



Curriculum Area:

Drama

Intent

Curriculum Statement:

The Drama Curriculum at Corby Business Academy will instil a passion and understanding of theatre and performance for every student. We aim to stimulate an appreciation of Drama and theatre as an art form and as a skill. In placing skills development at the core of each year, our students will be exposed to not only the technical aspects of theatre and subject specific language but a development of theatre and practitioner knowledge and an understanding of the skills needed to perform and engage an audience.

The curriculum will shape and develop performers and the technical understanding of performance. It will enable students to read situations and work with varied individuals on a multitude of activities, developing their key skills and social understanding. We recognise the importance of nurturing a culture where students work together to problem solve and create, whilst using theory and understanding to guide and inform their decisions. The students will be able to track the theatre and performance history and make informed links to plays, practitioners and script work. We want to inspire confidence in the art of speaking and listening, as well as focusing on the many transferable skills that Drama has to offer their wider curriculum and life as a whole.

Planning and delivery will develop a secure knowledge-base in performance, which follows a clear pathway of progression as they advance through the Academy. We believe that a secure basis in the transferable skills drama can offer is crucial to a high-quality education and will give our students the tools they need to participate fully as a member of society.

Students will also be exposed to aspirational academic and career-based opportunities, both in lessons and the wider curriculum. There is a commitment to ensure the transferable skills that comes with performance can be used for life and in many different career pathways.

Implementation

Year 7 - Content		Assessments		Literacy/Numeracy Focus	CEIAG	Personal Development
		Topics	Assessment type			
Term 1	<ul style="list-style-type: none"> <li>Basic skills and drama introduction</li> </ul>	<ul style="list-style-type: none"> <li>Character</li> <li>Staging</li> <li>Key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Practical assessment</b> to assess understanding of key vocabulary and knowledge</li> </ul>	Key vocabulary introduced (terminology from GCSE spec).  Introducing the idea of making predictions.	<ul style="list-style-type: none"> <li>Negotiation, cooperation, sharing skills and confidence are developed which are invaluable to all aspects of career development</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop confidence</li> <li>Helps to develop small group working</li> <li>Helps to develop basic character and decision making</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Storytelling / Twisted Fairy Tales</li> </ul>	<ul style="list-style-type: none"> <li>Narration</li> <li>The art of telling a story and other cultures</li> <li>Vocal expression and development</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> </ul>	Key vocabulary introduced (terminology from GCSE spec).  Reading of fairy tales.	<ul style="list-style-type: none"> <li>An understanding, respect and appreciation of other cultures is invaluable for all areas of work and learning. Students can use these</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop students' cultural capital</li> <li>Helps to develop an awareness of life in other cultures</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Practical and written assessment</b> to access understanding of knowledge and evaluative skills</li> </ul>	Tension graphs.	skills to help support a career in leadership	<ul style="list-style-type: none"> <li>• Helps to develop students' understanding of the power of vocal expression</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Tragedy in Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabethan England</li> <li>• Shakespeare's life</li> <li>• Shakespeare's plays and genres</li> </ul>	<ul style="list-style-type: none"> <li>• On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li>• <b>Practical and written assessment</b> to access understanding of knowledge</li> </ul>	Key vocabulary introduced (terminology from GCSE spec).  Reading Shakespearean extracts.  Tension graphs and venn diagrams to show common themes in Shakespearean prose vs poetry.	<ul style="list-style-type: none"> <li>• Studying a play can support a career in Art and Design: performers and musicians. More than half the artists in the UK have a degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps to develop students' cultural capital</li> <li>• Helps to develop confidence through performance</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Dreams and nightmares</li> </ul>	<ul style="list-style-type: none"> <li>• Non-naturalistic drama techniques</li> <li>• Social aspects and aspirations</li> <li>• Links to literature and plays</li> </ul>	<ul style="list-style-type: none"> <li>• On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li>• <b>Practical assessment</b> to assess understanding of a tension and scene development</li> </ul>	Key vocabulary introduced (terminology from GCSE spec).  Evaluating and understanding tension.	<ul style="list-style-type: none"> <li>• Studying a play can support a career in Art and Design: performers and musicians. Moran that half the artists in the UK have a degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps to develop students' cultural capital</li> <li>• Helps to develop confidence through performance</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>• Darkwood Manor</li> </ul>	<ul style="list-style-type: none"> <li>• Immersive theatre</li> <li>• TIR and improvisation</li> <li>• Character development and whole group drama</li> </ul>	<ul style="list-style-type: none"> <li>• On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li>• On -going <b>practical-assessment</b> to assess character development and understanding</li> </ul>	Key vocabulary introduced (terminology from GCSE spec).  Movement between different shapes to create different impacts on the audience.	<ul style="list-style-type: none"> <li>• The ability to be spontaneous and improvise, except environment and work collaboratively is a life skill that lends itself to many faculties; artistic, scientific, physical, cognitive, academic etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps to develop students' knowledge of immersive theatre</li> <li>• Helps students to develop an improvisation and group working skills</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>• Children in Theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Children's role within society and theatre</li> </ul>	<ul style="list-style-type: none"> <li>• On-going in class <b>formative assessment</b> to</li> </ul>	Key vocabulary introduced	<ul style="list-style-type: none"> <li>• Analytical skills are invaluable for all areas of work and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps to develop students' empathy; exploring other cultures and lifestyles</li> </ul>



		<ul style="list-style-type: none"> <li>• Judgements and Prejudice</li> <li>• Characteristics and journeys</li> </ul>	<p>check key knowledge is understood.</p> <ul style="list-style-type: none"> <li>• <b>written assessment</b> to evaluate a piece of live theatre and to check knowledge and understanding of the whole year</li> </ul>	<p>(terminology from GCSE spec).</p> <p>Reading plays.</p> <p>Predicting results and the outcomes for characters.</p>	<p>Students can use these skills to help support a career in Law.</p>	
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Year 8 - Content		Assessments		Literacy/Numeracy Focus	CEIAG	Personal Development
		Topics	Assessment type			
Term 1	<ul style="list-style-type: none"> <li>Social Drama</li> </ul>	<ul style="list-style-type: none"> <li>Social drama genre</li> <li>Links to current climate</li> <li>Character vices</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Practical assessment</b> to assess knowledge of skills and decision making</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading plays.</p> <p>Predicting results and the outcomes for characters.</p>	<ul style="list-style-type: none"> <li>Analytical and social skills are invaluable for all areas of work and learning. Students can use these skills to help support a career in Education and Law.</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop students' cultural capital</li> <li>Helps to develop social understanding and personal development</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Gothic Horror</li> </ul>	<ul style="list-style-type: none"> <li>Non-naturalistic drama techniques are developed</li> <li>Gothic Genre in theatre</li> <li>Developing tension and audience impact</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Practical assessment</b> to assess understanding of the techniques and theatrical skill.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading extracts from plays.</p> <p>Using predictions to determine the end of the novels.</p>	<ul style="list-style-type: none"> <li>Using a creative process to solve problems can be directly applicable to virtually any job</li> <li>Media and Marketing links to the theatricality of this unit</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop students' theatrical awareness</li> <li>Helps to develop an awareness of audience and creation for impact</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Commedia Del'Arte</li> </ul>	<ul style="list-style-type: none"> <li>Stock Characters</li> <li>Theatre History/melodrama</li> <li>Performance physicality</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Practical assessment</b> to assess understanding of the techniques and theatrical skill.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Looking at factual information and determining outcomes.</p>	<ul style="list-style-type: none"> <li>Media and Marketing links to the theatricality of this unit</li> <li>Script writing and advertising - there are almost 200,000 people working in Advertising and Marketing in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop imagination and subject specific vocabulary</li> <li>Helps to develop understanding of stock characters and their place in the world, as a bigger picture</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>War Horse and Puppetry</li> </ul>	<ul style="list-style-type: none"> <li>Staging and stage effects</li> <li>Reality of War</li> <li>puppetry</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Practical and written assessment</b> to</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading extracts from plays.</p>	<ul style="list-style-type: none"> <li>Studying a play can support a career in Art and Design: performers and musicians. More than half the artists in the UK have a degree.</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop students' cultural capital</li> <li>Helps to develop confidence through performance</li> <li>Helps to develop knowledge of theatrical devices</li> </ul>



			access understanding of knowledge	Analysing and discussing information produced by the puppet company.		
Term 5	<ul style="list-style-type: none"> <li>Room 101</li> </ul>	<ul style="list-style-type: none"> <li>Stereotypes</li> <li>Developing performance skills</li> <li>Use of staging</li> <li>Characterisation</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Practical assessment</b> to assess understanding of the techniques and theatrical skill.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Analysing tension.</p>	<ul style="list-style-type: none"> <li>Studying a play can support a career in Art and Design: performers and musicians. More than half the artists in the UK have a degree</li> </ul>	<ul style="list-style-type: none"> <li>Helps students to develop characterisation and storytelling</li> <li>Helps students to develop vocal expression</li> <li>Helps students to develop physicality and performance skill</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>Prose – Focus on Literature</li> </ul>	<ul style="list-style-type: none"> <li>Friendship/Loyalty</li> <li>Social Status</li> <li>Inequality</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>written assessment</b> to evaluate a piece of live theatre and to check knowledge and understanding of the whole year</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Focus on English Literature.</p> <p>Tension analysis / evaluation.</p>	<ul style="list-style-type: none"> <li>Analytical skills are invaluable for all areas of work and learning. Students can use these skills to help support a career in Education and Law.</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop students' cultural capital</li> <li>Helps to develop an awareness of Literature and links with performance</li> </ul>



Year 9 - Content		Assessments		Literacy/Numeracy Focus	CEIAG	Personal Development
		Topics	Assessment type			
Term 1	<ul style="list-style-type: none"> <li>Practitioner Workshopping + Stanislavski - Naturalism</li> </ul>	<ul style="list-style-type: none"> <li>Practitioner's style and genre</li> <li>Social impacts</li> <li>Naturalist performances</li> <li>Stanislavski</li> <li>Katie Mitchell</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Practical assessment</b> to assess understanding of the techniques and theatrical skill.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Researching and applying information to practical work.</p>	<ul style="list-style-type: none"> <li>Analytical and social skills are invaluable for all areas of work and learning. Students can use these skills to help support a career in Education and Law.</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop imagination and using different theatre-based vocabulary</li> <li>Helps to develop social awareness, impact and personal development</li> <li>Helps students to develop knowledge in preparation for GCSE</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Physical Theatre</li> </ul>	<ul style="list-style-type: none"> <li>Physical theatre</li> <li>Movement as expression</li> <li>Frantic Assembly/DV8/Gecko</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Practical assessment</b> to assess understanding of the techniques and theatrical skill.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Researching and applying information to practical work.</p>	<ul style="list-style-type: none"> <li>Use of Drama/Dance therapy in a wide variety of settings: hospitals, schools, mental health centres, prisons, businesses etc,</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop students' cultural capital</li> <li>Helps to develop an awareness non-verbal communication and symbolism</li> <li>Helps students to develop knowledge in preparation for GCSE</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Verbatim</li> </ul>	<ul style="list-style-type: none"> <li>Verbatim</li> <li>Social impacts</li> <li>TIE</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Practical assessment</b> to assess understanding of the techniques and theatrical skill.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Researching and applying information to practical work.</p>	<ul style="list-style-type: none"> <li>Analytical and social skills are invaluable for all areas of work and learning. Students can use these skills to help support a career in Education and Law.</li> </ul>	<ul style="list-style-type: none"> <li>Helps to develop imagination and using verbatim vocabulary</li> <li>Helps to develop social awareness, impact and personal development</li> <li>Helps students to develop knowledge in preparation for GCSE</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Godber - Characterisation</li> </ul>	<ul style="list-style-type: none"> <li>Characters</li> <li>Performance techniques – vocal and physical/Exaggeration</li> <li>Godber and other playwrights</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p>	<ul style="list-style-type: none"> <li>Studying a play can support a career in Art and Design: performers and musicians. More than half the artists in the UK have a degree</li> </ul>	<ul style="list-style-type: none"> <li>Helps students to develop characterisation and storytelling</li> <li>Helps students to develop vocal expression</li> </ul>



			<ul style="list-style-type: none"> <li>• <b>Practical assessment</b> to assess understanding of the techniques and theatrical skill</li> </ul>	<p>Researching and applying information to practical work.</p>		<ul style="list-style-type: none"> <li>• Helps students to develop physicality and performance skill in preparation for GCSE</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>• Scripted – Social Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Social drama</li> <li>• Gangs</li> <li>• Staging</li> </ul>	<ul style="list-style-type: none"> <li>• On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li>• <b>Practical and written assessment</b> to access understanding of knowledge</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading of plays.</p> <p>Predicting results and the outcomes for characters.</p>	<ul style="list-style-type: none"> <li>• Studying a play can support a career in Art and Design: performers and musicians. More than half the artists in the UK have a degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps to develop students' cultural capital</li> <li>• Helps to develop understanding of staging decisions and aspects of performance from the different theatrical job roles</li> <li>• Helps students to develop knowledge in preparation for GCSE</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>• Devised Project and Live Theatre Review</li> </ul>	<ul style="list-style-type: none"> <li>• Devising as a skill</li> <li>• Practitioners</li> <li>• Staging</li> </ul>	<ul style="list-style-type: none"> <li>• On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li>• <b>Practical and written assessment</b> to evaluate a piece of live theatre and to check knowledge and understanding of the whole year</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading and writing evaluative statements.</p> <p>Evaluating data to produce non-fiction style evaluations.</p>	<ul style="list-style-type: none"> <li>• Negotiation, cooperation, sharing skills and confidence are developed, which are invaluable to all aspects of career development and employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps to develop students' negotiation and group working skills</li> <li>• Helps to develop understanding of theatre as a whole</li> <li>• Helps students to develop knowledge in preparation for GCSE</li> </ul>



Year 10 – Content Based on the Eduqas Exam board		Assessments		Literacy/Numeracy Focus	CEIAG	Personal Development
		Topics	Assessment type			
Term 1	<ul style="list-style-type: none"> <li>Component 1 – Devising Theatre</li> <li>Introduction to GCSE Drama</li> <li>Shaping the group and building a ‘company’ environment</li> <li>Developing practitioner and genre knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Team and personal confidence building and cooperation skills</li> <li>Drama terminology and conventions/skills/techniques</li> <li>Building practitioner knowledge</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Written assessment</b> to check knowledge is understood</li> <li><b>Practical assessment</b> to assess understanding of the techniques and theatrical skill</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading examples of log books and creating own.</p> <p>Tension analysis.</p>	<ul style="list-style-type: none"> <li>Negotiation, cooperation, sharing skills and confidence are developed, which are invaluable to all aspects of career development and employment.</li> <li>Using industry terminology through production work.</li> <li>Experience as multiple roles in the Drama industry - performer/production.</li> </ul>	<ul style="list-style-type: none"> <li>Developing confidence through group work and performance.</li> <li>Promoting decision making skills through individual and group work</li> <li>Developing subject specific knowledge to practitioner and industry work</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Component 1 – Devising Theatre</li> <li>Introduction to GCSE Drama</li> <li>Shaping the group and building a ‘company’ environment</li> <li>Developing practitioner and genre knowledge</li> <li>Mock Assessment – mini-project</li> </ul>	<ul style="list-style-type: none"> <li>Team and personal confidence building and cooperation skills</li> <li>Drama terminology and conventions/skills/techniques</li> <li>Building practitioner knowledge</li> <li>Development of written assessment</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Written assessment</b> to check knowledge is understood</li> <li><b>Practical assessment</b> to assess understanding of the techniques and theatrical skill</li> <li><b>End of term/mock component assessment</b></li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading examples of log books and creating own.</p> <p>Tension analysis.</p>	<ul style="list-style-type: none"> <li>Negotiation, cooperation, sharing skills and confidence are developed, which are invaluable to all aspects of career development and employment.</li> <li>Using industry terminology through production work.</li> <li>Experience as multiple roles in the Drama industry - performer/production.</li> </ul>	<ul style="list-style-type: none"> <li>Developing confidence through group work and performance.</li> <li>Promoting decision making skills through individual and group work</li> <li>Developing subject specific knowledge to practitioner and industry work</li> <li>Developing of understanding of expected work/outcomes for the real Component 1.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Preparation for Component 3 – Interpreting theatre - Written paper</li> <li>Practical exploration of scripted piece.</li> <li>Evaluating and assessing live-theatre performance.</li> <li>Understanding context and interpreting meaning from performance.</li> </ul>	<ul style="list-style-type: none"> <li>Set text</li> <li>Drama terminology and skills/techniques.</li> <li>Understanding context</li> <li>How to evaluate performance.</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Written assessment</b> to</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading examples of log books and creating own.</p>	<ul style="list-style-type: none"> <li>Analytical skills are invaluable for all areas of work and learning. Students can use these skills to help support a career in Education and Law.</li> </ul>	<ul style="list-style-type: none"> <li>Developing confidence through group work and performance.</li> <li>Promoting decision making skills through individual and group work.</li> <li>Developing analytical skills.</li> </ul>



	Possibility of extension of last term – to solidify the written sections		<p>check knowledge is understood</p> <ul style="list-style-type: none"> <li>• <b>Practical assessment</b> to assess understanding of the techniques and theatrical skill</li> </ul>	Evaluating data to produce non-fiction style evaluations.		<ul style="list-style-type: none"> <li>• Developing understanding of text for GCSE written paper</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Preparation for Component 3 – Interpreting theatre – Written paper</li> <li>• Practical exploration of scripted piece.</li> <li>• Evaluating and assessing live-theatre performance.</li> <li>• Understanding context and interpreting meaning from performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Set text</li> <li>• Drama terminology and skills/techniques.</li> <li>• Understanding context</li> <li>• How to evaluate performance.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li>• <b>Written assessment</b> to check knowledge is understood</li> <li>• <b>Practical assessment</b> to assess understanding of the techniques and theatrical skill</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading examples of log books and creating own.</p> <p>Evaluating data to produce non-fiction style evaluations.</p>	<ul style="list-style-type: none"> <li>• Analytical skills are invaluable for all areas of work and learning. Students can use these skills to help support a career in Education and Law.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing confidence through group work and performance.</li> <li>• Promoting decision making skills through individual and group work.</li> <li>• Developing analytical skills.</li> <li>• Developing understanding of text for GCSE written paper</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>• Component 1 – Devising Theatre</li> <li>• Introduction to GCSE Drama</li> <li>• Shaping the group and building a ‘company’ environment</li> <li>• Developing practitioner and genre knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Team and personal confidence building and cooperation skills</li> <li>• Drama terminology and conventions/skills/techniques</li> <li>• Building practitioner knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li>• <b>Written assessment</b> to check knowledge is understood</li> <li>• <b>Practical assessment</b> to assess understanding of the techniques and theatrical skill</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading examples of log books and creating own.</p> <p>Tension analysis.</p>	<ul style="list-style-type: none"> <li>• Negotiation, cooperation, sharing skills and confidence are developed, which are invaluable to all aspects of career development and employment.</li> <li>• Using industry terminology through production work.</li> <li>• Experience as multiple roles in the Drama industry - performer/production.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing confidence through group work and performance.</li> <li>• Promoting decision making skills through individual and group work</li> <li>• Developing subject specific knowledge to practitioner and industry work</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>• Component 1 – Devising Theatre</li> <li>• Introduction to GCSE Drama</li> <li>• Shaping the group and building a ‘company’ environment</li> <li>• Developing practitioner and genre knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Team and personal confidence building and cooperation skills</li> <li>• Drama terminology and conventions/skills/techniques</li> <li>• Building practitioner knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p>	<ul style="list-style-type: none"> <li>• Negotiation, cooperation, sharing skills and confidence are developed, which are invaluable to all aspects of career development and employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing confidence through group work and performance.</li> <li>• Promoting decision making skills through individual and group work</li> </ul>



	EXAMINATION TERM		<ul style="list-style-type: none"> <li>• <b>Written assessment</b> to check knowledge is understood</li> <li>• <b>Practical assessment</b> to assess understanding of the techniques and theatrical skill</li> </ul>	<p>Reading examples of log books and creating own.</p> <p>Tension analysis and mark scheme data discussion.</p>	<ul style="list-style-type: none"> <li>• Using industry terminology through production work.</li> <li>• Experience as multiple roles in the Drama industry - performer/production.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Developing subject specific knowledge to practitioner and industry work</li> </ul>
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Year 11 - Content		Assessments		Literacy/Numeracy Focus	CEIAG	Personal Development
		Topics	Assessment type			
Term 1	<ul style="list-style-type: none"> <li>Component 2 'Performing from a Text'.</li> <li>Demonstrating a wide range of voice and movement skills.</li> <li>Personal interpretation of context and artistic intention.</li> </ul>	<ul style="list-style-type: none"> <li>Developing voice and movement skills through rehearsal.</li> <li>Practical demonstration of artistic intention.</li> <li>Practical demonstration of play's context.</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class formative assessment using practical performance and peer feedback to engagement with the mark scheme.</li> <li>Bi-weekly group-based mock performances with self and peer evaluation supported by teacher feedback.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading examples of log books and creating own.</p> <p>Reading a play.</p> <p>Tension analysis and mark scheme data discussion.</p>	<ul style="list-style-type: none"> <li>Practical experience with an industry play.</li> <li>Using industry terminology through production work.</li> <li>Experience as multiple roles in the Drama industry -performer/production.</li> </ul>	<ul style="list-style-type: none"> <li>Developing confidence through group work and performance.</li> <li>Promoting decision making skills through individual and group work.</li> <li>Developing teamwork and group performance.</li> <li>Developing independent work and time management.</li> </ul>
	<ul style="list-style-type: none"> <li>Component 2 'Performing from a Text'.</li> <li>Demonstrating a wide range of voice and movement skills.</li> <li>Personal interpretation of context and artistic intention.</li> </ul>	<ul style="list-style-type: none"> <li>Developing voice and movement skills through rehearsal.</li> <li>Practical demonstration of artistic intention.</li> <li>Practical demonstration of play's context.</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class formative assessment using practical performance and peer feedback to engagement with the mark scheme.</li> <li>Bi-weekly group-based mock performances with self and peer evaluation supported by teacher feedback.</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading examples of log books and creating own.</p> <p>Reading a play.</p> <p>Tension analysis and mark scheme data discussion.</p>	<ul style="list-style-type: none"> <li>Practical experience with an industry play.</li> <li>Using industry terminology through production work.</li> <li>Experience as multiple roles in the Drama industry -performer/production.</li> </ul>	<ul style="list-style-type: none"> <li>Developing confidence through group work and performance.</li> <li>Promoting decision making skills through individual and group work.</li> <li>Developing teamwork and group performance.</li> <li>Developing independent work and time management.</li> </ul>
	<ul style="list-style-type: none"> <li>Component 2 'Performing from a Text'.</li> <li>Demonstrating a wide range of voice and movement skills.</li> <li>Personal interpretation of context and artistic intention.</li> </ul> <p><b>EXAMINATION TERM</b></p>	<ul style="list-style-type: none"> <li>Developing voice and movement skills through rehearsal.</li> <li>Practical demonstration of artistic intention.</li> <li>Practical demonstration of play's context.</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class formative assessment using practical performance and peer feedback to engagement with the mark scheme.</li> <li>Bi-weekly group-based mock performances with</li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading of log book examples and creating own.</p> <p>Reading a play and applying mark scheme wording to portfolio.</p>	<ul style="list-style-type: none"> <li>Practical experience with an industry play.</li> <li>Using industry terminology through production work.</li> <li>Experience as multiple roles in the Drama industry -performer/production.</li> </ul>	<ul style="list-style-type: none"> <li>Developing confidence through group work and performance.</li> <li>Promoting decision making skills through individual and group work.</li> <li>Developing teamwork and group performance.</li> <li>Developing independent work and time management.</li> </ul>

			self and peer evaluation supported by teacher feedback.	Tension analysis and mark scheme data discussion.		
Term 4	<ul style="list-style-type: none"> <li>Component 3 - "Interpreting theatre – written paper"</li> <li>Understanding characteristics of performance text and dramatic work.</li> <li>Understanding social, cultural and historical contexts</li> <li>Developing drama and theatre terminology and how to use it appropriately for the Drama exam.</li> <li>Live theatre review</li> </ul>	<ul style="list-style-type: none"> <li>Set text</li> <li>Drama terminology and skills/techniques.</li> <li>Understanding context</li> <li>How to evaluate performance.</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Written assessment</b> to check knowledge is understood</li> <li><b>Exam Practice</b></li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading of log book examples and creating own.</p> <p>Extended writing for exam.</p> <p>Evaluating data to produce non-fiction style evaluations.</p>	<ul style="list-style-type: none"> <li>Analytical skills are invaluable for all areas of work and learning. Students can use these skills to help support a career in Education and Law. Practical experience with an industry play.</li> <li>Using industry terminology through production work.</li> <li>Experience as multiple roles in the Drama industry -performer/production.</li> </ul>	<ul style="list-style-type: none"> <li>Promoting decision making skills through individual and group work.</li> <li>Developing teamwork and group performance.</li> <li>Encouragement of independent work and management.</li> <li>Developing analytical skills</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>Revision for Component 3 - "Interpreting theatre – written paper"</li> <li>Understanding characteristics of performance text and dramatic work.</li> <li>Understanding social, cultural and historical contexts</li> <li>Developing drama and theatre terminology and how to use it appropriately for the Drama exam.</li> <li>Live theatre review</li> </ul> <p><b>EXAMINATION TERM – WRITTEN PAPER</b></p>	<ul style="list-style-type: none"> <li>Set text</li> <li>Drama terminology and skills/techniques.</li> <li>Understanding context</li> <li>How to evaluate performance.</li> </ul>	<ul style="list-style-type: none"> <li>On-going in class <b>formative assessment</b> to check key knowledge is understood.</li> <li><b>Written assessment</b> to check knowledge is understood</li> <li><b>Exam Practice</b></li> <li><b>Final written exam</b></li> </ul>	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Reading of log book examples and creating own.</p> <p>Extended writing for exam.</p> <p>Evaluating data to produce non-fiction style evaluations.</p>	<ul style="list-style-type: none"> <li>Practical experience with an industry play.</li> <li>Using industry terminology through production work.</li> <li>Experience as multiple roles in the Drama industry -performer/production.</li> <li>Analytical skills are invaluable for all areas of work and learning. Students can use these skills to help support a career in Education and Law.</li> </ul>	<ul style="list-style-type: none"> <li>Promoting decision making skills through individual and group work.</li> <li>Developing teamwork and group performance.</li> <li>Encouragement of independent work and management.</li> <li>Developing analytical skills</li> </ul>
Term 6						