

## Levenshulme High School – Curriculum Map: Drama

**National Curriculum reference to Drama:** Drama is a statutory part of English in the National Curriculum for England (2013). The Spoken Language section now reads as follows:

*All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Our curriculum map offers all these opportunities for pupils across both Key stages*

Year 7	No. of Weeks	8	7	6	6	5	7
	<b>Topic Title</b>	<b>Introduction to Drama: genre: MIME</b>	<b>MATILDA</b>	<b>Manchester LIVE!</b>	<b>Romeo and Juliet</b>	<b>THESEUS AND THE MINOTAUR</b>	<b>Story telling: Folk Tales</b>
	<i>Pupils should know (Core knowledge and concepts to learned) ...</i>	<ul style="list-style-type: none"> <li>The basic Drama skills and key terminology.</li> <li>The Drama Ethos for the studio: Be Kind, Be Brave, Be yourself.</li> <li>The key characters within Matilda and how to show these characteristics through performance. How to read, interpret and create a performance through script reading.</li> <li>How to use physical and vocal skills to create a character.</li> <li>What an ensemble is and how to create an ensemble piece of performance.</li> <li>The key components to create a costume design and how to annotate based on</li> </ul>	<ul style="list-style-type: none"> <li>An developing understanding of the key Drama skills and ethos.</li> <li>What it means to 'mime' a performance and the key skills required to do this confidently.</li> <li>How to reflect and feedback on performance.</li> <li>The basic rules of theatre 'No backs to the audience, no blocking'.</li> <li>The Drama room is the place to gain confidence and be prepared to perform in front of an audience.</li> <li>Introduction to genre in Drama, Mime as over arching: focus on comedy and horror- and how we can</li> </ul>	<ul style="list-style-type: none"> <li>A further development of the Drama key skills and ethos</li> <li>What Physical Theatre is and how they can use it to create a performance</li> <li>What Abstract theatre is and how to make naturalistic theatre abstract.</li> <li>What a stimulus is.</li> <li>How to devise a piece of theatre based on a stimulus.</li> <li>The timeline of events in Manchester and how these have impacted our city.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of Shakespearean language, and how to communicate meaning using words as well as movement in performance</li> <li>Considering changing use of vocal expression, gesture and facial expression by using Shakespearean insults</li> <li>Introduction of Proxemics to show relationship between characters</li> <li>The synopsis of Romeo and</li> </ul>	<ul style="list-style-type: none"> <li>The different styles of narration and how to use these within the performance.</li> <li>The main conventions of Greek theatre and the specific drama skills that are linked to this style. (Motifs, Unison, Exaggeration, Ensemble)</li> <li>The purpose of masks within Greek Theatre and how to produce these.</li> <li>What story telling theatre is and how to create a performance in this style.</li> </ul>	<ul style="list-style-type: none"> <li>A developed understanding of all of the theatre skills learnt within Dream Day in year 7 and how to implement these independently to create an assessed piece of theatre.</li> <li>The plot of Rapunzel and how the narrative can be used and manipulated using different styles and dramatic devices learnt over the year of DD</li> <li>How to work collaboratively in an assessment group and understand the roles of Director</li> </ul>

		<p>the context of the character.</p>	<p>use dram skills to show difference.</p>	<ul style="list-style-type: none"> <li>• Have a developed understanding of writing to a structure when reflecting on performance pieces.</li> <li>• Have a basic understanding of Immersive theatre.</li> </ul>	<p>Juliet- using the prologue</p> <ul style="list-style-type: none"> <li>• How to develop key moments from the prologue, using physical theatre and script to bring the prologue to life through ensemble work</li> <li>• Use voice, physicality and performance space to show character and the relationship between characters</li> <li>• Work collaboratively with musicians to create a performance of the opening scene of the play considering dramatic tension, through movement and script work</li> <li>• Developing an understanding of staging, entrances and exits and how to use physicality and</li> </ul>	<ul style="list-style-type: none"> <li>• A developed understanding of physical theatre, character development and ensemble work.</li> <li>• How to critique a professional piece of theatre and how to use these ideas within an original performance.</li> <li>• What role the Chorus have in Greek theatre.</li> <li>• The moral and social dilemmas of the Theseus and Minotaur story.</li> </ul>	<p>and critic within a performance.</p> <ul style="list-style-type: none"> <li>• How contrast in performance can enhance an overall piece and show a variety of theatrical skill.</li> <li>• How to critically self-evaluate their performances to ensure that they are leading their own progress.</li> <li>• Reflect on their own and others work in an analytical way.</li> <li>• Use key vocabulary within reflection.</li> </ul>
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					<p><b>expression to show character</b></p> <ul style="list-style-type: none"> <li>• <b>How to work collaboratively to produce the best outcomes in performance</b></li> </ul>		
<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<ul style="list-style-type: none"> <li>• Create a whole class ensemble performance based on the characterisation of the 'Revolting Children'.</li> <li>• Use their literacy skills to create a series of Tableaux using the 5 character fact sheets.</li> <li>• Create a thought track for each character that they are playing.</li> <li>• Perform a duologue based on two of the main characters from the text.</li> <li>• Use their body language, facial expressions and use of voice to create a</li> </ul>	<ul style="list-style-type: none"> <li>• Create a series of tableaux focussing on the key vocabulary in Drama. (Facial Expressions, Body Language, Status, Levels)</li> <li>• Show a clear narrative through tableaux.</li> <li>• Reflect on a mime practitioner and feedback strengths and actions.</li> <li>• Articulate what comedy is and how to create this in performance.</li> <li>• Create two comedy mimes based on Mr Bean.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a physical theatre journey through Manchester .</li> <li>• Create an ensemble immersive performance devised from a Manchester stimuli.</li> <li>• Use newspaper clippings from Manchester to create a piece of theatre.</li> <li>• Develop their vocal and physical skills throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Independently interpret script with increasing confidence</li> <li>• Use their body language physicality and voice to create characters</li> <li>• Develop use of physical storytelling to interpret the prologue/ a challenging script</li> <li>• Consider how to engage the audience in their</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and critique two professional performance of Theseus and the minotaur and use these within performance .</li> <li>• Create a chorus piece of movement to link with the narrative of the story.</li> <li>• Focus on vocal work and soundscapes when creating the choral speech narration.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise an assessment piece of theatre based on a stimuli of pictures and scripts throughout the day.</li> <li>• Work collaboratively to produce an extended piece of performance.</li> <li>• Write an extended piece of reflection writing focussing on key terminology, analysing the creative process of creating theatre.</li> </ul>	

		<p>melodramatic character.</p> <ul style="list-style-type: none"> <li>• Create a costume design with detailed annotations thinking about the context of the design.</li> <li>• Create a series of tableaux focussing on the key vocabulary in Drama. (Facial Expressions, Body Language, Status, Levels)</li> <li>• Show a clear narrative through tableaux.</li> <li>• Reflect on a mime practitioner and feedback strengths and actions.</li> <li>• Articulate what comedy is and how to create this in performance.</li> <li>• Create two comedy mimes based on Mr Bean.</li> <li>• Focus on exaggeration throughout mime performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on exaggeration throughout mime performances.</li> <li>• Create a whole class mime performance of the first day at High School.</li> <li>• Learn how to use the VLE for flip learning and revisiting skills and knowledge, as a guide independent learning.</li> </ul>	<p>performance.</p> <ul style="list-style-type: none"> <li>• Develop feedback focussing on key Drama terminology from first 2 sessions of DD</li> <li>• Create an abstract performance based on a naturalistic performance (to link with year 8 curriculum)</li> <li>• Develop journal reflections focussing on analysing a performance and the impact of each theatrical skill.</li> </ul>	<p>performance and the importance of the opening of a play</p> <ul style="list-style-type: none"> <li>• Understand the value of rehearsal time in creating a performance</li> <li>• Consider music and movement in working collaboratively to show the building of tension in a scene collaboratively</li> <li>• Develop performance skills with live musicians and the notion of collaboration</li> <li>• Add dramatic</li> </ul>	<ul style="list-style-type: none"> <li>• Perform and articulate three different types of Narration.</li> <li>• Create a physical theatre maze based on Frantic assembly sequence movement.</li> <li>• Articulate the main Greek theatre components and the style in which these performances are produced.</li> <li>• Design and create a mask based on a Trestle Mask focussing on exaggerated prop design.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a performance that involves, physical theatre movement, ensemble work and unison.</li> <li>• Create a performance that shows a contrast of skill focussing on both naturalism and abstract theatre. (To be linked to Alice in Wonderland year 8)</li> <li>• Use previous theatre practitioners to inform creative work.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Create a whole class mime performance of the first day at High School..</li> <li>• Learn how to use the VLE for flip learning and revisiting skills and knowledge, as a guide independent learning.</li> </ul>			<p>tension and proxemics as a new key words in drama to use understand and build knowledge both in terms of performance and evaluation</p> <ul style="list-style-type: none"> <li>• Develop journal reflections focussing on analysing a performance and the impact of each theatrical skill and their own journey of developing performance skills and theatre knowledge.</li> </ul>		
<i>Why are we doing this now?</i>	<ul style="list-style-type: none"> <li>• <i>The key Drama terminology is developed and is</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Create a series of tableaux focussing on the</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Effective Ensemble performanc</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How to use voice to</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How to develop</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How to use developed Drama skills to</i></li> </ul>	

<p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p><i>reinforced from Dream Day one.</i></p> <ul style="list-style-type: none"> <li>• <i>How to create a tableau and the components that make up a good tableau.</i></li> <li>• <i>How to use body language to tell a story.</i></li> <li>• <i>How to create a character on stage using vocal and physical skills</i></li> <li>• <i>How to feedback on performance focussing on strengths and actions.</i></li> <li>• <i>How to refine writing to focus on skills and the impact of these skills.</i></li> <li>• <i>The Key ethos of the Drama studio is reinforced an developed.</i></li> <li>• <i>Create a series of tableaux focussing on the key vocabulary in Drama. (Facial Expressions, Body Language, Status, Levels) to have a foundation in basic drama skills</i></li> </ul>	<p><i>key vocabulary in Drama. (Facial Expressions, Body Language, Status, Levels) to have a foundation in basic drama skills</i></p> <ul style="list-style-type: none"> <li>• <i>Show a clear narrative through tableaux.</i></li> <li>• <i>Reflect on a mime practitioner and feedback- to develop the language of critique and reflection in Drama as well as identify strengths and actions.</i></li> <li>• <i>Articulate what comedy is and how to create this in performance.</i></li> <li>• <i>Create comedy mimes based on Mr Bean.</i></li> <li>• <i>Create horror using Nosferatu</i></li> <li>• <i>Focus on exaggeration throughout</i></li> </ul>	<p><i>e is developed as a drama skill</i></p> <ul style="list-style-type: none"> <li>• <i>How to stage a performance and how to implement different levels to create a dynamic performance.</i></li> <li>• <i>The conventions of the audience and how to create a performance focussing on the location of the audience.</i></li> <li>• <i>How to create physical theatre represent the feel of a place on stage.</i></li> </ul>	<p><i>interpret script and</i></p> <ul style="list-style-type: none"> <li>• <i>Have developed an understanding of Physical theatre as a way to tell a story – use this in ensemble work to see how this can be applied to script.</i></li> <li>• <i>Develop research skills as flip learning to inform understanding as to why we study Shakespeare for “Me and my Country” and his relevance to drama as a subject.</i></li> <li>• <i>Develop a detailed reflection reinforcing use of drama language and self reflection.</i></li> </ul>	<p><i>design ideas with key focus on the context of the character in which they are designing for.</i></p> <ul style="list-style-type: none"> <li>• <i>How to create a developed ensemble performance using physical theatre skills (Manchester Live and Romeo and Juliet)</i></li> <li>• <i>Develop and enhance analytical writing based on performance techniques and the impact of performance</i></li> <li>• <i>Develop the use of voice and body language</i></li> </ul>	<p><i>ensure that all characterisation is considered and performed with depth of skill.</i></p> <ul style="list-style-type: none"> <li>• <i>Consider different styles and genres studied and how to implement these into performance work.</i></li> <li>• <i>Develop an understanding and knowledge of he responsibility of the director and the critic to analyse and assess performance work and ensure that correct progress is made.</i></li> <li>• <i>Develop physical theatre and abstract performance</i></li> </ul>
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		<ul style="list-style-type: none"> <li>Show a clear narrative through tableaux.</li> </ul>	<p><i>mime performances.</i></p> <ul style="list-style-type: none"> <li>Create a whole class mime performance of the first day at High School to consider Dream Day and school values</li> <li>Use the VLE to guide for independent learning.</li> </ul>			<p><i>within performance</i></p> <ul style="list-style-type: none"> <li>A developed understanding of all key terminology and how to use this within performance</li> <li>How to use the VLE to ensure that independent research is developing to become more thorough and effective.</li> </ul>	<p><i>using varying skills.</i></p> <ul style="list-style-type: none"> <li>Continue to develop feedback verbally in a way that is analytical and precise to performance skill.</li> </ul>
<b>Year 8</b>	<b>Topic Title</b>	<b>Greek Theatre</b>		<b>Alice in Wonderland</b>		<b>Curious incident</b>	
	<i>Pupils should know (Core knowledge and concepts to learned) ...</i>	<ul style="list-style-type: none"> <li>The style of Greek Theatre with a focus on the use of the CHORUS</li> <li>Have an understanding of the historical and cultural background of the ancient Greek Theatre.</li> <li>Know the story of Pandora's Box</li> <li>Consider how to create the opening scene of Antigone and its impact on the play as a whole- understand how openings of plays must have impact</li> </ul>	<ul style="list-style-type: none"> <li>The stylistic qualities of Melodrama and naturalism.</li> <li>Have an understanding of the narrative of Alice in Wonderland by Laura Wade.</li> <li>Have an understanding of immersive theatre and the components that make up this performance style.</li> <li>How contrast can be showed within a piece of theatre.</li> </ul>	<ul style="list-style-type: none"> <li>The stylistic qualities of Frantic Assembly and movement based theatre.</li> <li>Should have an understanding of the narrative of The Curious Incident, with SMSC focus on the explorative themes of the play.</li> <li>How to effectively use Body as Object to tell a story.</li> </ul>			

		<ul style="list-style-type: none"> <li>• <b>How props can be used and have impact in performance</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How to show a variety of performance skills within performance Who Artaud is and how to link his methods to performance.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>What an ensemble is and how to use this effectively within a performance.</b></li> <li>• <b>Know how to use a characters thoughts to create a world on stage.</b></li> <li>• <b>What unison is and how this can be used effectively.</b></li> <li>• <b>Articulate what grid walking is.</b></li> <li>• <b>What contrast and why this is effective in performance.</b></li> <li>• <b>How to critique a live performance.</b></li> </ul>
<p><i>Pupils should be able to do... (Skills being developed )</i></p>		<ul style="list-style-type: none"> <li>• Present independent research on elements of Greek Theatre</li> <li>• •Develop skills in interpreting stimuli</li> <li>• •devise and create performance work in relation to Pandora’s Box</li> <li>• Learn and use script and in a performance</li> <li>• •Create a slow motion ensemble battle scene using physical theatre</li> <li>• •Create a functioning Greek Chorus in performance</li> <li>• •Use staging to enhance performance and develop knowledge of how this can impact the audience</li> <li>• Use design skills to create their own Pandora’s box or a design for it.</li> </ul>	<ul style="list-style-type: none"> <li>• Present independent research on a topic of their choice with links to Alice in Wonderland. (Design incorporated)</li> <li>• Develop an understanding of character work and the skills needed when performing in each style.</li> <li>• Create two contrasting performances using script.</li> <li>• Learn and use script within a performance.</li> <li>• Create an immersive wonderland focusing on Artaud as a practitioner.</li> <li>• Create a physical theatre representation of falling down the rabbit hole.</li> <li>• Devise a performance based on the text from Alice in Wonderland.</li> <li>• Articulate the differences between styles of theatre and how these can be shown in performance.</li> <li>• Analyse and describe the artistic process of creating a performance and the impact of specific skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Present independent research on Frantic Assembly.</li> <li>• Develop an in depth look into characterisation and use this to create Christopher’s world on stage.</li> <li>• Create a physical theatre representation of a journey.</li> <li>• Use script to create a more sophisticated ensemble piece of theatre from the National Theatre Text.</li> <li>• Write a reflection using key Drama terminology on a professional piece of theatre.</li> <li>• Devise a piece of movement based theatre on the ‘Algorithm’ speech from the play.</li> <li>• Create a piece of theatre to show the contrast between Chaos and Calm in Christopher’s head.</li> <li>• Focus on a variety of energy and emotion when create movement pieces. Re-create basic lifts from the Frantic Assembly devising cookbook.</li> </ul>



	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<ul style="list-style-type: none"> <li>• <i>To introduce the basic elements of Greek Theatre as a foundation for theatre history</i></li> <li>• <i>Use of unison movement developed from Year 7</i></li> <li>• <i>Develop ensemble theatre performance skills introduced in Year 7 to include an understanding of the chorus.</i></li> <li>• <i>Should be able to apply their understanding of Status to performance tasks</i></li> <li>• <i>How symbolism can be used in design work-mask work in Year 7</i></li> </ul>	<p><i>From Year 7:</i></p> <ul style="list-style-type: none"> <li>• <i>The use of Melodrama developed from 'Matilda' and how to create exaggerated characters with use of voice and body language.</i></li> <li>• <i>The use of physical theatre movement applied to suit a scripted performance.</i></li> <li>• <i>How to access and perform a script and use this to develop characterisation in order to create a better informed and developed performance.</i></li> <li>• <i>How to devise performances from stimuli to develop confidence and independence in using drama skills</i></li> <li>• <i>How to develop the language of drama to evaluate performance skills.</i></li> </ul>	<p><i>From Year 7&amp;8:</i></p> <ul style="list-style-type: none"> <li>• <i>The use of Characterisation from Romeo and Juliet and using the characters 'motivation' to create a scene.</i></li> <li>• <i>The use of Physical theatre from Alice in Wonderland to create another world.</i></li> <li>• <i>Ensemble work from the Greek Theatre Module to create a unison movement piece.</i></li> <li>• <i>How to do a live theatre critique from 'Rapunzel'</i></li> <li>• <i>Design skills further developed to show the wider reach of Drama and set independent learning as a homework project</i></li> </ul>
<p><b>Year 9</b></p>	<p><b>Topic Title</b></p> <p><i>Pupils should know (Core knowledge and concepts to learned)</i></p> <p>...</p>	<p><b>Gothic Horror</b></p> <ul style="list-style-type: none"> <li>• <b>A definition of Gothic Horror as an art form</b></li> <li>• <b>Use scripted extracts including Macbeth to recreate scenes with a focus on dramatic tension</b></li> <li>• <b>Explore Artaud further as a practitioner pushing the limits of performance which apply directly to the style of gothic horror</b></li> <li>• <b>An understanding of surreal drama and how this looks in performance and understand the impact it should have on the audience</b></li> </ul>	<p><b>The Lion King</b></p> <ul style="list-style-type: none"> <li>• <b>An in depth knowledge of ensemble theatre and how to create this.</b></li> <li>• <b>A secure understanding of musical theatre performance and the creative process behind it.</b></li> <li>• <b>An in-depth understanding of physical theatre and how this can be used to show a narrative.</b></li> <li>• <b>A definition of flocking and a secure understanding of how this can be used within theatre.</b></li> <li>• <b>What a soundscape is and how this can be used within performance.</b></li> </ul>	<p><b>Devised performance</b></p> <p><b>"Fake a life"/ scripted performance</b></p> <ul style="list-style-type: none"> <li>• <b>How to create and develop a performance using a range of drama techniques</b></li> <li>• <b>To successfully complete research on a method actor of their choice and present it to others what method acting is and be able to do a case study of a chosen actor to explore this technique further.</b></li> <li>• <b>Introduce Brechtian techniques of fractured narrative and direct address</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Knowledge of the story of Frankenstein by Mary Shelley and her dream as a muse for the story</li> <li>• Use the dream as a stimulus in an understanding of surreal drama and how this looks in performance and understand the impact it should have on the audience</li> <li>• Develop understanding of how to critique vocal and physical skills of a professional performance in the form of a live theatre review, with consideration of artistic intention as well as audience reactions</li> </ul>	<ul style="list-style-type: none"> <li>• How to design and annotate in detail based on a brief given.</li> <li>• What stylistic theatre is and how to use this within performance.</li> <li>• How to confidently devise based on a stimuli.</li> <li>• How to critique a performance in detail with specific focus on the Drama skills and how these have been implemented in performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To use Stanislavski techniques and gain a better understanding of naturalism as a style of drama</li> <li>• To consider how dialogue and movement can be used to explore ones private and public persona</li> <li>• To explore a range of scripted extracts</li> <li>• To research the chosen playwright</li> <li>• To perform the chosen extract</li> <li>• To evaluate the chosen extract</li> </ul>
	<p><i>Pupils should be able to do... (Skills being developed )</i></p>	<ul style="list-style-type: none"> <li>• Develop use of</li> <li>• Physicality and voice in a creative way in the style of gothic horror</li> <li>• Be able to use pause and stillness effectively to build up dramatic tension</li> <li>• Consider the opening of Macbeth and create a gothic atmosphere using all elements of performance including lighting and music.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a physical theatre performance of creating the Savannah.</li> <li>• Create a sequence of movement when creating a flocking scene of the pride of Lions.</li> <li>• Utilise their skills on Practitioners when creating the elephant graveyard.</li> <li>• Create contrasting performances with focus on comedy and naturalistic script work.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise and create performance on the theme of “fake a life” considering private and public persona, using a range of drama techniques</li> <li>• Present their research in a cohesive way</li> <li>• Be able to consider design elements to enhance their performance, use of props, lighting and music</li> </ul>

		<ul style="list-style-type: none"> <li>• Create a surreal devised performance using gothic elements and considering Artaud influences</li> <li>• Write reflectively about their own developing performance skills with a focus on</li> <li>• Write about professional theatre as a critic, focussing on vocal and physical skills</li> <li>• Articulate the thought process behind design elements of theatre.</li> <li>• Continue to explore creativity of design options</li> </ul>	<ul style="list-style-type: none"> <li>• Create a detailed costume and mask design based on the West End performance of the Lion King.</li> <li>• Analyse and evaluate performances in specific detail to ensure that progress is made.</li> <li>• Use Frantic Assembly sequencing skills when creating physical theatre performances.</li> <li>• Create stage combat routine for the final scene of the play.</li> <li>• Use script and text as a stimuli to inform creative decisions on a devised performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop performance through rehearsal and refinement.</li> <li>• They should be able to respond practically to feedback</li> <li>• To consider the context of a play from an extract</li> <li>• Independently</li> <li>• To able to research a playwright and artistic intentions of a playwright</li> <li>• To perform a scripted extract from a chosen play</li> </ul>
	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<ul style="list-style-type: none"> <li>• <i>From Year 8:</i></li> <li>• <i>Elements of Greek theatre- <u>chorus</u></i></li> <li>• <i>Using ensemble techniques independently in performance, unison and canon</i></li> <li>• <i>How to build tension on stage- from Alice and Greek Theatre- and see how it can be applied to different genres</i></li> <li>• <i>Have a developing vocabulary to describe physical and vocal skills with increasing confidence.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>From Years 7&amp;8: Elements of Greek Theatre and Romeo and Juliet with focus on stage combat.</i></li> <li>• <i>How to create movement sequences from Curious incident of the Dog in the Night time, with focus on Frantic Assembly performance practices.</i></li> <li>• <i>How to expertly develop written and oral feedback responses of both peer and individual work.</i></li> <li>• <i>How to design costumes and props from Alice in wonderland and Matilda, with particular focus on character and context.</i></li> <li>• <i>How to create ensemble theatre independently</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>From Years 7,8&amp;9 students have developed a portfolio of practical drama skills and techniques to help create devised performance.</i></li> <li>• <i>In Year 8 the focus on frantic assembly work, enables students to apply these techniques to performance work</i></li> <li>• <i>Use of ensemble theatre</i></li> <li>• <i>Development of use of text or script as well movement skills from both years 7&amp;8</i></li> </ul>

		<ul style="list-style-type: none"> <li>Be developing a building knowledge of various styles, practitioners and genres of drama including immersive theatre, physical theatre, melodrama, naturalism</li> <li>Develop design skills further from project led tasks in Year 8 with opportunities to specialise in design and advance these skills.</li> </ul>	<p>from every topic within the Key Stage 3 Curriculum.</p> <ul style="list-style-type: none"> <li>The importance of contrast and the variety of skill when creating performance.</li> <li>Use a script to determine the performance choices for each character.</li> <li>Continuing to develop critiquing skills for live theatre review writing.</li> </ul>	<ul style="list-style-type: none"> <li>Some developing understanding of immersive theatre from both years 7&amp;8</li> <li>Development of research skills independent presentations from 7&amp;8</li> <li>Developing use of design elements that contribute to performance from years 7&amp;8 with options to pursue these solely</li> <li>An increased confidence in creating Theatre to communicate meaning- under the guidance of different practitioners</li> </ul>			
Year 10	Topic Title	Component 12&3 introduced through a <u>group performance</u> by whole GCSE class and an introduction to roles and responsibilities in Theatre	Live Theatre Review: Using National theatre plays :Component 1 Devising unit: Component 2	Devising unit: Component 2	Devising unit: Component 2	Blood Brothers: set text study	Blood Brothers: set text study Component 3 Scripted performance prep
	<i>Pupils should know (Core knowledge and concepts to learned) ...</i>	<ul style="list-style-type: none"> <li>A range of genres and drama styles studied (A03)</li> <li>How staging and design elements including costume and lighting are crucial for creating an effective performance.</li> <li>How to comment on live performance both professional, of their peers and be</li> </ul>	<ul style="list-style-type: none"> <li>A range of drama terminology to critique a professional performance (A04)</li> <li>How to structure writing for a live theatre review</li> <li>How to write in timed conditions for exam practice</li> <li>How to refine and develop writing through drafting</li> </ul>	<ul style="list-style-type: none"> <li>How to consider staging and design elements including costume and lighting in performance</li> <li>How to refine and develop writing through drafting and</li> </ul>	<ul style="list-style-type: none"> <li>How to consider staging and design elements including costume and lighting in performance</li> <li>How to refine and develop writing through drafting and</li> </ul>	<ul style="list-style-type: none"> <li>How analysis and review of live performance can develop understanding of set play (A04)</li> <li>The plot of Blood Brothers and the key moments in the play</li> </ul>	<ul style="list-style-type: none"> <li>How analysis and review of live performance can develop understanding of set play (A04)</li> <li>The plot of Blood Brothers and the key moments in the play</li> <li>Begin to understand the</li> </ul>

		<p>able to reflect on their own performance using drama terminology.(A03&amp;4)</p> <ul style="list-style-type: none"> <li>• How to learn lines as part of a scripted performance.(A01)</li> <li>• Develop rehearse and perform in an ensemble performance.</li> <li>• Work collaboratively to generate, create, rehearse and develop ideas.(A02)</li> </ul>	<p>and redrafting for meaning</p> <ul style="list-style-type: none"> <li>• How to answer live review questions under exam conditions.</li> <li>• How to communicate and create meaning for theatrical performance (AO1)</li> <li>• How to apply theatrical skills in relation to theme or practitioner studied for a performance (AO2)</li> <li>• How to adopt safe working practices in rehearsal and performance</li> <li>• How to analyse and evaluate their own work (AO4).</li> </ul>	<p>redrafting for meaning</p> <ul style="list-style-type: none"> <li>• How to answer live review questions under exam conditions.</li> <li>• How to communicate and create meaning for theatrical performance (AO1)</li> <li>• How to apply theatrical skills in relation to theme or practitioner studied for a performance (AO2)</li> <li>• How to adopt safe working practices in rehearsal and performance</li> <li>• How to analyse and evaluate their own work (AO4).</li> <li>• Develop drama and theatre terminology and how to</li> </ul>	<p>redrafting for meaning</p> <ul style="list-style-type: none"> <li>• How to communicate and create meaning for theatrical performance (AO1)</li> <li>• How to apply theatrical skills in relation to theme or practitioner studied for a performance (AO2)</li> <li>• How to adopt safe working practices in rehearsal and performance</li> <li>• How to analyse and evaluate their own work (AO4).</li> <li>• Develop drama and theatre terminology and how to use it appropriately in exam questions</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the timeline of the play</li> <li>• Begin to understand the key characters and their interactions</li> <li>• Be able to learn lines and create a practical exploration of the text as own performance (AO1)</li> <li>• Be able to consider staging and design elements in relation to set play including costume and lighting in performance (A03)</li> <li>• How to use VLE resources to help develop knowledge understanding of the play</li> <li>• Develop drama and theatre</li> </ul>	<p>timeline of the play</p> <ul style="list-style-type: none"> <li>• Begin to understand the key characters and their interactions</li> <li>• Be able to learn lines and create a practical exploration of the text as own performance (AO1)</li> <li>• Be able to consider staging and design elements in relation to set play including costume and lighting in performance (A03)</li> <li>• How to use VLE resources to help develop knowledge understanding of the play</li> <li>• Develop drama and theatre terminology and how to use it appropriately in exam questions</li> </ul>
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				use it appropriately		terminology and how to use it appropriately in exam questions	
	<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<ul style="list-style-type: none"> <li>• Be able to work collaboratively to generate, create, rehearse and develop ideas for performance (A01)</li> <li>• Students should have an awareness of what is meant by artistic intentions</li> <li>• Be able to apply theatrical skills to realise artistic intentions in performance (A02)</li> <li>• Be able to develop ensemble skills</li> <li>• Use the VLE and support materials to develop a critical knowledge of live theatre (A04)</li> <li>• Be able to develop critique and reflection of practical work using drama terminology (A04)</li> <li>• Develop an awareness and understanding of the roles and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and apply a range of knowledge and understanding of performance through live theatre review(A04)</li> <li>• Answer exam style questions on live theatre review in timed conditions</li> <li>• Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created (A03&amp;4)</li> <li>• Reflect on and evaluate professional performance (A04)</li> <li>• Use knowledge and understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge and understanding of how drama and theatre is developed and performed (AO3)</li> <li>• Develop their ability to create and develop ideas to communicate meaning for theatrical performance (AO1)</li> <li>• Apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4).</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge and understanding of how drama and theatre is developed and performed (AO3)</li> <li>• Develop their ability to create and develop ideas to communicate meaning for theatrical performance (AO1)</li> <li>• Apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4).</li> <li>• Use the VLE to support their</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge and understanding of theatre to critique professional interpretations of the script with increasing confidence (A03)</li> <li>• Develop their ability to create and develop ideas to communicate meaning for theatrical performance, through interpretations of the set text (AO1)</li> <li>• Apply theatrical skills to realise artistic intentions in live performance</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge and understanding of theatre to critique professional interpretations of the script with increasing confidence (A03)</li> <li>• Develop their ability to create and develop ideas to communicate meaning for theatrical performance, through interpretations of the set text (AO1)</li> <li>• Apply theatrical skills to realise artistic intentions in live performance of set text (AO2)</li> <li>• Learn lines and consider accent as part of</li> </ul>

		undertaken in contemporary professional theatre practice	<p>how drama and theatre is developed and performed (AO3)</p> <ul style="list-style-type: none"> <li>• Develop their ability to create and develop ideas to communicate meaning for theatrical performance (AO1)</li> <li>• Students can apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4).</li> <li>• Use the VLE to support their independent learning</li> </ul>	<ul style="list-style-type: none"> <li>• Use the VLE to support their independent learning</li> <li>• Rehearse and refine work independently</li> </ul>	<p>independent learning</p> <ul style="list-style-type: none"> <li>• Rehearse and refine work independently</li> </ul>	<p>of set text (AO2)</p> <ul style="list-style-type: none"> <li>• Learn lines and consider accent as part of character development (AO2)</li> <li>• Develop understanding of characters in the play</li> <li>• Develop knowledge of the context and period of the play, through acting and design</li> <li>• Practice set text questions through exam style questions in both timed and non timed conditions.</li> </ul>	<p>character development (AO2)</p> <ul style="list-style-type: none"> <li>• Develop understanding of characters in the play</li> <li>• Develop knowledge of the context and period of the play, through acting and design</li> <li>• Practice set text questions through exam style questions in both timed and non timed conditions.</li> <li>•</li> </ul>
<p><b>Why are we doing this now?</b>  <b>How does it build on prior learning and prepare for knowledg</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of range of different genres from KS3 and plays studied</li> <li>• Ensemble theatre techniques from Curious and Greek Theatre in KS3</li> <li>• Developing critique skills for both professional theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of range of different genres from KS3 and plays studied</li> <li>• Developing critique skills for both professional theatre clips as well as own and peer reflections focussing on</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of range of different genres from KS3 and plays studied</li> <li>• Developing critique skills for both professional theatre clips</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of range of different genres from KS3 and plays studied</li> <li>• Developing critique skills for both professional theatre clips</li> </ul>	<ul style="list-style-type: none"> <li>• From Years 7,8&amp;9 students have developed a portfolio of practical drama skills and techniques to help create</li> </ul>	<ul style="list-style-type: none"> <li>• A range of performance genres and drama styles</li> <li>• From Years 7,8&amp;9 students have developed a portfolio of practical drama skills and techniques to</li> </ul>	

	<p><i>e and learning still to come?</i></p>	<p><i>clips as well as own and peer reflections focussing on physical and vocal skills (A04)</i></p> <ul style="list-style-type: none"> <li>• <i>Use of the VLE to aide independent research study and flip learning</i></li> <li>• <i>Line learning techniques</i></li> <li>• <i>Developing design skills and understanding of costume, set design, props and lighting and music</i></li> </ul>	<p><i>physical and vocal skills (A04)</i></p> <ul style="list-style-type: none"> <li>• <i>Use of the VLE to aide independent research study and flip learning</i></li> <li>• <i>Developing knowledge of practitioners and techniques from immersive theatre and Artaud</i></li> <li>• <i>From Years 7,8&amp;9 students have developed a portfolio of practical drama skills and techniques to help create devised performance.</i></li> <li>• <i>Development and of use of text or script as well as movement skills from both years 7,8&amp;9</i></li> <li>• <i>Developing use of design elements that contribute to performance from years 7,8&amp;9 with options to pursue these solely</i></li> <li>• <i>Developing live review writing critiques from KS3</i></li> </ul>	<p><i>as well as own and peer reflections focussing on physical and vocal skills (A04)</i></p> <ul style="list-style-type: none"> <li>• <i>Use of the VLE to aide independent research study and flip learning</i></li> <li>• <i>Developing knowledge of practitioners and techniques from immersive theatre and Artaud</i></li> <li>• <i>From Years 7,8&amp;9 students have developed a portfolio of practical drama skills and techniques to help create devised performance.</i></li> <li>• <i>Development of use of text or script as well as movement skills from</i></li> </ul>	<p><i>as well as own and peer reflections focussing on physical and vocal skills (A04)</i></p> <ul style="list-style-type: none"> <li>• <i>Use of the VLE to aide independent research study and flip learning</i></li> <li>• <i>Developing knowledge of practitioners and techniques from immersive theatre and Artaud</i></li> <li>• <i>From Years 7,8&amp;9 students have developed a portfolio of practical drama skills and techniques to help create devised performance.</i></li> <li>• <i>Development of use of text or script as well as movement skills from both years 7,8&amp;9</i></li> </ul>	<p><i>devised performance.</i></p> <ul style="list-style-type: none"> <li>• <i>Development of use of text or script as well as movement skills from both years 7,8&amp;9</i></li> <li>• <i>Use of the VLE to aide independent research study and flip learning</i></li> <li>• <i>Line learning techniques</i></li> </ul>	<p><i>help create devised performance.</i></p> <ul style="list-style-type: none"> <li>• <i>Development and of use of text or script as well as movement skills from both years 7,8&amp;9</i></li> <li>• <i>Use of the VLE to aide independent research study and flip learning</i></li> <li>• <i>Line learning techniques</i></li> </ul>
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				<p><i>both years 7,8&amp;9</i></p> <ul style="list-style-type: none"> <li>Developing use of design elements that contribute to performance from years 7,8&amp;9 with options to pursue these solely</li> </ul>	<ul style="list-style-type: none"> <li>Developing use of design elements that contribute to performance from years 7,8&amp;9 with options to pursue these solely</li> </ul>		
Year 11	<b>Topic Title</b>	<b>Scripted Performance: Component Three</b>	<b>Scripted Performance: Component Three</b>	<b>Blood Brothers: set text study Live theatre Review prep: Component 1</b>	<b>Blood Brothers: set text study Live theatre Review prep: Component 1</b>	<b>Blood Brothers: set text study Live theatre Review prep: Component 1</b>	<b>Blood Brothers: set text study Live theatre Review prep: Component 1</b>
	<i>Pupils should know (Core knowledge and concepts to learned) ...</i>	<ul style="list-style-type: none"> <li>How to independently research plays and playwrights to develop an understanding of given extracts.</li> <li>How to annotate scripts to help develop understanding of characterisation, artistic intention and staging.</li> <li>How to stage their given extracts to suit the artistic intention (A02)</li> </ul>	<ul style="list-style-type: none"> <li>How to independently research plays and playwrights to develop an understanding of given extracts.</li> <li>How to annotate scripts to help develop understanding of characterisation, artistic intention and staging.</li> <li>How to stage their given extracts to suit the artistic intention</li> </ul>	<ul style="list-style-type: none"> <li>The social and political context of the play (A03)</li> <li>The period the play takes place over from late 60's to 80's and how this is intrinsic to the development of the plot and character development (A03)</li> <li>The playwright</li> </ul>	<ul style="list-style-type: none"> <li>The social and political context of the play (A03)</li> <li>The period the play takes place over from late 60's to 80's and how this is intrinsic to the development of the plot and character development (A03)</li> <li>The playwright and his influences as well as his</li> </ul>	<ul style="list-style-type: none"> <li>The social and political context of the play (A03)</li> <li>The period the play takes place over from late 60's to 80's and how this is intrinsic to the development of the plot and character development (A03)</li> <li>The playwright and his influences as well as his</li> </ul>	<ul style="list-style-type: none"> <li>The social and political context of the play (A03)</li> <li>The period the play takes place over from late 60's to 80's and how this is intrinsic to the development of the plot and character development (A03)</li> <li>The playwright and his influences as well as his artistic intentions</li> </ul>

		<ul style="list-style-type: none"> <li>As designers they should use the knowledge of period and context to develop design elements that suit the chosen extracts and the play as a whole(A02)</li> <li>Work collaboratively to create a performance</li> <li>How to best demonstrate a range of skills through both extracts, whether that is through character development or contrast.(A02)</li> </ul>	<ul style="list-style-type: none"> <li>As designers they should use the knowledge of period and context to develop design elements that suit the chosen extracts and the play as a whole</li> <li>Work collaboratively to create a performance</li> <li>How to best demonstrate a range of skills through both extracts, whether that is through character development or contrast.</li> </ul>	<p>and his influences as well as his artistic intentions</p> <ul style="list-style-type: none"> <li>A detailed knowledge and understanding of the play and characters (A03)</li> <li>A detailed knowledge of the themes of the play and how they can be explored through the production of it (A03)</li> <li>To answer exam style questions, they value and what is expected in each of the 4 questions they must answer.</li> <li>The mark scheme and how exam questions are marked.</li> <li>How design elements are</li> </ul>	<p>artistic intentions</p> <ul style="list-style-type: none"> <li>A detailed knowledge and understanding of the play and characters (A03)</li> <li>A detailed knowledge of the themes of the play and how they can be explored through the production of it (A03)</li> <li>To answer exam style questions, they value and what is expected in each of the 4 questions they must answer.</li> <li>The mark scheme and how exam questions are marked.</li> <li>How design elements are particular to the play and staging configuration</li> </ul>	<p>artistic intentions</p> <ul style="list-style-type: none"> <li>A detailed knowledge and understanding of the play and characters (A03)</li> <li>A detailed knowledge of the themes of the play and how they can be explored through the production of it (A03)</li> <li>To answer exam style questions, they value and what is expected in each of the 4 questions they must answer.</li> <li>The mark scheme and how exam questions are marked.</li> <li>How design elements are particular to the play and staging configuration that work</li> </ul>	<ul style="list-style-type: none"> <li>A detailed knowledge and understanding of the play and characters (A03)</li> <li>A detailed knowledge of the themes of the play and how they can be explored through the production of it (A03)</li> <li>To answer exam style questions, they value and what is expected in each of the 4 questions they must answer.</li> <li>The mark scheme and how exam questions are marked.</li> <li>How design elements are particular to the play and staging configuration that work best too(A03)</li> <li>A range of drama terminology to critique a</li> </ul>
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				<p>particular to the play and staging configuration that work best too(A03)</p> <ul style="list-style-type: none"> <li>• A range of drama terminology to critique a professional performance (A04)</li> <li>• How to structure writing for a live theatre</li> <li>• How to know what skills to comment on for live theatre review- with focus on physical and vocal skills of the actor (A04)</li> </ul>	<p>that work best too(A03)</p> <ul style="list-style-type: none"> <li>• A range of drama terminology to critique a professional performance (A04)</li> <li>• How to structure writing for a live theatre</li> <li>• How to know what skills to comment on for live theatre review- with focus on physical and vocal skills of the actor (A04)</li> </ul>	<p>best too(A03)</p> <ul style="list-style-type: none"> <li>• A range of drama terminology to critique a professional performance (A04)</li> <li>• How to structure writing for a live theatre</li> <li>• How to know what skills to comment on for live theatre review- with focus on physical and vocal skills of the actor (A04)</li> </ul>	<p>professional performance (A04)</p> <ul style="list-style-type: none"> <li>• How to structure writing for a live theatre</li> <li>• How to know what skills to comment on for live theatre review- with focus on physical and vocal skills of the actor (A04)</li> <li>•</li> </ul>
<p><i>Pupils should be able to do... (Skills being developed )</i></p>	<ul style="list-style-type: none"> <li>• Apply theatrical skills, both acting or design to realise artistic intentions in live performance</li> <li>• Play to their own strengths and</li> </ul>	<ul style="list-style-type: none"> <li>• Apply theatrical skills, both acting or design to realise artistic intentions in live performance</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and reflect upon their performance of the set text (A03)</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and reflect upon their performance of the set text (A03)</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and reflect upon their performance of the set text (A03)</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and reflect upon their performance of the set text (A03)</li> </ul>	

		<p>either actors or designers to best showcase their skill</p> <ul style="list-style-type: none"> <li>• Be able to develop rehearse and perform both scripted and devised performance.</li> <li>• Develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking (A02)</li> <li>• Develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement (A02)</li> <li>• Develop an appropriate performer/audience</li> </ul>	<ul style="list-style-type: none"> <li>• Play to their own strengths and either actors or designers to best showcase their skill</li> <li>• Be able to develop rehearse and perform both scripted and devised performance.</li> <li>• Independently research the context and period of their chosen play in order to inform meaning of extracts</li> <li>• Create a personal interpretation that is sensitive to the context of the play (A02)</li> <li>• Be able to perform to at least the minimum timings required</li> <li>• Develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking (A02)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate clear knowledge and understanding of the play and plot, including timeline of key moments</li> <li>• Demonstrate clear knowledge of the main characters though both practical and written responses</li> <li>• Knit together context and historical knowledge in to interpretation of the play in performance and staging of it (A03)</li> <li>• Answer set text questions with developed confidence under timed conditions</li> <li>• Be able to self and peer assess possible answers using the mark scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate clear knowledge and understanding of the play and plot, including timeline of key moments</li> <li>• Demonstrate clear knowledge of the main characters though both practical and written responses</li> <li>• Knit together context and historical knowledge in to interpretation of the play in performance and staging of it (A03)</li> <li>• Answer set text questions with developed confidence under timed conditions</li> <li>• Be able to self and peer assess possible answers using the mark scheme with increased confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate clear knowledge and understanding of the play and plot, including timeline of key moments</li> <li>• Demonstrate clear knowledge of the main characters though both practical and written responses</li> <li>• Knit together context and historical knowledge in to interpretation of the play in performance and staging of it (A03)</li> <li>• Answer set text questions with developed confidence under timed conditions</li> <li>• Be able to self and peer assess possible answers using the mark scheme with increased confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate clear knowledge and understanding of the play and plot, including timeline of key moments</li> <li>• Demonstrate clear knowledge of the main characters though both practical and written responses</li> <li>• Knit together context and historical knowledge in to interpretation of the play in performance and staging of it (A03)</li> <li>• Answer set text questions with developed confidence under timed conditions</li> <li>• Be able to self and peer assess possible answers using the mark scheme with increased confidence</li> <li>• Develop a continued awareness and understanding of the roles and</li> </ul>
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		<p>e relationship and ensure sustained engagement throughout the performance (A02)</p> <ul style="list-style-type: none"> <li>Independently research the context and period of their chosen play in order to inform meaning of extracts</li> <li>Create a personal interpretation that is sensitive to the context of the play (A02)</li> <li>Be able to perform to at least the minimum timings required</li> <li>Be able to work collaboratively to generate, create, rehearse and perform extracts</li> <li>Give detailed peer feedback to help develop performances</li> </ul>	<ul style="list-style-type: none"> <li>Develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement (A02)</li> <li>Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance (A02)</li> <li>Be able to work collaboratively to generate, create, rehearse and perform extracts</li> <li>Give detailed peer feedback to help develop performances</li> </ul>	<p>with increased confidence</p> <ul style="list-style-type: none"> <li>Develop a continued awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>Have their own personal approach to an interpretation of the play and feel they can articulate this under exam conditions.</li> <li>Choose most suitable question in relation to Acting for Live Theatre review questions</li> <li>Be able to structure a live theatre review answer in timed conditions</li> </ul>	<ul style="list-style-type: none"> <li>Develop a continued awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>Have their own personal approach to an interpretation of the play and feel they can articulate this under exam conditions</li> <li>Choose most suitable question in relation to Acting for Live Theatre review questions</li> <li>Be able to structure a live theatre review answer in timed conditions following the success criteria</li> </ul>	<ul style="list-style-type: none"> <li>Develop a continued awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>Have their own personal approach to an interpretation of the play and feel they can articulate this under exam conditions</li> <li>Choose most suitable question in relation to Acting for Live Theatre review questions</li> <li>Be able to structure a live theatre review answer in timed conditions following the success criteria</li> </ul>	<p>processes undertaken in contemporary professional theatre practice</p> <ul style="list-style-type: none"> <li>Have their own personal approach to an interpretation of the play and feel they can articulate this under exam conditions</li> <li>Choose most suitable question in relation to Acting for Live Theatre review questions</li> <li>Be able to structure a live theatre review answer in timed conditions following the success criteria</li> </ul>
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				following the success criteria			
<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<ul style="list-style-type: none"> <li>Developing a range of performance genres and drama styles to perform and evaluate</li> <li>An understanding of the difference between devised performance and scripted performance</li> <li>Students should have an awareness of what is meant by artistic intentions</li> <li>Students should have a developing understanding of how meaning is created on stage</li> <li>The importance of staging in performance both as a performer and as a critic</li> <li>Design elements that are part of theatre and enhance performance, lighting, costume and props.</li> <li>Drama terminology and how to structure reflective writing</li> <li>Using flip learning and the VLE to</li> </ul>	<ul style="list-style-type: none"> <li>Developing a range of performance genres and drama styles to perform and evaluate</li> <li>An understanding of the difference between devised performance and scripted performance</li> <li>Students should have an awareness of what is meant by artistic intentions</li> <li>Students should have a developing understanding of how meaning is created on stage</li> <li>The importance of staging in performance both as a performer and as a critic</li> <li>Design elements that are part of theatre and enhance performance, lighting, costume and props.</li> <li>Drama terminology and how to structure reflective writing</li> </ul>	<ul style="list-style-type: none"> <li>To understand and embed the plot and characters from the play</li> <li>Have a clear timelines of key moments in the play</li> <li>Have considered some staging and other stage design elements for the play</li> <li>Have remembered the scouse accent its relevance (A03)</li> <li>The style of exam questions and the breakdown of marks and the mark scheme.</li> <li>The skills needed to succeed in Live theatre review exam questions</li> </ul>	<ul style="list-style-type: none"> <li>To understand and embed the plot and characters from the play</li> <li>Have a clear timelines of key moments in the play</li> <li>Have considered some staging and other stage design elements for the play</li> <li>Have remembered the scouse accent its relevance (A03)</li> <li>The style of exam questions and the breakdown of marks and the mark scheme.</li> <li>The skills needed to succeed in Live theatre review exam questions</li> <li>Recall knowledge of theatre roles</li> </ul>	<ul style="list-style-type: none"> <li>To understand and embed the plot and characters from the play</li> <li>Have a clear timelines of key moments in the play</li> <li>Be able to consider all acting skills in order to write about any given role from the set text</li> <li>Have considered some staging and other stage design elements for the play</li> <li>Have remembered the scouse accent its relevance (A03)</li> <li>The style of exam questions and the breakdown of marks and the mark scheme.</li> <li>The style of exam questions and the breakdown of marks and the mark scheme.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and embed the plot and characters from the play</li> <li>Have a clear timelines of key moments in the play</li> <li>Be able to consider all acting skills in order to write about any given role from the set text.</li> <li>Have considered some staging and other stage design elements for the play</li> <li>Have remembered the scouse accent its relevance (A03)</li> <li>The style of exam questions and the breakdown of marks and the mark scheme.</li> <li>The skills needed to succeed in Live theatre review exam questions</li> </ul>	

		<p><i>develop independent learning practices</i></p>	<ul style="list-style-type: none"> <li>• <i>Using flip learning and the VLE to develop independent learning practices</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recall knowledge of theatre roles and responsibilities for section A questions</i></li> <li>• <i>Using VLE to develop independent learning on given areas of study</i></li> </ul>	<p><i>and responsibilities for section A questions</i></p> <ul style="list-style-type: none"> <li>• <i>Using VLE to develop independent learning on given areas of study</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The skills needed to succeed in Live theatre review exam questions</i></li> <li>• <i>Recall knowledge of theatre roles and responsibilities for section A questions</i></li> <li>• <i>Using VLE to develop independent learning on given areas of study</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recall knowledge of theatre roles and responsibilities for section A questions</i></li> <li>• <i>Using VLE to develop independent learning on given areas of study</i></li> </ul>
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