


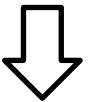
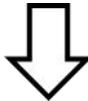
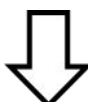




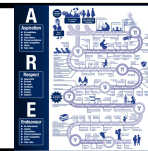
Developing – I can devise drama or interpret scripted drama with an artistic intention, using conventions of form and plan for performance support.
Presenting – I can use space, levels, voice, movement and characterisation to communicate to an audience. I can provide performance support.
Analysis – I can evaluate process and performance. I can explain how texts can be developed and performed.

Diversity: gender blindness, and colour blindness will be policy with all texts and themes. Analysis embedded across all lessons: closing the gap, verbal self and peer evaluation, textual analysis, performance analysis

Year	Term 1 	Term 2 	Term 3 
Year 7 	<p>Topic 1: Serious Fun Skills: Basics of space, voice and characterisation; adapting simple text, verbal evaluation of work. Assessment: Baseline performance assessment; self assessment of collaboration skills.</p> <p>Topic 2: Pantomime Cultural diversity (British values/culture) Skills: devising work with stock characters, understanding panto conventions, performing, researching Assessment: Devised performance assessment</p>	<p>Topic 3: Ernie's Incredible Illucinations Skills: Performing a text, interpreting character, responding to stage directions Assessment: Scripted performance assessment</p> <p>Topic 4: Greek Theatre Skills: Mask making, choral work Assessment: Mask making and performance Cultural diversity (ancient Greece)</p>	<p>Topic 5: Puppetry Cultural diversity (Indonesian culture) Skills: Applying conventions of Puppetry and Indonesian shadowplay. Analysis of technique, purpose and execution. Assessment: Puppet creation and performance</p> <p>Topic 6: Missing Skills: Improvisation, naturalism, documentary theatre Assessment: Performance assessment</p>
Year 8 	<p>Topic: Refugee Boy English (Boy at the back of the class) Cultural diversity (refugees) Skills: Textual interpretation Assessment: Exam style live theatre evaluation</p> <p>Topic: Anne Frank Skills: Research, improvisation, exploring a character and theme, writing in role Assessment: Monologue performance History and PD (Holocaust / WWII) Cultural diversity (discrimination)</p>	<p>Topic: Future Worlds Cultural diversity (Orientalism) Skills: Devising drama to conform to conventions of genre and stock characters Assessment: Making a prop and devised performance</p> <p>Topic: Theatre in Education Skills: Adapting a text to conform to genre conventions and with an artistic intention Assessment: Scripted or devised performance</p>	<p>Topic: Trestle Skills: Mask work, physical comedy and characterisation. Research into a contemporary company Assessment: Performance assessment</p>
Year 9 	<p>Topic: Morality plays History (medieval society) Skills: Devising a play using conventions of form, personification of abstract concepts Assessment: Performance assessment</p> <p>Topic: Stage combat Skills: Physical skills, combat skills, health and safety Assessment: Performance assessment</p> <p>Topic: Physical Theatre/Frantic assembly Skills: Chair duets and using the style of a contemporary company Assessment: Performance assessment</p>	<p>Topic: Noughts & Crosses Skills: Performance skills, performing a text Assessment: Performance of an extract, Written exam style questions</p> <p>Topic: DNA bullying Skills: Textual analysis, adaptation, page to stage, stage design and costume Assessment: Performance of an extract or design skills</p>	<p>Topic: Devising theatre Skills: devising skills to create theatre. Assessment: Devise a piece of drama</p> <p>GCSE course begins:</p> <p>Topic: Introduction to GCSE Drama and Practitioners Skills: Use of explorative strategies Assessment: Performance assessment and process evaluation</p>





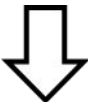
By the end of year 9, our students can:

Developing – I can devise drama or interpret scripted drama with an artistic intention, using conventions of form and plan for performance support.
Presenting – I can use space, levels, voice, movement and characterisation to communicate to an audience. I can provide performance support.
Analysis – I can evaluate process and performance. I can explain how texts can be developed and performed.





Developing – I can develop scripted work or devise drama from given stimuli, with artistic intentions, using conventions of practitioner/form
Presenting – Effective use of characterisation, voice, movement space and form (or performance support) to communicate meaning and intentions
Analysis – Evaluate process and performance of devised work. Interpretation of text. Evaluation of live theatre.

Year	Term 1 	Term 2 	Term 3 
Year 10 	<p>Topic: Brecht and Epic Theatre Skills: * Conventions of Brecht & Epic Theatre * Devising in groups * Rehearsal management and effectiveness * Research, Knowledge, & Understanding of conventions * Verbal evaluation of process and performance Assessment: Practical Devised performance Assessment, Component 1</p> <p>Topic: Pantomime Skills: * Conventions of Pantomime Style * Scripted in groups * Rehearsal management and effectiveness * Research, Knowledge, & Understanding of conventions, & Target Audience * Verbal evaluation of process and performance Assessment: Practical Scripted performance Assessment to Primary School, Component 2</p>	<p>Topic: Set Text Study Noughts and Crosses Skills: * Representation Set Text * Research, Knowledge and Understanding of Playwright, Style, Intention, Context, Design & Performance of Set Text * Research Knowledge & understanding of Technical terms & drama terminology. Assessment: Written examination Section A Set Text during PPE Week, Component 3</p> <p>Topic: Noughts and Crosses Performance and Live Theatre Skills: * Representation of Character and Situation * Duologue * Group * Performance skills * Live Theatre experience and review Assessment: Written examination Section B Live Theatre during PPE Week, Component 3 Performance Assessment x2 Component 2</p>	<p>Topic: Steven Berkoff Skills: * Conventions of Steven Berkoff * Devising in groups * Rehearsal management and effectiveness * Research, Knowledge, & Understanding of conventions * Verbal evaluation of process and performance Assessment: Practical Devised performance Assessment, Component 1</p> <p>Topic: Drama Practitioners/Genre Styles Exploration Skills: * Conventions and devices of theatre practitioners and genre styles * Devising in groups * Rehearsal management and effectiveness * Research, Knowledge, & Understanding of conventions * Verbal evaluation of process and performance Assessment: Practical Devised performance Assessment, Component 1</p>
Year 11 	<p>Topic: Component 1 Devising Theatre Skills: * Conventions of Chosen Practitioner/Style * Devising in groups * Rehearsal management and effectiveness * Research, Knowledge, & Understanding of conventions * Verbal evaluation of process and performance * Written Supporting Drama Log of idea, process, and performance evaluation. Assessment: Component 1 Practical Devised Performance (20 Marks) Written Drama Portfolio (60 Marks) = 40% Final GCSE Grade Contribution</p> <p>PPE Week: Component 3 Set Text and Live Theatre</p>	<p>Topic: Component 2 Perform a Text & Live Theatre Skills: * Representation of Character and Situation from a Text * Duologue/Group * Performance skills * Learning Lines * Research, Knowledge and Understanding of Playwright, Style, Intention, Context, Design & Performance of Text * Live Theatre experience and review Assessment: Component 2, Text Performance to External Eduqas Examiner = 20% Final GCSE Grade (February/March) Component 3 Written examination Section B Live Theatre Mock for Paper in May.</p>	<p>Topic: Component 3 Written Exam Skills: * Knowledge and Understanding of Set Text DNA * Knowledge and Understanding of key drama terminology * Knowledge and Understanding of Production and Technical Support * How to answer examination questions * Live Theatre Experience * How to review Live Theatre * Revision Techniques Assessment: Component 3 Interpreting Theatre, 1 hour 30 minutes written examination. Section A Set Text DNA and Section B Live Theatre = 40% GCSE Grade</p>




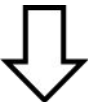
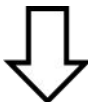
By the end of year 11, our students can:

Developing – I can develop scripted work or devise drama from given stimuli, with artistic intentions, using conventions of practitioner/form
Presenting – Effective use of characterisation, voice, movement space and form (or performance support) to communicate meaning and intentions
Analysis – Evaluate process and performance of devised work. Interpretation of text. Evaluation of live theatre.





Developing – I can develop/adapt scripted work or devise drama from given stimuli, with artistic intentions, using conventions of practitioner/form
Presenting – Effective use of characterisation, voice, movement space and form (or performance support) to communicate meaning and intentions
Analysis – Evaluate process and performance of devised, adapted and scripted work. Interpretation of texts. Evaluation and application of live theatre.

Year	Term 1 	Term 2 	Term 3 
Year 12 	<p>Topic: Practitioners and contemporary practice Skills: Devising, adapting, performing, performance support. Realism, physical theatre, postdramatic theatre, theatre of cruelty, total theatre. Research, rehearsal planning. Applying conventions, logging practical work, evaluation. Live theatre evaluation. Assessment: Formative assessments using the criteria across all three components.</p>	<p>Topic: Component 3 prep</p> <ul style="list-style-type: none"> • Saved • Cat on a Hot Tin Roof <p>Skills: Text work, interpretation, characterisation, rehearsal techniques, applying practitioners, research, annotation, performance support Assessment: Component 3 exam questions.</p>	<p>Topic: Component 1 Reinterpretation Skills: * Conventions of Chosen Practitioner/Style * Devising in groups *Rehearsal management and effectiveness * Research, Knowledge, & Understanding of conventions * Verbal evaluation of process and performance * Written Supporting Drama Log of idea, process, and performance evaluation. Assessment: Component 1 Practical Reinterpretation Performance (**Marks) Written Drama Portfolio (** Marks) = 20% Final A Level Grade Contribution</p>
Year 13 	<p>Topic: Component 2 Theatre Skills: * Representation of Character and Situation from a Text * Monologue * Performance skills * Learning Lines *Research, Knowledge and Understanding of Playwright, Style, Intention, Context, Design & Performance of Text * Live Theatre experience and review Assessment: Component 2, 2 x Performance to External Eduqas Examiner = 40% Final A Level Grade (February/March)</p>	<p>Topic: Component 3 prep/revision</p> <ul style="list-style-type: none"> • Saved • Cat on a Hot Tin Roof • Curious Incident <p>Skills: Text work, interpretation, characterisation, rehearsal techniques, applying practitioners, research, annotation, performance support Assessment: Component 3 exam questions.</p>	<p>Topic: Component 3 prep/revision</p> <ul style="list-style-type: none"> • Saved • Cat on a Hot Tin Roof • Curious Incident <p>Skills: Text work, interpretation, characterisation, rehearsal techniques, applying practitioners, research, annotation, performance support Assessment: Component 3 exam questions.</p>

By the end of year 13, our students can:

Developing – I can develop/adapt scripted work or devise drama from given stimuli, with artistic intentions, using conventions of practitioner/form
Presenting – Effective use of characterisation, voice, movement space and form (or performance support) to communicate meaning and intentions
Analysis – Evaluate process and performance of devised, adapted and scripted work. Interpretation of texts. Evaluation and application of live theatre.

