confuse who the key characters are or which family they are from. Some students may only read aloud when interpreting sections of the script. Sometimes students can confuse or</p>	<p>Students often struggle with performance and rehearsal stamina, and the self improving nature of the process.</p> <p>They require support with direction and motivation during this challenging component.</p>	<p>Students can struggle to understand the physicality and symbolic links/behaviours of non naturalistic practitioners such as Brecht and Frantic Assembly.</p> <p>Some students are unable to stick to the specific genre requirements without mixing from other areas.</p>	<p>Students can struggle to understand the physicality and symbolic links/behaviours of non naturalistic practitioners such as Brecht and Frantic Assembly.</p> <p>Some students are unable to stick to the specific genre requirements without mixing</p>	<p>Students need additional support in ensuring their exam answers have the required detail necessary to gain top marks.</p> <p>Students find challenges in the technical theatre element of this uni and the key terms and vocabulary that are used.</p>

	can confuse or mis-understand the rehearsal techniques.	mis-understand the rehearsal techniques.	Some students may only read aloud when interpreting sections of the script.	Students can struggle to understand how to achieve the aim or message in a devised performance, or show sensitivity when dealing with more sensitive topics or issues.	from other areas. Students can struggle to understand how to achieve the aim or message in a devised performance, or show sensitivity when dealing with more sensitive topics or issues.	Students can struggle with recalling specific examples from the live theatre production they saw.
Assessment opportunities	Students receive verbal feedback from both the teacher and their peers each lesson. Written feedback on GCSE style exam questions. Students will also perform sections of the text to develop their performance skills.	Students receive verbal feedback from both the teacher and their peers each lesson. Written feedback on GCSE style exam questions. Students will also perform sections of the text to develop their performance skills.	Students receive verbal feedback from both the teacher and their peers each lesson. Formative assessment - students will perform sections of the text they are studying to develop their performance skills each lesson. Summative assessment through a final performance which is assessed using the GCSE criteria for component two.	Students receive verbal feedback from both the teacher and their peers each lesson. Formative assessment - students will perform sections of their devised scenes based around the practitioner they are studying to develop their performance skills each lesson.	Students receive verbal feedback from both the teacher and their peers each lesson. Formative assessment - students will perform sections of their devised scenes based around the practitioner they are studying to develop their performance skills each lesson. Formative assessment - students are able to complete two drafts of the first section of the written portfolio. Summative assessment - final performance of their devised piece and the written essay.	Formative opportunities in written feedback provided throughout on practice questions/the essay. Summative mock exam in mock window. Summative assessment of the final devised performance and written portfolio.
Literacy	Use of a published play text. Written communication. Use of key drama terminology. Context and comprehension. Exam technique and decoding. Developing students' spoken evaluation and oracy skills.	Use of a published play text. Written communication. Use of key drama terminology. Context and comprehension. Exam technique and decoding. Developing students' spoken evaluation and oracy skills.	Use of a published play text. Written communication. Use of key drama terminology. Developing students' spoken evaluation and oracy skills.	Written communication. Use of key drama terminology. Context and comprehension. Essay/Extended writing technique and decoding. Developing students' spoken evaluation and oracy skills.	Written communication. Use of key drama terminology. Context and comprehension. Essay/Extended writing technique and decoding. Developing students' spoken evaluation and oracy skills.	Written communication. Use of key drama terminology. Context and comprehension. Exam technique and decoding. Developing students' spoken evaluation and oracy skills.
Spiritual, moral, social and cultural learning Wellbeing? Cross -curricular links	Spiritual, moral, social and cultural learning o Respectful relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on inclusion for all	Spiritual, moral, social and cultural learning o Respectful relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on inclusion for all	Spiritual, moral, social and cultural learning o Respectful relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on inclusion for all	Spiritual, moral, social and cultural learning o Respectful relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on inclusion for all o Using imagination and creativity o Developing curiosity o Exploring right and wrong	Spiritual, moral, social and cultural learning o Respectful relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on inclusion for all	piritual, moral, social and cultural learning o Respectful relationships o Building cultural capital, acquiring cultural knowledge o Independent self-managing resilient learning o Reflecting on inclusion for all o Using imagination and creativity o Developing curiosity o Exploring right and wrong

	<ul style="list-style-type: none"> o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, team work skills</p> <p>Cross-curricular links English Sociology History</p>	<ul style="list-style-type: none"> o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, team work skills</p> <p>Cross-curricular links English Sociology History</p>	<ul style="list-style-type: none"> o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, team work skills</p> <p>Cross-curricular links English Design Technology</p>	<ul style="list-style-type: none"> o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, team work skills</p> <p>Cross-curricular links English History Music Art</p>	<ul style="list-style-type: none"> o Using imagination and creativity o Developing curiosity o Exploring right and wrong o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, team work skills</p> <p>Cross-curricular links English History Music Art</p>	<ul style="list-style-type: none"> o Collaborative learning o Listening to others o Leading others o Celebrating the achievements of others o Appreciation of the arts o Discussion and debating <p>Wellbeing Socialise and work with new people Enhances memory Improve focus Expression Improve mood Feel relaxed Improve communication and public speaking May help improve posture and motor skills Confidence and emotional development, team work skills</p> <p>Cross-curricular links English History Music Art</p>
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Year 11	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	Noughts and Crosses/Live review - Preparation for mocks	Noughts and Crosses/Live review - Preparation for mocks	Component 2 - Scripted performances	Component 2 - Scripted performances	Noughts and Crosses/Live review revision for final exam	
Skills	Students explore and consolidate their knowledge and understanding of Sabrina Mahfouz's	Students explore and consolidate their knowledge and understanding of Sabrina Mahfouz's adaptation of	Students will prepare 2 extracts from a chosen script for performance Devising	Students will prepare 2 extracts from a chosen script for performance Devising	Students explore and consolidate their knowledge and understanding of Sabrina Mahfouz's adaptation of Malorie Blackman's novel ,	

	<p>adaptation of Malorie Blackman's novel , Noughts and Crosses. Students explore production and technical aspects. Students access live theatre opportunities and analyse and evaluate the impact.</p> <p><u>Devising</u></p> <p>Student's will practically explore the script and stage extracts using practical exploration to develop knowledge and understanding of themes, issues, character and plot. Practical performances also allow students to consider technical elements such as sound and lighting.</p> <p><u>Performing</u></p> <p>Use of performance skills prepare our students to answer performance questions linked to different characters from the text. Students also use a range of rehearsal techniques to develop their characterisation decisions.</p> <p><u>Evaluating</u></p> <p>Students analyse and evaluate all aspects of the live performance, considering how both technical elements and performance skills impacted the audience</p>	<p>Malorie Blackman's novel , Noughts and Crosses. Students explore production and technical aspects. Students access live theatre opportunities and analyse and evaluate the impact.</p> <p><u>Devising</u></p> <p>Student's will practically explore the script and stage extracts using practical exploration to develop knowledge and understanding of themes, issues, character and plot. Practical performances also allow students to consider technical elements such as sound and lighting.</p> <p><u>Performing</u></p> <p>Use of performance skills prepare our students to answer performance questions linked to different characters from the text. Students also use a range of rehearsal techniques to develop their characterisation decisions.</p> <p><u>Evaluating</u></p> <p>Students analyse and evaluate all aspects of the live performance, considering how both technical elements and performance skills impacted the audience</p>	<p>Students develop their performance and directing skills as they bring the script to life and enhance their use of;</p> <p>Blocking Characterisation Understanding a playwright's intentions Staging Style and genre</p> <p><u>Performing</u></p> <p>The students use a wide range of performance skills including facial expression, movement,proxemics, body language, characterisation/. However, they also use a number of dramatic techniques to bring the script to life, for example puppetry, mirror image, physical theatre. The use of performance skills allow them to understand and interpret their chosen script.</p> <p><u>Evaluating</u></p> <p>This process is self evaluating, students continuously evaluate their own work and that of their peers as the piece develops and improves. The evaluation allows them to consider audience impact.</p>	<p>Students develop their performance and directing skills as they bring the script to life and enhance their use of;</p> <p>Blocking Characterisation Understanding a playwright's intentions Staging Style and genre</p> <p><u>Performing</u></p> <p>The students use a wide range of performance skills including facial expression, movement,proxemics, body language, characterisation/. However, they also use a number of dramatic techniques to bring the script to life, for example puppetry, mirror image, physical theatre. The use of performance skills allow them to understand and interpret their chosen script.</p> <p><u>Evaluating</u></p> <p>This process is self evaluating, students continuously evaluate their own work and that of their peers as the piece develops and improves. The evaluation allows them to consider audience impact.</p>	<p>Noughts and Crosses. Students explore production and technical aspects. Students access live theatre opportunities and analyse and evaluate the impact.</p> <p><u>Devising</u></p> <p>Student's will practically explore the script and stage extracts using practical exploration to develop knowledge and understanding of themes, issues, character and plot. Practical performances also allow students to consider technical elements such as sound and lighting.</p> <p><u>Performing</u></p> <p>Use of performance skills prepare our students to answer performance questions linked to different characters from the text. Students also use a range of rehearsal techniques to develop their characterisation decisions.</p> <p><u>Evaluating</u></p> <p>Students analyse and evaluate all aspects of the live performance, considering how both technical elements and performance skills impacted the audience</p>	
Misconceptions	Students need additional support in ensuring their exam	Students need additional support in ensuring their exam answers have the	Students often struggle with performance and rehearsal stamina,and the self	Students often struggle with performance and rehearsal stamina,and the self improving	Students need additional support in ensuring their exam answers have the required	

	answers have the required detail necessary to gain top marks. Students find challenge in the technical element of this unit.	required detail necessary to gain top marks. Students find challenge in the technical element of this unit.	improving nature of the process. They require support with direction and motivation during this challenging component.	nature of the process. They require support with direction and motivation during this challenging component.	detail necessary to gain top marks. Students find challenge in the technical element of this unit
Assessment opportunities	Formative opportunities in written feedback provided throughout. Summative mock exam in mock window.	Formative opportunities in written feedback provided throughout. Summative mock exam in mock window	Formative teacher and peer verbal assessment is a continuous aspect of the complement, resulting in an external summative exam	Formative teacher and peer verbal assessment is a continuous aspect of the complement, resulting in an external summative exam	Formative opportunities in written feedback provided throughout. Final summer exam.
Literacy	Written communication. Use of key drama terminology. Context and comprehension. Exam technique and decoding	Written communication. Use of key drama terminology. Context and comprehension. Exam technique and decoding	Speaking, reading, listening, oracy.	Speaking, reading, listening, oracy.	Written communication. Use of key drama terminology. Context and comprehension. Exam technique and decoding
<p>Spiritual, moral, social and cultural learning</p> <p>Wellbeing?</p> <p>Cross-curricular links</p>	<p>Spiritual, moral, social and cultural learning</p> <p>Students explore the social and moral issues presented in the text particularly surrounding racism, the class structure, diversity and equality.</p> <p>Wellbeing Cultural capital Collaboration</p> <p>Cross-curricular links English</p>	<p>Spiritual, moral, social and cultural learning</p> <p>Students explore the social and moral issues presented in the text particularly surrounding racism, the class structure, diversity and equality.</p> <p>Wellbeing Cultural capital Collaboration</p> <p>Cross-curricular links English Cultural capital Collaboration</p>	<p>Spiritual, moral, social and cultural learning</p> <ul style="list-style-type: none"> o Group work and community learning o Independent self-managing resilient learning o Using imagination and creativity o Listening to others o Leading others o Celebrating the achievements of others <p>Wellbeing Confidence and emotional development, leadership skills Performance pride and self esteem Collaboration and community spirit</p> <p>Cross-curricular links English</p>	<p>Spiritual, moral, social and cultural learning</p> <ul style="list-style-type: none"> o Group work and community learning o Independent self-managing resilient learning o Using imagination and creativity o Listening to others o Leading others o Celebrating the achievements of others <p>Wellbeing Confidence and emotional development, leadership skills Performance pride and self esteem Collaboration and community spirit</p> <p>Cross-curricular links English</p>	<p>Spiritual, moral, social and cultural learning</p> <p>Students explore the social and moral issues presented in the text particularly surrounding racism, the class structure, diversity and equality.</p> <p>Wellbeing Cultural capital Collaboration</p> <p>Cross-curricular links English Cultural capital Collaboration</p>