



Drama Curriculum Overview.

The Appleton School.





Subject: Drama

Curriculum Intent

Vision.

As a department, Drama is an explorative, thought provoking, fun subject, where we aim to provide a safe environment for talented students. Over the period of the course students explore ways in which they can communicate their intent to their audience. Understanding how they can define their acting, directing and designing skills with purpose and meaning. This enables students to develop their confidence when working and communicating in a variety of situations. Preparing them for both either a continued progression within the Performing Arts or developing their own self beliefs when working within real life situations.

How is the curriculum delivered?

At Key Stage 3 Drama is currently delivered to year 7 once a week, year 8 and 9 once every two weeks, all schemes of work have been written to compliment the requirements in the GCSE specification. Students are given the opportunity to develop skills required for performance in both the context of devising and scripted performances. Students develop understanding of scripts and address the key principles of evaluating themselves and others work.

At Key Stage 4 GCSE Drama is offered. There are three components in total, two components which focus on the assessment of performance skills whilst devising and working with a script. A further component which is a written exam focused on demonstrating the students' knowledge and understanding of a set text answering questions from the perspective of an actor, director and a designer. This component concludes on the written paper with a review of a live piece of theatre which has been seen whilst studying the course.

Due to the interweaving nature of the skills and knowledge required for GCSE Drama the curriculum is delivered highlighting how skills can be used for all three components. The course starts with practical exploration of performance skills from the perspective of the actor, with a theory focus on the roles of an actor, director and designer within the theatre. This follows with a mini devising project, introducing the requirements for component 1 both practically



and through the development of a portfolio which documents the developmental process the students go through. Into the Spring term where we practically introduce the set text for component 3. This interweaves into a mini scripted performance, focusing on the requirements for component 2. By the summer term, students are prepared to complete their component 1 devising project supported by the portfolio. Into year two students explore a number of different scripts in preparation for component 2, this leads into students preparing their chosen extracts for an external examiner in the spring term. Once both component one and two are complete the remaining time is spent focusing on final preparation for the written exam component 3.

How is the curriculum assessed?

At Key Stage 3 students are assessed at the end of each Scheme of Work, each scheme has an assessment strand focus which compliments the assessment requirements at GCSE, each strand is equally weighted;

Strand 1 – Knowledge and Understanding

Strand 2 – Planning and creating

Strand 3 – Performing

Strand 4 - Evaluation

At GCSE there are three formal assessment periods for GCSE Drama and exact timings change in accordance to requirement. Component 1 – devising, is an internally assessed unit by the classroom teacher which we try to assess at the end of the first year. Component 2 – performance from a text, is assessed by an external examiner who comes into the school and can take place between January and March of the second year. Then finally component 3 which is the written paper sat at the end of the course and externally marks.

Component 1 = 30% of the qualification – Practical with a written portfolio to accompany

Component 2 = 30% of the qualification - Practical

Component 3 = 40 % of the qualification – written examination: 1 hour 30 minutes



Students are assessed in class through the following methods:

Practical Performances / Assessments:	Theoretical Assessments
Peer and Teacher Assessments, providing feedback focused on WWW.EBI	Homework Submissions
Self-Assessment	Exam style questions marked in accordance to the examination criteria
Use of Skills audits	Feedback to portfolio in accordance to exam board requirements
Mock Performances	Mock examinations
Video recorded rehearsals - Aimed at SMART target setting	Targeted activities in theory lessons
Reflection of Video recordings	
Final Performances	
Teachers Feedback linked with marking criteria.	

How is the curriculum enriched (through speakers/visits/clubs) to generate a love of learning?

The Drama department along with the Performing Arts and Music departments offer a variety of opportunities for all students which develop and enhance their skills and their love of learning.

- Visits: Students are encouraged to attend all theatre trips offered to them throughout the course. Students are required to evaluate live theatre work; therefore, it is imperative they observe work in a live setting. Trips are organised based on the appropriateness of performances available, previously these have included, Blood Brothers, Woman in Black and The Curious Incident of The Dog in the Night.
- Extra-Curricular Clubs: Drama Club (offered to all), Harmonics (auditioned choir). KS3 choir (offered to all). Band (invited musicians). Keyboard Club (offered to all). Dynamix (auditioned dance company) KS3 Dance Club (offered to all).
- Performance events within school: Christmas concert, The Performing Arts Festival and the end of year School Production.



What are our learning aims (per year group) connecting with the NC and Exam Criteria?

To create and develop ideas to communicate meaning for theatrical performance – AO1
<ul style="list-style-type: none">• To understand how to communicate the creative intention of a performance• To understand how to communicate the creation, development and refinement of a performance• To understand how to communicate your engagement with the process of collaboration, rehearsal and refinement• To understand how to use drama terminology appropriately and in a confident and accomplished way
To apply theatrical skills to realise artistic intentions in live performance – AO2
<ul style="list-style-type: none">• To be able to create an individual performance combining the use of vocal and physical skills• To be able to secure vocal control within a performance• To be able to secure physical control within a performance• To be able to create characters which communicate your intention to the audience• To be able to create a performance which shows an understanding of style, genre and theatrical conventions.
To be able to demonstrate knowledge and understanding of how drama and theatre is developed and performed - AO3
<ul style="list-style-type: none">• To be able to explain from an actor's perspective how to communicate intention through the use of performance skills• To be able to explain and analyse from a director's perspective how to communicate intention through the use of production elements• To be able to discuss from the perspective of a director how to communicate intention through the use of performance skills• To be able to discuss from the perspective of a designer how to communicate intention through the use of production skills
To be able to analyse and evaluate own work and the work of others – AO4
<ul style="list-style-type: none">• To be able to analyse and evaluate your personal contribution to the creation, development and refinement of your work• To be able to analyse and evaluate decisions made with regards to content, genre, structure, character, form, style and language• To be able to analyse and evaluate your own individual performance• To be able to analyse and evaluate the realisation of creative intentions within the performance• To be able to analyse and evaluate the work of others as a performer• To be able to analyse and evaluate the work of others as a director• To be able to analyse and evaluate the work of others as a designer



What skills and knowledge do students bring with them from Key Stage 2 to Year 7?

- Performing (relevant to all disciplines and tasks within performing arts).
- Composing (link to choreography, directing, creating)
- Dynamics (link to dance and singing)
- Improvisation (links to all disciplines within performing arts).
- Structure (beginning, middle, end. Chorus, Verses, Motifs)
- Call and Response
- Ensemble (working within groups, duets, supporting solo performances)
- Voice Ranges (relevant to singing and acting)
- Tone and Pitch (relevant to singing and acting)
- Motif Development
- Peer and Self-Assessment

What skills and knowledge do students bring with them from Year 10 to Year 11?

Performance Skills

- Control over vocal skills – pitch, pace, inflection, volume, clarity, projections
- Control over physical skills – gesture, facial expression, stillness, stance, contact, use of space, spatial awareness
- Developing characterisation skills
- Communication of artistic intention
- Appropriate use of drama techniques

Written skills

- How to structure an exam style question
- Evaluation of own performance skills



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- Evaluation of others performance skills
- How to show intention in written form

How will we re-visit prior learning and skills?

- Students will explore and complete a variety of practical tasks which will require them to access prior learning regarding physical, interpretive and performance skills. Students will need to develop this learning, by applying the skills in different performance settings, relevant to different acting styles and genres.
- Students will have the opportunity to complete mini projects connected directly to component 1 and 2, therefore using this knowledge and understanding for their examinations for these components.
- Students will take part in a number of performance tasks where creative, development and refinement skills are required, this all based on prior knowledge and skills
- Students will take prior learning from practical activities and embed them within written tasks appropriately reflective to the written exams
- Prior learning will be accessed through theory-based lessons, starter and homework tasks in order for to students to retain information learnt throughout all components.

What aspects of the NC or Exam Criteria do these Components fulfil?

Links to Specification.

Drama's four main focuses are for:

- Create and develop ideas to communicate meaning for theatrical performance
- Apply theatrical skills to realise artistic intentions in live performance
- Demonstrate knowledge and understanding of how drama and theatre is developing and performed
- Analyse and evaluate their own work and the work of others

Component 1



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Assessment of the creative development of ideas to communicate meaning for theatrical performance, to apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

Component 2

Assessment of applying theatrical skills to realise artistic intentions in live performance

Component 3

Assessment of demonstrating knowledge and understanding of how drama and theatre is developed and performed and analysing and evaluating the work of others



What will students' study?

Year 7 Students receive two hours of Drama a fortnight

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	<p>Darkwood Manor</p> <p>Students will explore practically the different types of performance skills used to communicate meaning and intention to the audience. How to start to develop the creation of a performance for an audience.</p> <p>Learning to be revisited. Students would have explored some of these physical skills at primary</p>	<p>A Christmas Carol</p> <p>Student will create, develop and refine working with scripted extracts.</p> <p>Learning to be revisited Students will be required to combine the practically skills learnt in previous terms along with their knowledge and understanding of the key themes within the set text</p>	<p>It was Terrifying</p> <p>Students will explore practically the different types of performance skills used to communicate meaning and intention to the audience. How to start to develop the creation of a performance for an audience.</p> <p>Learning to be revisited. Students will be required to use the skills learnt during the previous terms.</p>	<p>Twelfth Night</p> <p>Student will create, develop and refine working with scripted extracts.</p> <p>Learning to be revisited Students will be required to combine the practically skills learnt in previous terms along with their knowledge and understanding of the key themes within the set text.</p> <p>Students are also studying this text within their English lessons therefore they will be using cross circular learning.</p>	<p>Stimulus</p> <p>Students will explore practically the different types of performance skills used to communicate meaning and intention to the audience. How to start to develop the creation of a performance for an audience.</p> <p>Learning to be revisited. Students will be required to use the skills learnt during the previous terms.</p>	<p>History of Theatre</p> <p>Students will explore practically the different types of performance skills used to communicate meaning and intention to the audience. How to start to develop the creation of a performance for an audience.</p> <p>Learning to be revisited. Students will be required to use the skills learnt during the previous terms.</p>



Year 8 Students receive one hour of Drama a fortnight

	Term 1	Term 2	Term 3
Year	<p>Physical Theatre</p> <p>Students will explore practically the different types of performance skills used to communicate meaning and intention to the audience. How to specifically use their bodies to create surreal performances.</p> <p>Learning to be revisited.</p> <p>Students would have explored some of these physical skills within their year 7 curriculum therefore can be drawn upon.</p>	<p>Romeo and Juliet</p> <p>Student will create, develop and refine working with scripted extracts.</p> <p>Learning to be revisited.</p> <p>Students will be required to combine the practical skills learnt in previous terms along with their knowledge and understanding of the key themes within the set text.</p> <p>Students are also studying this text within their English lessons therefore they will be using cross circular learning.</p>	<p>Stimulus</p> <p>Students will explore practically the different types of performance skills used to communicate meaning and intention to the audience. How to start to develop the creation of a performance for an audience.</p> <p>Learning to be revisited.</p> <p>Students will be required to use the skills learnt during the previous terms and through Year 7 units.</p>



Year 9 Students receive one hours of Drama a fortnight

	Term 1	Term 2	Term 3
Year	<p>Wacky Soap</p> <p>Students will explore practically the different types of performance skills used to communicate meaning and intention to the audience. How to start to develop the creation of a performance for an audience.</p> <p>Learning to be revisited.</p> <p>Students would have explored some of these physical skills within music lessons and therefore can be drawn upon.</p>	<p>Blood Brothers</p> <p>Student will create, develop and refine working with scripted extracts.</p> <p>Learning to be revisited.</p> <p>Students would have explored some of these physical skills within music lessons and therefore can be drawn upon.</p> <p>Students are also studying this text within their English lessons therefore they will be using cross circular learning.</p>	<p>Stimulus</p> <p>Students will explore practically the different types of performance skills used to communicate meaning and intention to the audience. How to start to develop the creation of a performance for an audience.</p> <p>Learning to be revisited.</p> <p>Students will be required to use the skills learnt during the previous term.</p>



Drama at year 10 and 11 is a GCSE option

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Introduction to Acting</p> <p>Students will explore practically the different types of performance skills used to communicate meaning and intention to the audience. How to start to develop the creation of a performance for an audience.</p> <p>Theory - Students will begin understand the role of an actor, director and designer within the theatre environment.</p> <p>Learning to be revisited. Students would have explored some of these physical skills within music lessons and therefore can be drawn upon.</p>	<p>Mini Devising performance</p> <p>Students will create, develop and refine a devised performance from a stimulus. Using the criteria for component 1</p> <p>Theory - Students will be required to write their portfolio to compliment the development of their performance.</p> <p>Learning to be revisited. Students will be required to use the skills learnt during the previous term to incorporate in their mini project performance.</p>	<p>Set text practical exploration</p> <p>Students will explore the set text practically, be able to understand the key themes and issues whilst developing the skills to create a performance from a script.</p> <p>Theory - Students will begin to look at the requirements for component 3 written exam.</p> <p>Learning to be revisited. Students will need to draw upon their knowledge of performance skills and techniques to be used to produce a piece of drama.</p>	<p>Mini Scripted performance</p> <p>Student will create, develop and refine two scripted extracts. Using the criteria for component 2.</p> <p>Theory - Students will start to develop the skills required to answer an evaluation of a live performance.</p> <p>Learning to be revisited Students will be required to combine the practically skills learnt in previous terms along with their knowledge and understanding of the key themes within the set text</p>	<p>Component 1</p> <p>Students will start to explore the stimulus given for the completion of component 1. This will then lead into the development of their performance for their devising examination.</p> <p>Theory – Students will start to develop their portfolio.</p> <p>Learning to be revisited. All skills and styles explored when working within component 1</p>	<p>Component 1</p> <p>Students will continue to develop and refine their performance for the devising examination which will take place during this term.</p> <p>Theory – Students will complete their portfolio.</p> <p>Learning to be revisited. All skills and styles explored when working within component 1</p>



	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 11	<p>Exploring Performance Scripts.</p> <p>Students will practically explore possible scripts to use for their component 2 exam</p> <p>Theory – will focus on exam styles questions referring to the set text and play review</p> <p>Links to Learning</p> <p>Students will be required to combine the practically skills learnt in previous terms along with their knowledge and understanding of the key themes within the set text</p>	<p>Component 2</p> <p>Student will create, develop and refine two scripted extracts. Using the criteria for component 2. For their formal examination by the external examiner</p> <p>Links to Learning</p> <p>Students will be required to combine the practically skills learnt in previous terms along with their knowledge and understanding of the key themes within the set text</p>	<p>Component 2</p> <p>Student will create, develop and refine two scripted extracts. Using the criteria for component 2. For their formal examination by the external examiner</p> <p>Links to Learning</p> <p>Students will be required to combine the practically skills learnt in previous terms along with their knowledge and understanding of the key themes within the set text</p>	<p>Component 3</p> <p>Theory – Students will prepare develop their knowledge and understanding of the key themes and issues within the set text and how they could bring the performance to life for an audience</p> <p>Links to Learning</p> <p>Students will be required to combine the practically skills learnt in previous terms along with their knowledge and understanding of the key themes within the set text</p>	<p>Component 3</p> <p>Theory – Students will prepare develop their knowledge and understanding of the key themes and issues within the set text and how they could bring the performance to life for an audience</p> <p>Links to Learning</p> <p>Students will be required to combine the practically skills learnt in previous terms along with their knowledge and understanding of the key themes within the set text</p>	<p>Course complete</p>



What will students' study: Key Stage 4 Summary.

Year 10 will cover aspects of all three components, with competition of component 1
Year 11 will cover both component 2 and component 3
Component 1: Devising Component 2: Performance from Text Component 3: Theatre Markers in Practice

When will learning be built upon in subsequence units or years?

Students will build upon all three components throughout Year 10 within their introduction to Acting, developing mini projects that complement the expectations of both practical exams for component 1 and 2. Fundamentally the development of practical skills unlined the whole course.
With the completion of component 1 in year 10 students will continue with their practical skill development into Year 11 , allowing students to then enhance their theory-based activities having used the development of their practical skills.
Students moving in to 6th Form to study Performing Arts will have obtained necessary and vital skills and knowledge required for completion all units.





Why has learning been sequenced in this way?



Year 7

Darkwood Manor

Allows students to be able to explore practically different techniques that allow performers to communicate intention and meaning to their audience. Therefore, students can develop and refine their skills through the unit of work empowering them to be prepared to implement these skills within their future work later in the course. There is a key focus on developing imagination skills within this unit of work.

A Christmas Carol

Allows students to develop and refine skills within the context of understanding a text. Students explore how they can communicate meaning to an audience using, vocal skills, physical skills and characterisation. This is a direct link to text work within GCSE Drama.

It was Terrifying

Allows students to be able to explore practically different techniques that allow performers to communicate intention and meaning to their audience. Therefore, students can develop and refine their skills through the unit of work empowering them to be prepared to implement these skills within their future work later in the course. This unit of work also draws on the experience students have had in their transition to secondary school and using their empathic skills. There is a key focus on developing imagination skills within this unit of work.

Twelfth Night

Allows students to develop and refine skills within the context of understanding a text. Students explore how they can communicate meaning to an audience using, vocal skills, physical skills and characterisation. This is a direct link to text work within GCSE Drama.

This allows students to be able to explore practically different techniques that allow performers to communicate intention and meaning to their audience. This is complimenting their studies in English.

Stimulus

Within this unit of work students continue to define and develop their practical skills within the context of the requirements of the devising project for GCSE Drama. Students will develop the skill of using their imagination to create a performance from a piece of stimulus.

History of Theatre

Allows students to be able to explore practically different techniques that allow performers to communicate intention and meaning to their audience. There is a clear focus on key principles of performance from the Greek and melodramatic periods. Therefore, students can develop and refine their skills through the unit of work empowering them to be prepared to implement these skills within their future work later in the course.



Year 8

Physical Theatre

Allows students to be able to explore practically different techniques that allow performers to communicate intention and meaning to their audience. Therefore, students can develop and refine their skills through the unit of work empowering them to be prepared to implement these skills within their future work later in the course. There is a key focus on developing imagination skills and working in a surreal style within this unit of work.

Romeo and Juliet

Allows students to develop and refine skills within the context of understanding a text. Students explore how they can communicate meaning to an audience using, vocal skills, physical skills and characterisation. This is a direct link to text unit work within GCSE Drama. This is complimenting their studies in English.

Stimulus

Within this unit of work students continue to define and develop their practical skills within the context of the requirements of the devising project for GCSE Drama. Students will develop the skill of using their imagination to create a performance from a piece of stimulus.



Year 9	
	<p>Wacky Soap</p> <p>Allows students to be able to explore practically different techniques that allow performers to communicate intention and meaning to their audience. Therefore, students can develop and refine their skills through the unit of work empowering them to be prepared to implement these skills within their future work later in the course. There is a key focus on developing imagination skills within this unit of work. Students will social explore ideas of consequences for actions, the unit of work is metaphoric for choices people make regarding drug and alcohol use.</p>
	<p>Blood Brothers</p> <p>Allows students to develop and refine skills within the context of understanding a text. Students explore how they can communicate meaning to an audience using, vocal skills, physical skills and characterisation. This is a direct link to text unit work within GCSE Drama. This is complimenting their studies in English.</p>
	<p>Stimulus</p> <p>Within this unit of work students continue to define and develop their practical skills within the context of the requirements of the devising project for GCSE Drama. Students will develop the skill of using their imagination to create a performance from a piece if stimulus.</p>



Year 10

Introduction to Acting

Allows students to be able to explore practically different techniques that allow performers to communicate intention and meaning to their audience. Therefore, students can develop and refine their skills through the unit of work empowering them to be prepared to implement these skills within their future work later in the course.

Mini devising project

Within this unit of work students continue to define and develop their practical skills within the context of the requirements of the devising project for component 1, this is then complimented through the development of the portfolio. This allows students to understand and experience what will be required for the completion of component 1.

Exploration of the set text practically

Allows students to develop and refine skills learnt previously within the context of understanding the set text. Students are required to answer questions about how they would bring the text to life for an audience. This unit of work allows students to explore the practicalities of ideas they form and create.

Mini Scripted performance

Allows students to take the knowledge and understand taught within Exploration of the set text practically unit and combine this with the development of exploring the requirements for component 2 Performance from Text.

Component 1

Students will draw from their understand and development through out the course so far in order to complete their first formal examination. Students will be expected to produce a devised performance based from stimuli and document the process through the form of a portfolio.



Year 11	
	<p>Exploring scripted performances</p> <p>Within this unit students are required to draw upon the knowledge and understanding they formed during the first year of the course. They will explore a number of different texts which could be used for their performance exam for component 2. Students will be able to define and improve upon their performance skills in order to find a text which enhances their ability to communicate intention and meaning to an audience</p> <p>Component 2</p> <p>Again, students are required to draw upon their knowledge and understanding formed so far within the course. They will select two extracts from the same script that meet the requirements of the specification. Students will develop and refine their performances skills in order to produce the appropriate performances for an external examiner.</p> <p>Component 3</p> <p>The course concludes with students collating their knowledge and understanding of being able to produce a practical performance in order for them to be able to fulfil the requirements of the written paper. Incorporating analytical ideas from the perspective of an actor, a director, a designer and the evaluative skills of an audience member.</p>

What cross-curricular have been identified?

Links within the Performing Arts:

Music – Students will explore and build on their vocal skills such as Projection, Tone, Pitch, Volume, Breath Control, Rhythm, Dynamics. All skills which are studied within the music curriculum through Key Stage 3 and 4 will be relevant through student's introduction of Performing Arts, Component Two and potentially their Component Three exam.

Performing Arts – Students will explore and build upon interpretive and performance skills, particularly during all components. Skills explored in both Drama and Performing Arts are such as Body language, Facial expressions, Characterisation, Improvisation



DT – Students will explore and design ideas surrounding costume, props, staging, lighting and set. These technical elements will require them to use creative design skills relevant to graphics, textiles and art,

Links to Other Subjects:

English – Students will regularly need to complete analytical, descriptive essay writing. Students will need to observe and critically discuss their opinions of works, as well as reflective and evaluative writing of their own performance. Students will be assessed according to their ability to use subject specific terminology accurately.

CPSHE - Issues and topics covered by students in Drama frequently reflect decisions we make within society and addressing moral behaviours.

DT – Students will explore and design ideas surrounding costume, props, staging, lighting and set. These technical elements will require them to use creative design skills relevant to graphics, textiles and art,



What will students be expected to know and remember?

Year 7

KEY:

What will students be expected to know and remember?
What skills have been developed?
Knowledge

Term 1	Term 2	Term 3
How to perform and implement Drama techniques	How to perform and implement Drama techniques	How to perform and implement Drama techniques
Knowledge of appropriate use of techniques in performance	Knowledge of appropriate use of techniques in performance	Knowledge of appropriate use of techniques in performance
Application of relevant Physical and Communication skills	Application of relevant Physical and Communication skills	Knowledge of creating a devised performance
Knowledge of what is required to create devises extract for performance	Knowledge of creating a devised performance	Confidence to develop a performance that meets with assessment requirements
Application of Personal Management Skills	Ability to analyse and evaluate practical work	How you communicate intention and meaning to an audience
Understanding of Rehearsal Processes	Understanding of Rehearsal Processes	Understanding of Rehearsal Processes
Performance skills	Performance skills	Performance skills



Year 8

KEY:

What will students be expected to know and remember?
What skills have been developed?
Knowledge

Term 1	Term 2	Term 3
How to perform and implement Drama techniques	How to perform and implement Drama techniques	How to perform and implement Drama techniques
Knowledge of appropriate use of techniques in performance	Knowledge of appropriate use of techniques in performance	Knowledge of appropriate use of techniques in performance
Application of relevant Physical and Communication skills	Application of relevant Physical and Communication skills	Knowledge of creating a devised performance
Knowledge of what is required to create devises extract for performance	Knowledge of creating a devised performance	Confidence to develop a performance that meets with assessment requirements
Application of Personal Management Skills	Ability to analyse and evaluate practical work	How you communicate intention and meaning to an audience
Understanding of Rehearsal Processes	Understanding of Rehearsal Processes	Understanding of Rehearsal Processes
Performance skills	Performance skills	Performance skills



Year 9

KEY:

- What will students be expected to know and remember?
- What skills have been developed?
- Knowledge

Term 1	Term 2	Term 3
How to perform and implement Drama techniques	How to perform and implement Drama techniques	How to perform and implement Drama techniques
Knowledge of appropriate use of techniques in performance	Knowledge of appropriate use of techniques in performance	Knowledge of appropriate use of techniques in performance
Application of relevant Physical and Communication skills	Application of relevant Physical and Communication skills	Knowledge of creating a devised performance
Knowledge of what is required to create devises extract for performance	Knowledge of creating a devised performance	Confidence to develop a performance that meets with assessment requirements
Application of Personal Management Skills	Ability to analyse and evaluate practical work	How you communicate intention and meaning to an audience
Understanding of Rehearsal Processes	Understanding of Rehearsal Processes	Understanding of Rehearsal Processes
Performance skills	Performance skills	Performance skills



Year 10

KEY:

What will students be expected to know and remember?
What skills have been developed?
Knowledge

Term 1	Term 2	Term 3
How to perform and implement Drama techniques	How to perform and implement Drama techniques	How to perform and implement Drama techniques
Knowledge of appropriate use of techniques in performance	Knowledge of appropriate use of techniques in performance	Knowledge of appropriate use of techniques in performance
Knowledge of the roles of an actor, director and designer within theatre	To be able to recognise and present practically key intentions to communicate to an audience from the set text	Knowledge of concepts to support a performance, lighting sound etc
Application of relevant Physical and Communication skills	Knowledge the set text, playwright and context of the play	Knowledge of creating a devised performance
Knowledge of what is required to complete a devising project	How to structure an answer for the written examination	Confidence to develop a performance that meets with examination requirements
Application of Personal Management Skills	Ability to analyse and evaluate practical work	How you communicate intention and meaning to an audience
Understanding of Rehearsal Processes	Knowledge of what is required to complete a scripted performance	
Performance skills	Performance skills	Performance skills



Year 11

KEY:

What will students be expected to know and remember?
What skills have been developed?
Knowledge

Term 1	Term 2	Term 3
How to perform and implement Drama techniques	How to perform and implement Drama techniques	How to visualise the use of practical skills in a written response
Knowledge of appropriate use of techniques in performance whilst working with a script	Knowledge of appropriate use of techniques in performance	Knowledge of the set text
Knowledge of the key themes and issues within a scripted performance	To be able to recognise and present practically key intentions to communicate to an audience from the set text	Knowledge of implementing the skills required for an actor, director and designer for the purpose of the exam
Application of relevant Physical and Communication skills	Knowledge the performance text, playwright and context of the play	Knowledge of requirements of the examination
Knowledge of what is required to complete a scripted performance	Confidence to develop a performance that meets with examination requirements	Confidence in how to structure appropriate answers for the set text within the exam
Application of Personal Management Skills	Ability to analyse and evaluate practical work	Confidence in how to structure appropriate answers for the live theatre review within the exam
Understanding of Rehearsal Processes	Knowledge of what is required to complete a scripted performance	How to analyse the effectiveness of a performance
Performance skills	Performance skills	Performance skills