

Term	Key Themes (Intent)	Assessments (Implementation)	Specification Links
HT 1A	<p>Title: Introduction to Drama</p> <p>Intent: Pupils will be exploring an introduction to drama, looking at the fundamental basics of the subject, how to approach drama and the skills that will be learnt and developed. Pupils will begin to explore how to work together in a team, use communication skills and how to develop their ideas into a final performance piece. Pupils will begin exploring the basic concept of performing and build some key fundamental skills into their work.</p> <p>Theme: Pupils will be given a range of stimuli to work with and create ideas from. Pupils will need to implement the key fundamental skills that are taught as part of the introduction to drama.</p>	<p>In class teacher assessment: Teacher to continually assess understanding and practical demonstration of techniques being taught.</p> <p>Success Criteria assessment: Pupils will be assessed on their successful implementation of the techniques and skills taught in order to meet an assessment criteria. <i>For most this will be their first practical assessment and therefore assessment against criteria will ensure pupils are able to implement specific criteria and guidance on how to improve.</i></p>	<ol style="list-style-type: none"> 1. Create and develop ideas to communicate meaning for theatrical performance. 2. Demonstrate knowledge and understanding of how drama is developed and performed. 3. Development of communication skills and group work
HT 1B	<p>Title: Approaches to devising</p> <p>Intent: Pupils will be exploring a range of different methods on how to approach the idea of 'devising' or 'creating' a drama piece. Pupils will use a carousel method within the learning process so every individual gets the opportunity to explore all different learning types.</p> <p>Theme: Pupils will be using a variety of different styles of stimuli and starting points, each will be approached in a different manner using a different devising method or approach. The key focus of the theme will be how to approach the idea of devising and the recognition that having different ideas and strategies is fine and will still allow for the same outcome of a devised performance piece.</p>	<p>In class teacher assessment: Pupils will be continually assessed within lesson, there will be feedback given, 1:1 discussions for rationalisation of ideas and questioning to highlight that knowledge is being embedded within the work.</p> <p>Written assessments: Pupils will be completing a series of written tasks which will consolidate their learning and ensure they are confident in the different approaches of devising.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Create and develop ideas to communicate meaning for theatrical performance.
HT 2A	<p>Title: Holidays from Hell</p> <p>Intent: Pupils will be exploring the idea of Holidays from Hell. Pupils will be expected to explore different ways of learning and depicting the theme, this will be through monologues, acted scenes and focusing on emotional content to the piece. Pupils will be given a variety of different scenarios which will be changing as they devise their piece. <i>Pupils will here be expected to use the approaches to devising and the fundamental skills that were learnt within term 1.</i></p> <p>Theme: This theme of holidays from Hell will be cross-curricular linked with English at the same time who are looking at language and complaints. Pupils will be able to create these complaints as their piece or create the background information the content being studied within English.</p>	<p>Teacher assessment: Continual teacher assessment and feedback for their development through verbal feedback in both theory and practical lessons.</p> <p>In class task assessments: Pupils will continually be given feedback of both written and verbal whilst working on the different tasks that are presented within lesson.</p> <p>Final practical assessment: Pupils will be assessed against a set criteria and the success of this. This will be inclusive of the theme and the implementation of basic dramatic skills.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Create and develop ideas to communicate meaning for theatrical performance.

HT 2B	<p style="text-align: center;">Title: Eastern Problems</p> <p>Intent: Pupils will be exploring different types of third world lives and problems. Pupils will be expected to focus on vocal delivery, facial expressions and body language to reflect the emotional content of the monologue or dialogue that each pupil will write and perform. Pupils will be completing a series of tasks which will be teacher lead but allow for independent study and research into the lives of children and adults who are living in slums, poverty or have suffered from natural disasters. <i>Pupils will here be expected to focus on the fundamental skills of vocal delivery, facial expressions, body language and emotion to develop further their understanding and application of these skills.</i></p> <p>Theme: Studying the theme of Eastern Problems which is cross-curricularly linked with Art who are looking at slums. Pupils will explore the life of living in slums, third world lives and suffering from natural disasters.</p>	<p>Teacher assessment: Continual teacher assessment and feedback for their development through verbal feedback in both theory and practical lessons. In class task assessments: Pupils will continually be given feedback of both written and verbal whilst working on the different tasks that are presented within lesson.</p> <p>Final practical assessment: Pupils will be assessed against a set criteria and the success of this. This will be inclusive of the theme and the implementation of basic dramatic skills.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Create and develop ideas to communicate meaning for theatrical performance.
HT 3A	<p>Title: Twisted Tales</p> <p>Intent: Pupils will develop their creativity skills and embed their understanding on how they implement drama skills within their practical work. Pupils will learn how to adapt traditional tales and how to create a drama piece from still images and the process of adding different layers to the piece to creating a final assessment piece.</p>	<p>Teacher assessment: Continual teacher assessment and feedback for their development through verbal feedback in both theory and practical lessons.</p> <p>In class task assessment: Pupils will be assessed as they study each of the different elements and develop the layers of the twisted tales drama piece.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work.
HT 3B	<p>Theme: Pupils will be studying the theme of <i>Twisted Tales</i> they will be taking traditional tales and adding twists to them changing the ending or characters to add a different twist to them. Pupils will be using key features and adding different layers to their story and creating a final practical piece. Pupils will be expected to include the skills and knowledge they have learnt over the year.</p>	<p>Final practical assessment: Pupils will be assessed on the final Twisted Tales piece they produce and they will be assessed on achievement of the criteria and inclusion of skills learnt from throughout the year.</p>	<ol style="list-style-type: none"> 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.
Term	Key Themes (Intent)	Assessments (Implementation)	Specification Links
HT 1A	<p>Title: Suffering and Solutions - Devising Recap</p> <p>Intent: Pupils will be recapping the skills learnt within year 7, ensuring they are able to effectively implement them practical but also identify them within others work and discuss what they are within a theoretical sense. Pupils be assessed against a success criteria and they will gain a deeper understanding on their own personal reflection of their work.</p> <p>Theme: Pupils will be given a range of stimuli linking to the theme of suffering and solutions which is a cross-curricular link with RE. This theme will be presented to the pupils through a range of pictures, readings, theories and poems of which, pupils will be able to decide on one or two that will become their starting point for their devising.</p>	<p>Teacher assessment: Continual teacher assessment and feedback for their development through verbal feedback in both theory and practical lessons. Peer assessments: Pupils will be assessing each other and their development of the devising process. Pupils will be developing their understanding of using the success criteria as they do this.</p> <p>Self-assessment: Pupils will be self assessing their work, the skills they are implementing and the success of this as well as their links to the intended outcome. Final practical assessment: Pupils will be assessed on the final piece created. This will be against the success criteria presented at the start of the project and the application of skills.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.

<p style="text-align: center;">HT 1B</p>	<p>Title: Sequencing and stylised movement Intent: Pupils will be completing a series of workshops which will explore several different forms of physical theatre and sequencing within drama. Pupils need to know this for development of staging devised pieces throughout more advanced pieces of KS3. Pupils will not be completing a final devised piece but will be expected to use the knowledge they are gaining in set situations and to demonstrate specific themes.</p> <p>Themes: Pupils will be exploring and looking at physical theatre which comprises of stage fights and physical paired/group movement. Pupils will also be exploring stylised and sequenced movement such as mime, cannon movement, pedestraised movement with meaning.</p>	<p>Teacher assessment: Pupils will be assessed throughout every lesson on their implementation and demonstration of the learning of each style of movement. Task lead assessments: Pupils will be assessed against individual task success criterias. Pupils will need to show they have been able to understand and implement the learning that has taken place.</p>	<p>1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.</p>
<p style="text-align: center;">HT 2A</p>	<p>Title: Inside Out 2 Intent: Pupils will be using explorative strategies taught in year 7 and developed on here to focus on different emotions and how they will be demonstrated within a group piece. Pupils will need to discuss as a team how they will develop the emotions of each character and the plot that will be created from their starting point. Pupils will be expanding their knowledge of using fundamental skills to create characters and will challenge themselves on the level they use and how they explore each of the fundamental skills. Pupils will be expected to begin implementing the sequencing, stylised movement and physical theatre taught within term 1B.</p> <p>Theme: Pupils will be given the stimulus of <i>'Inside Out2'</i> Pupils will be asked to devise a story for the characters from Inside out if they were to leave HQ and go on an adventure. There will be an expectation that pupils will draw on their performance knowledge and develop their skills further in order to create a detailed and very clear emotion from the film.</p>	<p>End of project filmed assessment: Pupils will be assessed at the end of the 6 week period, assessment criteria will have been given and pupils will be marked against their realisation of the projects outlined task and the inclusion of exploration skills, character development and the detail the emotions are shown in through the use of the dramatic conventions.</p> <p>In class teacher assessment: Pupils will continually be given feedback and development points throughout all devising lessons. These will be in line with the marking criteria and targets they need to meet for their assessment</p> <p>Peer and self-assessment: Pupils will be given opportunities to both peer and self-assess which will allow them to gain a full understanding of what they need to include within their devised piece and how they will achieve marks for their assessment.</p> <p>Scene analysis and breakdown: Pupils will be asked to analyse each scene, ensuring they have met the intended outcome and that each scene clearly focuses on one key character as the lead.</p>	<p>1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.</p>

<p>HT 2B</p>	<p>Title: Slavery Intent: Pupils will be exploring the life of a slave and how slaves and their families may have felt. Pupils will be able to draw on their historical knowledge of Slavery which is cross-curricularly linked with History. Pupils will be able to take specific events which will be explored within History and bring them to life, drawing on the emotions and feelings of those forced into slavery and those left behind. Pupils will be developing their use of facial expressions, body language and implementation of sequencing and stylised movement. For the final devised performance pupils will be given a series of scenarios which are explored within History and they will need to create their devised piece from this. Theme: Pupils will be exploring the theme of Slavery with key focuses on their implementation of the previously learned physical theatre, stylised movement and sequencing and how this can add layers of interest and emotion to the final devised drama piece.</p>	<p>Teacher assessment: Pupils will be continually assessed on their devising skills, the process they are following, the implementation of the dramatic elements and feedback will continually be given on how to develop. Final devised piece: Pupils will be assessed against a success criteria for their final devised piece and it must be reflective of one of the scenarios given to them. Self-assessment: Pupils will continually be expected to self-assess their own work and the improvements they could make. This will allow for individuals to become reflective learners.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.
<p>HT 3A</p>	<p>Title: The Seven Deadly Sins Intent: Pupils will explore each of the different themes through a series of workshops and exploration tasks. These will be focused on individual and group work and will allow pupils to gain a deeper insight into each of the themes. Pupils will be exploring a range of practitioners within their work both historic studied practitioners and new ones introduced for this piece. This will allow for practitioner growth and development. Pupils will use the practitioners and link the features of each to each individual theme. Exploration workshops will allow for further development of the stylistic features needed to show emotion, characters and interact with the audiences' senses. Theme: Pupils will be exploring the theme of the seven deadly sins. Each sin will be explored deeply for pupils to gain a clear understanding of both the positive and negative effects of each of the sins. Pupils will use these workshops and exploration activities to inform their devising in term 3b</p>	<p>Teacher assessment in class: Pupils will be continually assessed within all exploration workshops in all lessons. Teacher verbal feedback for development: Pupils will continually be given verbal feedback and development points within all practical lessons. Workshop assessments: Pupils will be assessed through each of the 'sin' workshops, looking at and assessing their use of skills, the communication of the sin and the outcome and development throughout the workshop process. Self-assessment: Pupils will need to self-assess their own progress and the outcomes they have achieved, looking at their strengths and the areas they need to work on and improve as they move into the devising task of 3B</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.
<p>HT 3B</p>	<p>Title: The Seven Deadly Sins Intent: Pupils will use the learning concepts from term 3A and develop on the content they learnt. From here pupils will be given a range of scenarios and starting points to create their end of year devised piece from. As pupils progress with their devising they will be given cue balls or key events which will cause them to develop their devised piece further and adapt their current planning. This will develop the communication skills used throughout year 7 and 8 and further develop all key drama skills and conventions. Theme: Pupils will continue working under the theme of the 7 deadly sins. This will be developed further and put into scenario situations which will be developed and adapted over the weeks until a final assessment piece has been produced.</p>	<p>In class teacher feedback and assessment: Pupils will be continually given feedback and assessment development points within all devising lessons. Self-assessment: Pupils will need to self-assess their progress weekly against the rubrics provided Formal end of term assessment: Pupils will be recorded and formally assessed on the final performance produced.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.

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HT 1A	<p>Title: Scripted Text - Shakespearian and Modern plays</p> <p>Intent: Pupils will be exploring different texts and styles and how to interpret them and perform them. Pupils will need to be utilising the variety of skills that have been learnt across both year 7 and 8 deciding which specific skills and techniques would be suited to the text they are performing and being able to rationalise their decisions.</p> <p>Theme: Pupils will be accessing a range of scripts looking at the differences in language, approaches and styles for both traditional Shakespearian plays and those of modern day. This will be a cross-curricular link with English who will also be looking at Shakespearian and modern plays.</p>	<p>Teacher assessment: Continual teacher assessment as pupils attempt to bring scripts to reality and draw on skills that have been learnt throughout the previous two years.</p> <p>Final performance assessment: Pupils will be assessed on their final performance of the realised script. Self-assessment: Pupils will be continually self-assessing their own development and use of techniques and whether they are reflective of the play and writers intentions.</p>	<p>1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.</p>
HT 1B	<p>Title: Writing a Review</p> <p>Intent: Pupils will be learning the key skills of review drama and plays. Looking at what makes a successful drama piece and the elements of drama that are included within the play in order to make it effective. Pupils will be able to learn the analysis skills of being able to critically review drama.</p> <p>Theme: Pupils will be watching a series of different clips from different genres of drama and learning how to critically review them and rationalise the decisions and thought processes made.</p>	<p>Teacher assessment: Continual teacher assessment as pupils discuss their ideas and thoughts on the drama piece.</p> <p>Final written assessment: Pupils will produce a final written assessment in the form of a written review of a practical piece that is observed.</p> <p>Peer assessment: Pupils will be continually assessing each others work and giving areas of development. This will support the individuals analysis and evaluation skills.</p>	<p>1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes.</p>
HT 2A	<p>Title: The Holocaust</p> <p>Intent: Pupils will be developing their knowledge and understanding of the Holocaust and the events surrounding it. Pupils will be utilising the previously learnt dramatic skills and implementing them into a devised piece based on the learning and findings that take place within the first series of lessons.</p> <p>Theme: Pupils will be focusing on the Holocaust and the events surrounding it. Pupils will be using the learning that takes place with History to embed into their practical work within Drama. Clear links will be made utilising the content studied within History and looking at it from an emotional and practical context,</p>	<p>Teacher assessment: Pupils will be continually assessed within all lessons given verbal feedback and targets which will allow for learning development.</p> <p>Final devised assessment: Pupils will be assessed on their final devised piece based on the theme of the Holocaust and the inclusion of key learning dramatic elements.</p> <p>Peer and self assessment: Pupils will be expected to peer and self assess their work as developing and how they can improve. Pupils will use their review and analysis skills that they developed within term 1b in order for them to develop.</p>	<p>1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.</p>
HT 2B			

HT 3A	<p>Title: The Crucible Intent: Pupils will be exploring the play <i>The Crucible</i>. Pupils will explore the play's themes and context. Discussion and exploration of <i>Power, Authority, Reputation and Guilt</i>. Pupils will study the text and learn how to understand the context, themes, characters and plot development of a set text. Pupils will be able to communicate and articulate the role of the different characters and how the plot develops throughout the play. Pupils will look at the stylistic features of the play and how they are used to make an impact on the audiences emotions and opinions of the story and the characters. This will be done in both a theoretical and practical sense.</p> <p>Theme: Pupils will be looking at how to analyse a set text and understand different concepts, the context, the role of characters and the rationale behind the writers choices. The set text pupils will be looking at is <i>The Crucible</i>. This play looks at the deeper reasons behind the witches and the decisions that were made for trailing witches.</p>		
HT3B		<p>Teacher/Pupil discussions: Continual teacher and pupil discussions throughout lessons and tasks.</p> <p>Written assessment: Pupils will be completing a final written assessment aiming to show that pupils are able to clearly articulate their knowledge on the context, characters and specific themes.</p> <p>Mini in-class tasks: Pupils will be given mini tasks which will be completed through consolidate and connect activities. This will be used for retention and recap checking in on knowledge.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how drama is developed and performed. 2. Development of communication skills and group work. 3. Analysis and evaluation of performance outcomes. 4. Create and develop ideas to communicate meaning for theatrical performance.
Term	Key Themes (Intent)	Assessments (Implementation)	Specification Links
HT 1A	<p>Mock Component 2 assessment - Intent: Pupils will use Year 11 C2 booklet as their mock devising component starter. Pupils will be expected to complete both the practical assessment and the written element. This will allow them to be given feedback on their weaknesses and strengths and how they can move forward ready for their final piece to be started in term3B.</p> <p>Theme: Pupils will be given a range of stimuli which they will analyse and evaluate creating initial ideas and list questions which they pose to them. Stimuli will be inclusive but not exclusive to pictures, news articles, song lyrics, documentaries, prompt words and scenarios.</p>	<p>Coursework assessment: Pupils will be given a series of deadlines throughout the course of their devising, in which they will need to complete three sections. Section 1: Response to the stimulus, Section 2: development and collaboration, Section 3: Analysis and evaluation. Each section will be marked out of 20 and feedback will be given. Practical assessment: Pupils will be marked out of 20 for their final practical assessment piece.</p>	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance</p>

<p>HT 1B</p>	<p>Blood Brothers C1 section 2 - Intent: Pupils will be able to clearly articulate the themes, script, plot and character analysis of the full script of Willy Russells Blood Brothers. Pupils will be able to explore the content, context, character relationships and the understanding of the writers decisions. Theme: Study of set script from AQA of Blood Brothers. Pupils will be analysing the script through theory and practical means. Pupils will begin to look at and analyse the decisions and reasons why specific elements and decisions were made.</p>	<p>In class assessments: Pupils will be continually assessed in lesson through questioning and discussions. These questions and discussions will link to exam questions from C1 exam paper. Written C1 exam paper: Pupils will complete several mini assessments throughout the term looking at the different elements from within the exam paper. Pupils to complete a mock C1 paper (only section 2 to be completed)</p>	<p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their work and the work of others</p>
<p>HT 2A</p>	<p>Blood Brothers C1 section 2 - Theatre and its roles C1 section 1 -Intent: Pupils will continue to study final sections of Blood Brothers focusing on how to answer the exam questions, analysing model answers and understanding the marking criteria. Pupils will then attempt to answer mock questions using the knowledge gained to develop their answers from term 1b. Pupils will also begin to explore the roles and responsibilities of theatre - linking to section 1 of their written paper. Theme: Pupils will finalise their knowledge and understanding of the AQA set text through theory and practical exploration. Pupils will develop their understanding of staging and roles and responsibilities within drama. All work links to Component 1 written paper.</p>	<p>In class assessments: Pupils will be continually assessed in lesson through questioning and discussions. These questions and discussions will link to exam questions from C1 exam paper. Written C1 exam paper: Pupils will complete several mini assessments throughout the term looking at the different elements from within the exam paper. Pupils to complete a mock C1 paper (section 1 and 2 to be completed)</p>	<p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their work and the work of others</p>

<p>HT 2B</p>	<p>Texts in Practice C3 mock assessment -Intent:Pupils to complete a mock component 3 assessment, looking at and assessing how to use scripted pieces and how to approach the learning of a set text and meeting the writers intentions. Theme: Pupils will be exploring a wide range of written texts, undertsanding the approach and the intentions of the practitioners and their demands. Pupils will be working in a variety of groups and will be expected to perform their final piece.</p>	<p>Written assessment: Pupils will be assessed on their written intentions of the piece and how they intend to perform the piece. Pupils will be assessed on the success of their intentions and clarity of it shown within the practical work. Practical assessment: Pupils will perform their extracts mirroring a final exam situation, all assessments will be recorded and assessed using GCSE marking criteria.</p>	<p>AO2: Apply theatrical skills to realise artistic intentions in live performance</p>
<p>HT 3A</p>	<p>Mock exam prep for C1 written paper- Intent: Pupils will be given the opportunity to explore and archive papers, looking at how to answer it, time management for each questions and the content needed for each question. Pupils will work together to answer questions and take point on delivering sessions on their answered question and how they appraoched it. Lessons will include both theory and practical exploration of how to answer the questions. Theme: written paper exploration on section 1 and section 2 looking at the roles and responsiibilities within drama and the set script of Blood Brothers.</p>	<p>Formal written assessment in the form of Year 10 mock exam paper: Pupils will complete as part of their mock exam cycle an archive exam paper. Pupils will only complete sections 1 and 2 for this paper. In class teacher assessment: Pupils will be continually assessed in class as they prepare for the mock exam, pupils will be questioned on the answers and given verbal feedback throughout the exam preparation lessons.</p>	<p>AO3: Demonstrate knowledge and understadning of how drama and theatre is developed and perfromed. AO4: Analyse and evaluate their work and the work of others</p>

<p style="text-align: center;">HT 3B</p>	<p>Component 2 final devising project to be started: Intent: Pupils will be grouped with peers between 2-6 people per group. Students will then begin the process of creating their final devised piece for component 2 of the course. This will equal 40% of the final outcome grade. Pupils will be given a range of stimuli which they will discuss and evaluate as a group they will decide on their final influences for their devised piece. <i>Pupils are able to pick more than one stimulus choice as their starting point</i> . Pupils will need to complete research into their idea, brainstorm initial ideas and decide on both practitioners and genres that will be used as influences within their work. Pupils will begin to write up draft one of section 1 which is the response to the stimulus.</p> <p>Theme: Themes of the stimulus will be varied from year to year in order to allow for different abilities and styles to be produced. Pupils will be working closely as groups on their initial ideas and completing research which will support their ideas and help develop their ideas further.</p>	<p>Teacher assessment: Pupils will be assessed through verbal feedback and teacher assessment within all lessons and as research and initial ideas are explored.</p> <p>Draft section 1 of coursework: Pupils will submit their first draft of section 1 of the coursework, '<i>response to the stimulus</i>' This will be assessed against the AQA marking boundaries from the specification.</p>	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance</p>
<p style="text-align: center;">Term</p>	<p style="text-align: center;">Key Themes (Intent)</p>	<p style="text-align: center;">Assessments (Implementation)</p>	<p style="text-align: center;">Specification Links</p>
<p style="text-align: center;">HT 1A</p>	<p>Component 2 final devising project to be completed: Intent: Pupils will complete their devised piece from a range of stimulus. Pupils will focus on their development and collaboration and produce a final piece. Pieces will be assessed in the final week of half term under AQA assessment conditions. Pupils will begin to write up their section 2 draft around their development and collaboration and making notes for their section 3 of the coursework.</p> <p>Theme: Pupils will continue using their range of stimuli and complete a series of devised tasks in order to reach the final devised piece lasting between 5-20mins. Assessment piece will be formally assessed by class teacher.</p>	<p>Formal Teacher Assessment: Pupils will be formally recorded under AQA assessment conditions and this will be marked by class teacher using AQA marking specification and grade boundaries.</p> <p>Written devising log assessment: Section 1 final draft will be submitted and assessed. Pupils will submit their section 2 <i>Development and Collaboration</i> as a rough draft for feedback. Pupils will begin section 3 <i>Analysis and Evaluation</i> All sections will be assessed against GCSE specification.</p>	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2: apply theatrical skills to realise artistic intentions in live performance</p>

<p style="text-align: center;">HT 1B</p>	<p style="text-align: center;">Component 2 coursework to be completed and CAG's preparation:</p> <p>Intent: pupils will be completing their coursework-focus on section 3 analysis and evaluation of the piece and rewriting any redrafts of coursework. Pupils will alternate lessons with preparation for their CAG assessment, focusing on how to answer assessment questions, break down of the paper, timeframes for answering each question and potential focuses for the each section of the paper.</p> <p>Theme: Pupils will be focused on the mock paper for component 1 and the completion of assessment coursework for component 2.</p>	<p>Formal CAG assessment: Pupils will complete their formal mock GCSE assessment which will be marked according to official mark schemes for the assessment.</p> <p style="text-align: center;">Devising log assessment:</p> <p>Pupils will complete and submit their devising log assessment.</p> <p style="text-align: center;">In class teacher assessment:</p> <p>Pupils will be continually assessed within lessons as pupils explore the papers and how to answer and approach each style of question.</p>	<p style="text-align: center;">AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p style="text-align: center;">AO4: Analyse and evaluate their work and the work of others</p>
<p style="text-align: center;">HT 2A</p>	<p style="text-align: center;">Component 3 Texts in Practice and realisation of the script.</p> <p>Component 1 CAG exam breakdown and discussion:</p> <p>Intent: Pupils will be given their final component 3 text extracts for their component 3 assessment. Pupils will need to research their text in order to understand the content and writers intended outcome. Lessons will be alternated with the theory lessons and a breakdown of the mock assessment that was completed in term 1B.</p> <p style="text-align: right;">Theme:</p> <p>Pupils will continue to explore the theme of Blood Brothers, Live theatre and roles within theatre as they breakdown the CAG assessment. Themes for the text in practice extracts will vary depending on the abilities of the pupils and the maturity for dealing with a range of content.</p>	<p>Teacher assessment: Pupils will be continually assessed in practical lessons, given feedback on how to develop their characters, guiding on staging and assessed every 2 weeks on their texts in practice extracts.</p> <p style="text-align: center;">Reassessment of CAG questions:</p> <p>Pupils will be reassessed on their assessment questions after studying the mark scheme and exploring how to answer and improve their answers.</p>	<p style="text-align: center;">AO2: Apply theatrical skills to realise artistic intentions in live performance</p> <p style="text-align: center;">AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p style="text-align: center;">AO4: Analyse and evaluate their work and the work of others</p>

<p style="text-align: center;">HT2B</p>	<p>Component 3 Texts In Practice official assessment and Component 1 Live theatre: Intent: Pupils will be completing their official texts in practice assessment with an external visitor, exam date will be confirmed by Jan of term 2A. Pupils will be expected to complete rehearsals, meet assessment criteria and performing extracts without script. Pupils will be completing their live theatre section of component 1. This will entail students studying, watching and clearly understanding the themes, context and characters of the teachers chosen live theatre play to be studied. Pupils will begin to look at the question styles, how these can be answered and know the key concepts of the play before the exam. Theme: Pupils will focus on their varying themes of the play extracts they are studying. Theme for the live theatre play that will be studied will vary dependant on the play chosen by the lead teacher. <i>Play for 2020 exam is Billy Elliot</i></p>	<p>Teacher assessment: Pupils will be assessed by teacher in rehearsal lessons with guidance on how they can improve, key areas to focus on and hwo to develop staging. Official In</p> <p>AQA assessment C3: Pupils will be assessed by an external examiner for their C3 texts in practice assessment. All assessments will be recorded for AQA.</p> <p>class teacher assessment and disscussions: Pupils will be assessed through questioning and learning of the live theatre study.</p>	<p>AO4: Analyse and evaluate their work and the work of others. AO2: Apply theatrical skills to realise artistic intentions in live performance</p>
<p style="text-align: center;">HT3A</p>	<p>Component 1 assessment revision: Intent: Pupils will be completing a series of revision tasks, exam questions, and revision projects in preparation for the May exam. Theme: Pupils focus will be on Blood Brothers, Roles within theatre and the Live theatre study.</p>	<p>Teacher in class assessment: Pupils will be continually assessed within lessons as they complete the exam projects, tasks and exam questions. Formal AQA</p> <p>assessment papers: Pupils will be assessed by completing a series of exam paper questions</p>	<p>AO3: Demonstrate knowledge and understadning of how drama and theatre is developed and perfromed.</p> <p>AO4: Analyse and evaluate their work and the work of others</p>

Fundamental Skills	Misconceptions	SMSC/Fundamental British Values Links	Careers Context/Opportunities
<p>1. Still Images (freeze-frames). 2. Dialogue delivery. 3. Monologues and Thought tracking. 4. Use of vocals and how to show emotion. 5. Facial expressions, body language and gestures 6. Communication skills and team work.</p>	<p>Misconceptions of how to successfully implement the basic skills in an effective and clear manner. Mixing up the definitions. Misconceptions of the process of devising and creating a drama piece. (This will be assessed through HT 1A and addressed within HT1B)</p>	<p>MORAL: The right to an opinion and respect both towards others and from others. SOCIAL: Peer interaction and communication of ideas and opinions SPIRITUAL: The right to explore creatively their ideas and thought processes through the medium of drama. RESPECT: Pupils need to develop respect for the different styles and time periods of drama. The right to be given respect around your own personal ideas and thought processes.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager.</p>
<p>1. Communication skills. 2. Critical thinking skills. 3. Thought processing skills. 4. Imagination development.</p>	<p>There could be a misconception that different approaches are either right or wrong. That there is a specific way to approach devising and a specific idea that should be created from the process.</p>	<p>SOCIAL: Pupils will be communicating ideas and different concepts for each approach to devising. RESPECT: Pupils will develop respect for different opinions and ideas that pupils create. The right to learn: Pupils have the right to learn and develop their own skills, knowledge and understanding.</p>	<p>Play wright, actor, director</p>
<p>1. Communication skills. 2. Critical thinking skills. 3. Thought processing skills. 4. Imagination development. 5. Still Images (freeze-frames). 6. Dialogue delivery. 7. Monologues and Thought tracking. 8. Use of vocals and how to show emotion. 9. Facial expressions, body language and gestures 9. team work.</p>	<p>Misconceptions to be addressed could be the re-enactment of the work being produced in English without any implementation of dramatic elements and skills.</p>	<p>CULTURAL: Pupils will be exploring different manners, cultures and stereotypical behaviours. MORAL: The right and wrong way of dealing with things and events within their life. SOCIAL: Communication as a group of peers as well as looking at and studying the different ways of dealing with situations.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager, tourism</p>

<p>1. Communication skills. 2. Thought processing skills. 3. Critical thinking skills. 4. Devising drama. 5. Vocal skills. 6. Facial expressions. 7. Body language. 8. Adding emotion.</p>	<p>Misconceptions of how to sensitively create a drama piece using the stimulus starting point and being aware that this is not just pretending and acting but is also how people live their every day lives. Addressing successful ways to effectively use the key dramatic elements being included.</p>	<p>CULTURAL: Pupils will be able to explore the life of people living in third world countries. Pupils will be looking at cases of natural disasters, life in poverty and way these individuals and families live their lives. SOCIAL: Pupils will develop their communication skills, understand the differences in social situations and the lives of others. RESPECT: Pupils will be learning to respect the lives of others and appreciate the opportunities they have within their life and elements we may take for granted such as education. SPIRITUAL: The right to explore creatively their ideas and thought processes through the medium of drama.</p>	<p>Actor, playwright, cultural writer, journalist</p>
<p>Fundamental skills focused on still images, thought tracking, narration, movement, gestures and dialogue. However all fundamental skills taught and embedded over the year will need to be displayed within the final piece. Pupils will be developing their imagination skills and writing skills as they write a new twisted tale from a traditional tale. 1. Communication skills 2. imaginative development skills. 3. team work 4. Basic drama skills such as use of voice, facial expressions, body language, gestures, levels and proxemics, performance skills. 5. analysis and evaluation skills for both personal assessment and peer assessment.</p>	<p>Misconceptions of what a traditional tale is and how they can be twisted in a manner to create a different story. Addressing the manner in which different elements are used and applied to drama pieces.</p>	<p>CULTURAL: Exploration of different traditional tales and where they came from. MORAL: The right to an opinion and respect both towards others and from others. SOCIAL: Peer interaction and communication of ideas and opinions SPIRITUAL: The right to explore creatively their ideas and thought processes through the medium of drama. RESPECT: Pupils need to develop respect for the different styles and time periods of drama. The right to be given respect around your own personal ideas and thought processes.</p>	<p>Actor, playwright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager, childrens theatre planner,</p>
<p>Fundamental Skills</p>	<p>Misconceptions</p>	<p>SMSC/Fundamental British Values Links</p>	<p>Careers Context/Opportunities</p>
<p>1. Communication skills. 2. team work. 3. devising skills and approaches to devising. 4. analysis and evaluation skills for both personal and peer assessment. 5. Facial expressions. 6. Body language and gestures. 7. still images, thought tracking, narrations, dialogue, monologues, freeze frames, emotive dialogue. 8. Critical thinking.</p>	<p>There may be misconceptions of terminology and definitions of dramatic elements that have not been studied since the start of year 7. These will be addressed within lessons through discussions, tasks and practical work.</p>	<p>SOCIAL: Pupils will continue to develop their social and communication skills, understanding and discussing ideas and how to use each other skills to create a well rounded piece. MORAL: The right to an opinion and choice and how to treat each other with respect regarding their opinion. The understanding and cross curricular links to RE and the intentions and meanings behind suffering and solutions. SPIRITUAL: Exploration of ideas, opinions and views on a challenging subject. The right for pupils to be able to interpretate their own views of the starting stimulus options. MUTUAL RESPECT: Pupils will be expected to mutually respect the ideas of others and the right for others to be express their own opinions, views and thoughts.</p>	<p>Actor, playwright, director, story teller</p>

<p>1.Communication skills. 2.team work. 3.trust. 4. Improvisation and imagination skills. 5.personal trust and confidence.</p>	<p>There are a few misconceptions that could be raised here and would need to be addressed clearly in order to maintain the safety of all pupils in the lesson. Ideas of stage fighting being 'real' and how to keep safe with that. The interpretation that the stylised or sequenced movement should be plain or boring and add no interest or flare to the overall piece.</p>	<p>SOCIAL: Pupils will need to develop their communication skills in order to keep safe and trust in each other for the physical theatre work. MORAL:The understanding that pupils have the right to not take part or do certain elements of the tasks if they feel uncomfortable within it. Pupils will develop the support skills and understanding for this to be a safe space. MUTUAL RESPECT:Pupils will develop their mutual respect for each other and the challenges that may be seen within these tasks and projects.</p>	<p>stunt support worker, actor, director, specialist fight and combat director.</p>
<p>1.Clear display of emotion through use of Vocals, facial expressions, body language and audience communication. 2.Use of imagination and development in approach to a devised task. 3.Use of personal performance skills to further develop and enhance a specific character and/or emotion. 4.Demonstration of physical theatre and/or sequencing and stylised movement.</p>	<p>1.Pupils may not show the emotions clearly enough within their performance piece and devising process - this will be addressed through group work at the start of the project exploring emotions and how they can be shown both verbally and physically. 2.Potential risk of pupils re-enacting the film Inside Out - this will be addressed through clear instruction and a break down of tasks and activities to guide pupils</p>	<p>SOCIAL: Pupil interaction, communication skills and how others approach ideas and use of imagination in a different manner to each other. MORAL: The right to an opinion and choice and how to treat others with respect around their own opinion. SPIRITUAL: Exploration of ideas, curiosity and fascination of learning for all pupils and the ability to interpret their own meaning from a starting point. MUTUAL RESPECT: Pupils will develop their ability to respect others ideas, choices, decisions and how to work as an equal team. The understanding and respect of emotions and how people show them, handle them and struggle with the, CULTURAL: the learning of how different backgrounds and cultures define the word aspire and what it means to them.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager, childrens theatre planner,</p>

<p>1. Demonstrate knowledge and understanding of physical theatre and stage movement. 2. Emotional context to reflect the scenario. 3. Team work and communication skills. 4. devising approaches and styles.</p>	<p>Pupils may interpretate the scenarios and learning of slavery in the wrong way. Pupils need to be guided and misconceptions of sensitivity and suitable approaches to the piece need to be addressed wherever they arise.</p>	<p>SOCIAL: Development of communication skills, sharing and discussing personal ideas, thoughts and opinions on the events and lives of slaves. Team work in order to create a diverse and sensitive devised piece reflective of slavery. MORAL: The right to an opinion and choice and how to treat each other with respect around the opinions of others. SPIRITUAL: Pupils right to explore ideas, thoughts and feelings along with curiosity and fascination of the topic and learning. CULTURAL: The cultural context of slavery and the time period when it happened. BRITISH VALUES: Topical link to today and modern day slavery which still happens within this country.</p>	<p>Actor, playwright, director, story teller, educationist drama teacher.</p>
<p>1. Clear and sustained participation in all practical workshop classes. 2. use of key skills such as facial expressions, gestures, language, body language, spatial awareness. 3. discussion skills looking at how pupils share their ideas and work together as a team.</p>	<p>Pupils may use ineffective skills to reflect the sin being explored - this will be addressed through the self assessment and class discussions within the workshops.</p>	<p>SPIRITUAL: Pupils right to explore the different concepts of the sins and their positive and negative effects. MORAL: Pupils right to their own opinion and explorative methods and outcomes without judgement or ridicule. SOCIAL: Interaction skills and communication skills with a range of people and ages. confidence to perform with peers and discuss and create characters that may be out of their comfort zone.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manage, childrens theatre planner,</p>
<p>1. All key skills to be shown with clarity, sustainability, focus and used effectively within the piece. 2. A wide range of dramatic conventions used with clarity and effectively impacting the final outcome of the piece. 3. Clear communication and team work skills 4. Self-assessment and critique skills.</p>	<p>Pupils may develop their scenario without keeping the focus on the theme of the 7 deadly sins. This will be addressed through the different tasks and the consistent use of self assessment to keep the marking criteria in their head and as a focus for the piece.</p>	<p>SPIRITUAL: Pupils right to explore the different concepts of the sins and their positive and negative effects. MORAL: Pupils right to their own opinion and explorative methods and outcomes without judgement or ridicule. SOCIAL: Interaction skills and communication skills with a range of people and ages. confidence to perform with peers and discuss and create characters that may be out of their comfort zone.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manage, childrens theatre planner,</p>

Fundamental Skills	Misconceptions	SMSC/Fundamental British Values Links	Careers Context/Opportunities
<p>1. All key skills and dramatic elements explored from within year 7 and 8 and used where applicable. 2. Critical thinking. 3. Self-assessment and target setting. 4. communication and team work.</p>	<p>The interpretation of the writers intentions being incorrect - this will be addressed and research will be completed to support the findings of the writers intentions. The use of skills and how to effectively apply them within the scripted piece. - addressed through teacher feedback and pupil discussions</p>	<p>SOCIAL: Pupils will develop their communication skills and understanding of social discussions presented within the play. MORAL: Pupils right to own opinion and explorative methods and outcomes without judgement or ridicule. CULTURAL: Pupils will gain an understanding of different cultures within the plays, the setting, background and cultural context of the pieces.</p>	<p>Actor, script writer, director, stage manager, play critique.</p>
<p>1. Communication. 2. critical thinking. 3. analysis and evaluation. 4. Rationalisation. 5. Structured written analysis and review.</p>	<p>The presumption that there is a specific right or wrong review on a play - addressed through the discussion of the right to different views and opinions as long as they can be rationalised and explained with clarity, detail and links to dramatic elements.</p>	<p>MORAL: The right to an opinion and personal view of a piece without judgement or ridicule. CULTURAL: looking at different cultural contexts of plays and settings. SOCIAL: Social understanding of the plays and directors intentions.</p>	<p>play critique, play wright, actor</p>
<p>1. Critical thinking. 2. Communication. 3. Reasoning and understanding. 4. Research. 5. Devising. 6. Implementation of skills and techniques. 7. Self and peer assessment.</p>	<p>Devising and interpreting the ideas and events of the Holocaust in the wrong or insensitive manner. - addressed through detailed and in-depth learning of the events and how to address this in a sensitive and appropriate manner.</p>	<p>CULTURAL: Pupils will be learning and developing knowledge on the events of the Holocaust and the impact it had on those affected. MORAL: Pupils will be gaining moral understanding of right and wrong and what happened to those effected by the Holocaust. SOCIAL: Pupils will look at their social skills in terms of discussing the events and their opinions and thoughts but also links to the social situation of the events. SPIRITUAL: The understanding of the emotional impact the events of the Holocaust had.</p>	<p>Actor, playwright, educational theatre producer. Story teller.</p>

<p>1. Analysis and Evaluation skills - pupils will be using these skills when looking at the context of the play and the reasons behind the writers choices. 2. wirtten skills 3. Critical thinking 4. speaking and listening skills. 5. Relevant dramatic elements taught throughout year 7,8 and 9 utilised within practical explorations of the text.</p>	<p>Pupils may wrongly interpretate the themes of the play and the writers intentions. This will be addressed through the class discussions, a break down of the plot and themes, clear examples of where themes are shown through a pracitical point of view.</p>	<p>SOCIAL: Pupils will be discussing their ideas and analysis points within class discussions an tasks. MORAL: Exploration of the moral links within the play, pupils right to opinions of the play and their own interpretation. CULTURAL: Exploration of the cultural links of the play and the time period it was set in.</p>	<p>Actor, play wright, story teller, director, play critique, set designer,</p>
Fundamental Skills	Misconceptions	SMSC/Fundamental British Values Links	Careers Context/Opportunities
<p>Devising skills: Pupils will be expected to draw on all their learning and guidance from the 3 years previous. Including a wide range of dramatic elements, have a developed range of skill sets to display and exhaust whilst devising a piece which meet AQA specification criterias. Explorative skills: Pupils will be exploring their ideas from the stimulus choices they are given, this will be through both research and practical forms. Communication skills: Pupils will need to work as a group and discuss their ideas together throughout the process of research, ideas and planning. Formal wirtten skills: Pupils will develop their essay writing skills as they produce the first draft of the written coursework.</p>	<p>That pupils can rely on teacher feedback throughout the piece for guidance and dictation on the devising path pupils should take. <i>Teacher can only advise at varying points of the dvising porcess and is not allowed to take over or intentionally adapt of change the plan or devising path pupils have taken.</i> Coursework: Pupils have complete coursework in a controlled environment and will only be allowed to be given specific gudiance which meets AQA specification, this include the use of writing frames and sentence starters.</p>	<p>SOCIAL: Pupils will need to interact with each other and with staff. Pupils will need to be socially aware of other emotions and reactions to the stimulus choice given to them. Pupils will need to share ideas and work collaboratively to produce their final piece. MORAL: Pupils will have the right to their own response and ideas from a stimulus starting point and to be able to share those ideas. SPIRITUAL: The right to be able to explore different ideas and themes with a focus on sensitivity and respect. BRITISH VALUES: Pupils may be gvien stimulus options that look at ocre concepts of what it is to be British, the impact of radicalisation and the growth of terrorism. Pupils will be taught how to address these topics with empathy and maturity and ensure their drama piece is refelctive of this. MUTUAL RESPECT: Pupils will need to share ideas and be respectful of other opinions, ideas and feedback on the topics. CULTURAL: Pupils will be looking a range of pictures and facts from different eras, cultures and events, pupils will be exploring the cultural impact of these.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manage, childrens theatre planner,</p>

<p>Discussion skills of the context, characters, script and plot. Analaysis and evaluation skills of the decisions made and their links to the context of the play.</p> <p>Explanation and descriptive skills of personal ideas and rationalisation of the question being answered.</p> <p>Interpretation skills: Actors interpretation of the characters and how they are to be performed.</p>	<p>Character misconceptions - how characters are linked, their personal development throughout the play and decisions made about their characters. Context and content understanding - ensuring pupils are in full knowledge and are clear on the content and context of the play, knowing where the key developments are and why they are important to the play and the rationalisation of the decisions made by the writer.</p>	<p>CULTURAL: Pupils will be exploring the cultural context of Blood Brothers and the live theatre play chosen for the year. This will vary each year.</p> <p>MORAL: Pupils will be exploring the moral concepts seen within both theatre productions studied and how they are shown within a theatrical manner.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manage, childrens theatre planner,</p>
<p>Discussion skills of the context, characters, script and plot. Analaysis and evaluation skills of the decisions made and their links to the context of the play.</p> <p>Explanation and descriptive skills of personal ideas and rationalisation of the question being answered.</p> <p>Definition and desriptive skills will be used when exploring content for section 1 of the written paper looking at the roles and responsibilities within theatre.</p> <p>Interpretation skills: Actors interpretation of the characters and how they are to be performed.</p>	<p>Character misconceptions - how characters are linked, their personal development throughout the play and decisions made about their characters. Context and content understanding - ensuring pupils are in full knowledge and are clear on the content and context of the play, knowing where the key developments are and why they are important to the play and the rationalisation of the decisions made by the writer.</p> <p>Staging styles and roles within theatre: Pupils can often mix up their staging styles and the benefits of each style. This will be addressed through pratical and theortical learning as well as connect activities which will continually recap and ensure retention of information is being kept.</p>	<p>CULTURAL: Pupils will be exploring the cultural context of Blood Brothers and the live theatre play chosen for the year. This will vary each year.</p> <p>MORAL: Pupils will be exploring the moral concepts seen within both theatre productions studied and how they are shown within a theatrical manner.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manage, childrens theatre planner,</p>

<p>Interpretation Skills: Pupils will be exploring the fundamental performance skills that have been learnt from year 7 and be expected to draw on a variety of skills and use the ones suitable for the extract they are performing and the outcomes they are intending to show.</p> <p>Explanation skills: Pupils will be expected to clearly explain their performance intentions and give clear descriptions on the intentions they have for the piece and the way in which they plan on showing this.</p>	<p>Script interpretations: Pupils can often interpretate the written scripts in the wrong way if they only focus on the extract given to them and not the play as a whole. This will be addressed through lessons allocated to research of the play and the intentions of the final piece and characters, this will be then be used within rehearsals to ensure the correct outcome.</p> <p>Written intentions: Pupils can be over confident in what they want to achieve and then fail to meet these intentions when it comes to assessment. This will be addressed through the exploration of examples, peer and self-assessment.</p>	<p>SOCIAL: Pupils will be exploring and discussing as groups their set texts and will need to be able develop their interaction skills with a variety of ages and both peers and adults.</p> <p>CULTURAL: Pupils will be exploring texts that will be of a variety of cultural backgrounds and will need to be able to effectively present them within their live theatre.</p> <p>BRITISH VALUES: Pupils will be looking at a variety of texts which could inter-link or cross over with references to British Values. This will vary from year to year dependant on the texts each year.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager, childrens theatre planner,</p>
<p>Discussion skills of the context, characters, script and plot.</p> <p>Analysis and evaluation skills of the decisions made and their links to the context of the play.</p> <p>Explanation and descriptive skills of personal ideas and rationalisation of the question being answered.</p> <p>Definition and descriptive skills will be used when answering the written paper questions.</p> <p>Interpretation skills: Actors interpretation of the characters and how they are to be performed.</p>	<p>Character misconceptions - how characters are linked, their personal development throughout the play and decisions made about their characters.</p> <p>Context and content understanding - ensuring pupils are in full knowledge and are clear on the content and context of the play, knowing where the key developments are and why they are important to the play and the rationalisation of the decisions made by the writer.</p> <p>Exam question structure: Pupils may struggle with the layout and formatting of the different levels of questions and how they need to be approached.</p>	<p>CULTURAL: Pupils will be exploring the cultural context of Blood Brothers and the live theatre play chosen for the year. This will vary each year.</p> <p>MORAL: Pupils will be exploring the moral concepts seen within both theatre productions studied and how they are shown within a theatrical manner.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager, childrens theatre planner,</p>

<p>Devising skills: Pupils will be expected to draw on all their learning and guidance from the 3 years previous. Including a wide range of dramatic elements, have a developed range of skill sets to display and exhaust whilst devising a piece which meet AQA specification criterias.</p> <p>Explorative skills: Pupils will be exploring their ideas from the stimulus choices they are given, this will be through both research and practical forms.</p> <p>Communication skills: Pupils will need to work as a group and discuss their ideas together throughout the process of research, ideas and planning.</p> <p>Formal wirtten skills: Pupils will develop their essay writing skills as they produce the first draft of section 1 of the coursework <i>Response to the stimulus</i></p>	<p>Stimulus idea development: Pupils may struyggle developing ideas that are appropriate, fit with the requirements of the task and challenge all abilities within the group.</p> <p>Devising log layout: Pupils may struggle with the content needed for the layout of section 1 of the devising log. This will be addressed through the use of the marking scheme and spoecirfication requirements which will guide the pupils with what they need to include.</p>	<p>SOCIAL: Pupils will need to interact with each other and with staff. Pupils will need to be socially aware of other emotions and reactions to the stimulus choice given to them. Pupils will need to share ideas and work collaboratively to produce their final piece.</p> <p>MORAL: Pupils will have the right to their own response and ideas from a stimulus starting point and to be able to share those ideas.</p> <p>SPIRITUAL: The right to be able to explore different ideas and themes with a focus on sensitivity and respect.</p> <p>BRITISH VALUES: Pupils may be gvien stimulus options that look at ocre concepts of what it is to be British, the impact of radicalisation and the growth of terrorism. Pupils will be taught how to address these topics with empathy and maturity and ensure their drama piece is refelctive of this.</p> <p>MUTUAL RESPECT: Pupils will need to share ideas and be respectful of other opinions, ideas and feedback on the topics.</p> <p>CULTURAL: Pupils will be looking a range of pictures and facts from different eras, cultures and events, pupils will be exploring the cultural impact of these.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manage, childrens theatre planner,</p>
Fundamental Skills	Misconceptions	SMSC/Fundamental British Values Links	Careers Context/Opportunities
<p>Devising skills: Pupils will be expected to draw on all their learning and guidance from the 3 years previous. Including a wide range of dramatic elements, have a developed range of skill sets to display and exhaust whilst devising a piece which meet AQA specification criterias.</p> <p>Communication skills: Pupils will need to work as a group and discuss their ideas together throughout the process of development and collaboration of the devising.</p> <p>Formal wirtten skills: Pupils will develop their essay writing skills as they produce the final draft for section 1 along with first draft of section 2 and plans for section 3.</p> <p>Analaysis and evaluation skills of the decisions made and their links to the context of the play.</p> <p>Explanation and descriptive skills of personal ideas and rationalisation of the question being answered.</p> <p>Definition and desriptive skills will be used when answering the written paper questions.</p> <p>Interpretation skills: Actors interpretation of the characters and how they are to be performed.</p>	<p>Devising log layout: Pupils may struggle with the content needed for the layout of section 2 and 3 of the devising log. This will be addressed through the use of the marking scheme and spoecirfication requirements which will guide the pupils with what they need to include.</p> <p>Assessment Structure: Pupils may need further support on the layout of the day and how the assessment recording needs to take place - this will be addressed through a mock assessment day and dress rehearsal the day before the final assessments take place.</p>	<p>SOCIAL: Pupils will need to interact with each other and with staff. Pupils will need to be socially aware of other emotions and reactions to the stimulus choice given to them. Pupils will need to share ideas and work collaboratively to produce their final piece.</p> <p>MORAL: Pupils will have the right to their own response and ideas from a stimulus starting point and to be able to share those ideas.</p> <p>SPIRITUAL: The right to be able to explore different ideas and themes with a focus on sensitivity and respect.</p> <p>BRITISH VALUES: Pupils may be gvien stimulus options that look at ocre concepts of what it is to be British, the impact of radicalisation and the growth of terrorism. Pupils will be taught how to address these topics with empathy and maturity and ensure their drama piece is refelctive of this.</p> <p>MUTUAL RESPECT: Pupils will need to share ideas and be respectful of other opinions, ideas and feedback on the topics.</p> <p>CULTURAL: Pupils will be looking a range of pictures and facts from different eras, cultures and events, pupils will be exploring the cultural impact of these.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manage, childrens theatre planner,</p>

<p>Analysis and evaluation skills of the decisions made and their links to the context of the play.</p> <p>Explanation and descriptive skills of personal ideas and rationalisation of the question being answered.</p> <p>Definition and descriptive skills will be used when answering the written paper questions.</p> <p>Interpretation skills: Actors interpretation of the characters and how they are to be performed.</p> <p>Formal written skills: Pupils will develop their essay writing skills as they produce the final draft for their whole coursework for component 2</p>	<p>Written assessment question structures: Pupils may need more intervention and support for the layout and approaches for questions. This will be solved through exam practice and class discussions. Devising log layout: Pupils may need further support on the layout of coursework and content for the final sections. This will be supported through AQA guidelines and mark schemes.</p>	<p>SOCIAL: Pupils will need to interact with each other and with staff. Pupils will need to be socially aware of other emotions and reactions to the stimulus choice given to them. Pupils will need to share ideas and work collaboratively to produce their final piece.</p> <p>MORAL: Pupils will have the right to their own response and ideas from a stimulus starting point and to be able to share those ideas.</p> <p>SPIRITUAL: The right to be able to explore different ideas and themes with a focus on sensitivity and respect.</p> <p>BRITISH VALUES: Pupils may be given stimulus options that look at core concepts of what it is to be British, the impact of radicalisation and the growth of terrorism. Pupils will be taught how to address these topics with empathy and maturity and ensure their drama piece is reflective of this.</p> <p>MUTUAL RESPECT: Pupils will need to share ideas and be respectful of other opinions, ideas and feedback on the topics.</p> <p>CULTURAL: Pupils will be looking at a range of pictures and facts from different eras, cultures and events, pupils will be exploring the cultural impact of these.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager, childrens theatre planner,</p>
<p>Interpretation Skills: Pupils will be exploring the fundamental performance skills that have been learnt from all years and be expected to draw on a variety of skills and use the ones suitable for the extract they are performing and the outcomes they are intending.</p> <p>Analysis and evaluation skills: Pupils will be analysing their answers for the CAG assessment and how to improve their answers looking at the mark scheme and other full mark question answers.</p>	<p>Text misinterpretation: Pupils may misinterpretate the context of the script and the writers intentions, this could lead to the wrong style of performance. In order to address this pupils will need to complete research on the play and the writers intentions of the piece.</p> <p>Exam paper: Pupils may still misinterpretate the content needed for written papers and this need to be addressed through a wider range of resources, examples and deeper breakdown of the question style and the needed content.</p>	<p>SOCIAL: Pupils will be exploring and discussing as groups their set texts and will need to be able develop their interaction skills with a variety of ages and both peers and adults.</p> <p>CULTURAL: Pupils will be exploring texts that will be of a variety of cultural backgrounds and will need to be able to effectively present them within their live theatre.</p> <p>BRITISH VALUES: Pupils will be looking at a variety of texts which could inter-link or cross over with references to British Values. This will vary from year to year dependant on the texts each year.</p> <p>SOCIAL: Pupils will need to complete both written and practical revision tasks together ensuring they communicate and work together. Pupils will need to verbally discuss their answers with a class as well.</p> <p>CULTURAL: Pupils will be</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager, childrens theatre planner,</p>

<p>Interpretation Skills: Pupils will be exploring the fundamental performance skills that have been learnt from all years and be expected to draw on a variety of skills and use the ones suitable for the extract they are performing and the outcomes they are intending.</p> <p>Assessment skills: Pupils will be completing their assessment under AQA conditions and be recorded.</p> <p>Analysis and evaluations: Pupils will be analysing and evaluating the live theatre play and understanding the context of the play, the characters and their roles within the play and how the characters develop throughout the play. Key scenes will be analysed.</p>	<p>Misinterpretation of the live theatre play; Pupils may initially misinterpret the context of the play and the intended outcomes. This will be addressed through a detailed breakdown of the setting and time period of the play, the individual characters roles and their development throughout the play.</p> <p>Assessment Structure: Pupils may need further support on the layout of the day and how the assessment recording needs to take place - this will be addressed through a mock assessment day and dress rehearsal the day before the final assessments take place.</p>	<p>SOCIAL: Pupils will be exploring and discussing as groups their set texts and will need to be able develop their interaction skills with a variety of ages and both peers and adults.</p> <p>CULTURAL: Pupils will be exploring texts that will be of a variety of cultural backgrounds and will need to be able to effectively present them within their live theatre.</p> <p>BRITISH VALUES: Pupils will be looking at a variety of texts which could inter-link or cross over with references to British Values. This will vary from year to year dependant on the texts each year.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager, childrens theatre planner,</p>
<p>Assessment skills: Pupils will be continually developing their assessment skills as they develop how they answer and structure exam questions.</p> <p>Analysis and evaluations: Pupils will be analysing and evaluating the live theatre play and understanding the context of the play, the characters and their roles within the play and how the characters develop throughout the play. Key scenes will be analysed.</p> <p>Interpretation and analysis skills: Pupils will be developing their knowledge and interpretation of Blood brothers and analysing the characters, scenes, director decisions and the intended outcomes.</p>	<p>Misinterpretation of the live theatre play; Pupils may initially misinterpret the context of the play and the intended outcomes. This will be addressed through a detailed breakdown of the setting and time period of the play, the individual characters roles and their development throughout the play.</p> <p>Written assessment question structures: Pupils may need more intervention and support for the layout and approaches for questions. This will be solved through exam practice and class discussions</p>	<p>SOCIAL: Pupils will need to complete both written and practical revision tasks together ensuring they communicate and work together. Pupils will need to verbally discuss their answers with a class as well.</p> <p>CULTURAL: Pupils will be exploring the contextual links of Blood brothers and the set play they are studying and their links to society at the time.</p>	<p>Actor, play wright, story teller, director, play critique, set designer, lighting technician, music writer, stage manager, childrens theatre planner,</p>

Computing/Literacy/Numeracy Opportunities

Literacy: Reading and understanding terminology, key words and definitions. communication and speaking skills as an individual and as a group.

Literacy: Pupils will develop communication and speaking skills through sharing ideas and discussing. Reading and writing skills will be developed through the reading and understanding of the different stimuli choices. **Computing skills:** Pupils will need to research using the computers as part of their approach to devising. **Numeracy:** Pupils will need to be able to work within set time frames and minuted sections of the lessons ensuring that they are able to experience all forms and approaches to devising within equal amounts of time.

Literacy: Links to work being produced within English, reading, writing and spoken skills developed and focused on.

Computing: Skills developed through use of research into the issues that could occur, how events could be handled and any reference points which could be explored further within a practical manner.

Literacy: Pupils will be expected to complete readings, journals and research into specific lives, life styles and third world countries. Pupils will develop their oral skills through communicating their ideas and findings and discussing how they will be able to present these as a drama piece.

Literacy - reading, writing and speech - developed through discussions, planning phase, developing character profiles and the devising process. Reading and writing of different traditional tales and writing their own new version of them.

Computing/Literacy/Numeracy Opportunities

Literacy: Pupils will be developing their oral skills through discussions, team work and communication of ideas and themes. Pupils will be developing written work through idea planning and reading of the stimulus points. **Computing:** Pupils will be completing their own student lead research into the themes and ideas which will be drawn upon for their devised piece.

Numeracy: Pupils will need to support each other in counting ready for specific elements of the physical theatre. Numberacy will be developed and supported with the cannon and sequencing tasks that are used and need to be dictated by counts. **Literacy:** Pupils spoken literacy and understanding will be developed through communicating to each other and building on their trust.

Literacy - reading, writing and speech - developed through discssions, planning phase, developing character profiles and the devising process. **Numeracy** - Time frames of working to a deadline, targetted timeframes of completing scenes in a specific amount of time.

Literacy: Pupils will develop their comprehension skills through reading of scenarios and facts and information on slavery. Pupils will be developing these skills through reading and interpreting diary entries and life stories of slaves. **Computing:** Pupils will be set research work to further deepen their understanding of slavery and the time period it was set in which will be reflected within their devised piece.

Literacy: Reading and researching into the different deadly sins and their positive and negative impacts on humans. Discussions and articulation of the sins and the way they can be presented within practical tasks. **Computing:** Pupils will need to complete research into the different sins and how they came to be sins.

Numeracy: Pupils will need to develop time management skills to produce their final piece within a specific time frame.

Computing/Literacy/Numeracy Opportunities

Literacy: developments through the reading and learning of lines, understanding the meanings of the text and the writers intentions. Communication skills and discussions. Performance of a scripted piece.
Numeracy;Time management of learning lines and being performance ready.

Literacy: Pupils will be developing their reading and writing skills through writing their reviews. **Computing:** Research and learning development through use of research and presentations.

Literacy: Pupils will gain literacy understanding around the readings and facts of the Holocaust improving their reading, understanding and findings of the Holocaust.
Numeracy: Utilising their counting skills for the inclusions of physical theatre and sequenced devised movement. Time management for devising, rehearsals and research for the piece. **Computing:** Utilising research and creating presentations of findings in order to use within the devising piece. .

Literacy: Pupils will be developing their literacy skills as they read and analyse the play. Pupils will widen their vocabulary range and their understanding of the writer's intentions.

Computing/Literacy/Numeracy Opportunities

Computing: Pupils will need to complete a series of research tasks into their chosen stimulus to find facts and inform which will inform their devising process.

Literacy: Pupils will need to present their work having typed up three specific sections set by AQA as a reflection journal of their devised piece.

Numeracy: Pupils will have to complete written up coursework within a set time frame and ensure a word count is met within that timeframe. Pupils will need to complete a specific amount of work over set deadlines and ensure they are up to exam standard.

Computing: Pupils will need to research and revise through the computer, ensuring they are aware of the characters, contextual links, setting and the plot in detail. Pupils will be expected to complete a series of revision tasks set online developing their computing and research skills. **Literacy:** Pupils will be able to both write and articulate their findings on the characters and context of Blood Brothers. Pupils will develop literacy skills through the practice of exam questions and developing knowledge on the structure of answering them. **Numeracy:** Pupils will develop their numeracy skills as they develop time management skills for the written assessment and how much time they spend writing on each question dependant on its mark value.

Computing: Pupils will need to research and revise through the computer, ensuring they are aware of the characters, contextual links, setting and the plot in detail. Pupils will be expected to complete a series of revision tasks set online developing their computing and research skills. Pupils will also be completing revision work and research into the roles within theatre and finding where they have been effectively used within live examples. **Literacy:** Pupils will be able to both write and articulate their findings on the characters and context of Blood Brothers. Pupils will develop literacy skills through the practice of exam questions and developing knowledge on the structure of answering them. **Numeracy:** Pupils will develop their numeracy skills as they develop time management skills for the written assessment and how much time they spend writing on each question dependant on its mark value.

Literacy: Pupils will need to clear write out their intended intentions for the piece and how they want their practical assessment to come across to the audience. Pupils will develop their understanding of texts and language through reading a variety of differnet genres and styles of scripts. **Computing:** Pupils will need to research into their chosen play and ensure they are fully aware of their character and the role within the play in order for them to effectively deliver the role in the correct manner. **Numeracy:** Pupils will need to work to a specific time frame and ensure their scripted pieces are fitted to the time frame.

Literacy: Pupils will develop written literacy skills through the answering of questions and structuring of answers.

Computing: Pupils will need to complete a series of research tasks into their chosen stimulus to find facts and inform which will inform their devising process.

Literacy: Pupils will need to present their work having typed up three specific sections set by AQA as a reflection journal of their devised piece.

Numeracy: Pupils will have to complete written up coursework within a set time frame and ensure a word count is met with in that timeframe. Pupils will need to complete a specific amount of work over set deadlines and ensure they are up to exam standard.

Computing/Literacy/Numeracy Opportunities

Computing: Pupils will need to complete a series of research tasks into their chosen stimulus to find facts and inform which will inform their devising process.

Literacy: Pupils will need to present their work having typed up three specific sections set by AQA as a reflection journal of their devised piece.

Numeracy: Pupils will have to complete written up coursework within a set time frame and ensure a word count is met with in that timeframe. Pupils will need to complete a specific amount of work over set deadlines and ensure they are up to exam standard.

Literacy: Pupils will need to present their work having typed up three specific sections set by AQA as a reflection journal of their devised piece. **Literacy:** Pupils will develop written literacy skills through the answering of questions and structuring of answers.

Literacy: Pupils will need to clearly write out their intended intentions for the piece and how they want their practical assessment to come across to the audience. Pupils will develop their understanding of texts and language through reading a variety of different genres and styles of scripts. **Computing:** Pupils will need to research into their chosen play and ensure they are fully aware of their character and the role within the play in order for them to effectively deliver the role in the correct manner. **Numeracy:** Pupils will need to work to a specific time frame and ensure their scripted pieces are fitted to the time frame. **Literacy:** Pupils will develop further literacy skills through the breakdown and discussions of answers and key content missed or needing to be developed.

Literacy: Pupils will need to clear write out their intended intentions for the piece and how they want their practical assessment to come across to the audience. Pupils will develop their understanding of texts and language through reading a variety of differnet genres and styles of scripts. **Computing:** Pupils will need to research into their chosen play and ensure they are fully aware of their character and the role within the play in order for them to effectively deliver the role in the correct manner. **Numeracy:** Pupils will need to work to a specific time frame and ensure their scripted pieces are fitted to the time frame.

Computing: Pupils will need to complete a series of research projects into the live theatre play and use this to inform their findings and develop their knowledge for the wirtten assessment.

Computing: revision projects and tasks to be completed on all areas of the writtne paper. **Literacy:** Continual completion of assessment questions and structures for each style and type of question presented in the written paper.