



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
Yr 10 SET TEXT 3 lessons per fortnight	Autumn	<ul style="list-style-type: none"> Performance skills on text Recap on SCH Recap on themes/setting/knowledge of Playwright Understanding and interpretation of character Understanding of how background/social/cultural/historical informs practical ideas Writing about performance – focus on Q1/2/3 	<p>In Yr 7-9 all students will have been introduced to a range of play texts</p> <p>Additional point:</p> <ul style="list-style-type: none"> FILE CHECK in first two weeks. Each to have Drama file, sections for each part. 	<ul style="list-style-type: none"> Cont with text. Yr 11 approaching script
Intro to LIVE PRODUCTION	Autumn	<ul style="list-style-type: none"> Expectations of question – the opening paragraph – date, venue, performance. Making practical notes Writing about practical skills How to analyse a performance How to evaluate a performance <p>OCEAN AT THE END OF THE LANE VISIT.</p>		<ul style="list-style-type: none"> Live Production visits/or streamed performance
<p>DEVISING (Component 2)</p> <p>Linked to teacher stimulus - choice of 3 ideas</p> <p>Use two lessons</p> <p>After Christmas raise to 3 lessons per fortnight</p>	Autumn/Winter	<ul style="list-style-type: none"> Creativity Play Imagination Teamwork Communication Performance skills Structuring performance Style/genre Responding to stimuli Writing about performance Describing ideas Maintaining Section One of Log Linking to practitioner 	<p>Year 9 Devising project - stemming from stimulus</p> <p>Additional notes: Aim to get SECTION ONE completed prior to Christmas</p> <p>Aim for SECTION TWO by Feb half term</p> <ul style="list-style-type: none"> SECTION THREE - To be submitted at least two weeks prior to performance date. 	<ul style="list-style-type: none"> On going Keeping Log in 3 sections on process of Devising



SET TEXT Cont' Whole play to be completed	Winter	<ul style="list-style-type: none"> ● Arc of character ● Responding to Q4: showing wider knowledge in writing 		<ul style="list-style-type: none"> ● On going
LIVE PRODUCTION Streamed or live. Sugg: WHO CARES	Winter	<ul style="list-style-type: none"> ● Applying skills ● Interpreting performance ● Making notes ● Analysis ● Evaluation ● Writing about performance 	<ul style="list-style-type: none"> ● Group will have responded to first LP after seeing Ocean at the End of the Lane. 	<ul style="list-style-type: none"> ● Streamed performance.
DEvised PErFORMANCE ALL LESSONS GIVEN OVER TO DEVISING PROJECT = 40%	Spring	<ul style="list-style-type: none"> ● Rehearsal techniques ● Tech run ● Warm up ● Performance ● Reviewing logs Section 1/2/3 ● Evaluation 	Examination to take place before Easter . Staff to record pieces. Need name/candidate number sheets. Complete paperwork for Comp 2 - Dramatic Intentions statement <ul style="list-style-type: none"> ● Save on School system. 	<ul style="list-style-type: none"> ● Link to approach to prep characters for texts – off text impro'.
SET TEXT Continue 3 lessons per fortnight	Summer	<ul style="list-style-type: none"> ● Developing knowledge and understanding of characters ● Performance opportunities to explore interpretation ● Opportunities for Q1/2/3/4 ● Group performance work of scenes 	.	<ul style="list-style-type: none"> ● Revision of text in Yr 11
LIVE PRODUCTION	Summer/although when production occurs during year	<ul style="list-style-type: none"> ● Analysis of scenes ● Evaluation ● Description ● Presenting context ● Understanding intention 	KS3 plays seen on school visits	



SCRIPTED AUDIT	Summer	<ul style="list-style-type: none"> ● Review of plays seen/read ● Understanding of style and genre characteristics ● Performance ● Creation of character ● Design costume for character 		<ul style="list-style-type: none"> ● Yr 11 Choice of scripted piece actor/designer
Yr 11 TEXT WORK SET TEXT: Review WHOLE PLAY INTRO OF SCRIPTED PIECES	Autumn/Summer	<ul style="list-style-type: none"> ● Deepening knowledge of character ● Reviewing existing knowledge -SCH ● Writing to show your understanding ● Writing to link to wider ideas and wider play (Q4) 		<ul style="list-style-type: none"> ● Winter. Choice of scripted pieces for acting/design
TEXT PERFORMANCE Range of scripts for mono/duo or small group. Suitable for KS4	Winter/Spring	<ul style="list-style-type: none"> ● Skim reading text ● Identification of key moments ● Awareness of style/genre ● Matching individual skills to choice of text ● Text selection ● Interpretation of text ● Research ● Rehearsal ● Refinement of ideas ● 	<ul style="list-style-type: none"> ● KS3 - script performances 	<ul style="list-style-type: none"> ● Spring Yr 11
REVISION	Spring/Summer	<ul style="list-style-type: none"> ● Writing under timed conditions ● Addressing the focus of the question ● Knowledge of theatre terminology ● Reviewing notes 		