



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
<p>INTRO – Drama Skills 2 lessons per week (JH/RM)</p>	Autumn	<ul style="list-style-type: none"> • Develop k/u what is Drama? • Expectations in Drama? • Explore use of body/voice • Teamwork, collaboration, support. • Presentation of Monologue • Theatre Terminology 	<p>Additional point: FILE CHECK in first two weeks</p>	<p>On going throughout course.</p>
<p>Live Performance Review</p>		<ul style="list-style-type: none"> • Expectations of the Live Production exam. • See production at professional theatre. • Prep prior to seeing show. • Recap and analyse on return. • Live Prod question 		<p>Approach repeated when seeing live or streamed productions. In June Yr 10 will have a residential visit to London to see 2 shows that can be used. It is a requirement of the course to see live theatre.</p>
<p>Yr 10 Set Text THE CRUCIBLE/BLOOD BROTHERS (LED BY JR) ACT ONE/TWO</p> <p>1 Lesson per week on Set text</p>	Autumn	<ul style="list-style-type: none"> • Performance skills on text • Explore SCH • Explore themes/setting/knowledge of A Miller/I • Understanding and interpretation of character 	<p>In Yr 9 all students will have been introduced to exploring texts practically.</p> <ul style="list-style-type: none"> • Ensure all students get OWN copy of set text, so they can make notes. 	<p>The students will continue to explore the text throughout the year with JR. There will be times when it is stopped</p>



		<ul style="list-style-type: none"> Understanding of how background/social/cultural/historical informs practical ideas Writing about performance – focus on Q1/2 		to allow JR to work with other staff on devising or scripted in Yr 11.
<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 week</p>	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
<p>SET TEXT Continued. JR</p> <p>1 lessons per week</p>	Winter	<ul style="list-style-type: none"> Arc of character Developing practical approach. Responding to Q1 and 2 - Costume/Set for Q1. Writing about practical ideas for Q2. 		<ul style="list-style-type: none"> On going
<p>LIVE PRODUCTION</p>	Winter	<ul style="list-style-type: none"> Applying skills Interpreting performance Making notes Analysis Evaluation Writing about performance 	<ul style="list-style-type: none"> Prev' looked at in Yr 9. Students to have 3 production notes prior to exam in Yr 11. 	<ul style="list-style-type: none"> Streamed performance.



<p>DEvised PErfORMANCE</p> <p>ALL LESSONS GIVEN OVER TO DEvISING PROJECT = 40%</p>	<p>Spring</p>	<ul style="list-style-type: none"> ● Rehearsal techniques ● Tech run ● Warm up ● Performance ● Reviewing logs Section 1/2/3 ● Evaluation 	<p>Examination to take place before Easter. Staff to record pieces. Need name/candidate number sheets. Complete paperwork for Comp 2 - Dramatic Intentions statement</p> <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'.
<p>SET TEXT JR</p> <p>Continue</p> <p>Complete text.</p> <p>1 lessons per week</p>	<p>Summer</p>	<ul style="list-style-type: none"> ● Developing knowledge and understanding of characters ● Performance opportunities to explore interpretation ● Opportunities for 3/4 ● Group performance work of scenes 	<p>.</p>	<ul style="list-style-type: none"> ● Revision of text in Yr 11
<p>LIVE PRODUCTION</p>	<p>Summer/although when production occurs during year</p>	<ul style="list-style-type: none"> ● Analysis of scenes ● Evaluation ● Description ● Presenting context ● Understanding intention 	<p>KS3 plays seen on school visits</p>	
<p>SCRIPTED AUDIT</p>	<p>Summer</p>	<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
<p>Yr 11 TEXT WORK</p> <p>Review . JH/RM: A Taste of Honey. The Crucible.</p> <p>1 lesson per week</p> <p>INTRO OF SCRIPTED PIECES 2 lessons</p>	<p>Autumn/Winter</p>	<ul style="list-style-type: none"> ● Deepening knowledge of character ● Reviewing existing knowledge -SCH ● Writing to show your understanding ● Developing ability to present an understanding of interaction for Q3 ● Writing to link to wider ideas and wider play (Q4) 		<ul style="list-style-type: none"> ● Winter. Choice of scripted pieces for acting/design



<p>TEXT PERFORMANCE</p> <p>Range of scripts for mono/duo or small group. Suitable for KS4</p>	<p>Winter/Spring</p>	<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
<p>REVISION</p>	<p>Spring/Summer</p>	<ul style="list-style-type: none">● Writing under timed conditions● Addressing the focus of the question● Knowledge of theatre terminology● Reviewing notes		