



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The 5Cs of Drama, Introduction to performance	DEVSING 4 O'Clock Friday- Developing a play for Anti-Bullying month	SCRIPT: Blood Brothers by Willy Russell	SCRIPT Blood Brothers	Technical Theatre Skills	Live Theatre Review Peter Pan National Theatre
Content	<p>LEARNING THROUGH ACTING WORKSHOPS: COMMITMENT CONCENTRATION CREATIVITY COOPERATION COMMUNICATION</p> <p>VOCAL PHYSICAL SKILLS</p> <p>OUTCOME: Introductory booklet, repertoire of warm-ups. Using vocal and physical skills to present a group piece. Stimulus material is 'Callum' by Matt Goodfellow</p>	<p>LEARNING THROUGH INTERPRETIVE TECHNIQUES</p> <p>FREEZE FRAME ROLE PLAY NARRATION MIME TEACHER IN ROLE ROLE ON THE WALL</p> <p>OUTCOME: Anti-bullying performance and written self-evaluation</p>	<p>Exploration of plot, themes and character. Students will learn the 'table work' of an actor in preparation for their prepared performance in Spring 2</p>	<p>WHAT: SCRIPTED PERFORMANCE HOW: Characterisation skills, vocal and physical skills WHY: LEARN HOW TO EFFECTIVELY PERFORM A SCRIPT OUTCOME: Performance of scripted scene</p>	<p>Students will practically explore the 4 main elements of Theatre Design including</p> <p>SET/PROPS LIGHTING SOUND COSTUME</p> <p>COSTUME DESIGN SKETCHES DIARAMAS CREATING LIGHTING STATES APPLYING SOUND DESIGN</p>	<p>WHAT: WRITTEN ANALYSIS AND EVALUATION HOW: EXAM STYLE QUESTIONS WHY: TO DEVELOP ANALYSIS AND EVALUATION SKILLS</p>
	Students arrive with limited experience of practical drama, so the first term is designed to 'skill up' the students with the drama techniques required	Response to text, poetry analysis, freeze frame, role play, narration, analysis/Evaluation	Social/ historical context, role play, action-narration, script work, theatre design,	This performance links to the previous skills learned such as understanding	This prepares students for the design elements of drama required for further study whilst building knowledge	Students will be able to apply their knowledge of performance skills and theatre design to create a written



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Topic	Theatre Toolkit	NEA Component 1: Devising	NEA Component 1: Devising	NEA Component 1 Devised performance	Component 3: DNA by Dennis Kelly	Component 3: DNA by Dennis Kelly
Content	<p>Vocal/physical and interpretive workshops</p> <p>Practitioner workshops: Brecht, Stanislavski, Frantic Assembly</p> <p>Technical Theatre Workshops LIGHTING COSTUME SOUND SET/STAGING/PROPS</p>	<p>Using a selection of stimuli students work in groups to create original drama pieces.</p> <p>Students will learn to log and reflect on their process in preparation for their written portfolios</p>	<p>Students continue to develop and rehearse their devised pieces using feedback to make progress</p>	<p>Students perform and film their final pieces and complete draft one of their 2000 words essay</p>	<p>Students learn the requirements for section A of their written examination through practical exploration of their set text. Students will be able to write as a performer, director and designer.</p>	<p>Students will be able to answer 4,6, 9, 12,,14 mark question for their written end of year mock.</p> <p>Introduction to Live Theatre evaluation: Students will learn to analyse and evaluate a live theatre performance in preparation for their Autumn Theatre visit</p>
Rationale/ Linking	<p>Students are fine tuning the foundation skills learned in year 9 and that will be required at a more independent level in year 10. Students will be able to lead their own warm-ups and apply the working methodologies of the theatre practitioners studied.</p>	<p>This links to the interpretive skills learned in year 9 such as role play, freeze frame, narration</p>	<p>Students will apply practical skills developed in term one and two practiced independently in the creation of exam pieces</p>	<p>NEA Final presentation of prepared, devised piece</p>	<p>Students prepare to be able to answer Section A exam questions on the set text. This is an introduction to the text and will be revisited in November before the year 11 Mocks</p>	<p>Students prepare to be able to answer Section A exam questions on the set text. This is an introduction to the text and will be revisited in November before the year 11 Mocks</p>
	<p>Formative assessment of workshops Spring 2: Formal assessment of GCSE Devised performance</p>			Learning	DNA scripts, technical	



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Topic	Live theatre Evaluation/Introduction to text in performance	Component 2 . Text in Performance	Component 2: Text in Performance LIVE EXAMINATION	DNA by Dennis Kelly revisited Live Theatre practice Qs	Revision	GCSE Examination
Content	Students will continue to learn how to analyse and evaluate live theatre for section B of the written exam Students learn how to make live theatre notes, in order to take notes on visit Submission of draft 2 of portfolio	Selection of 2x Extracts from the same play pre: year 2000 Research Rehearsal	2x Extracts from the same play Rehearsal and refinement	Revision of DNA by Dennis Kelly and Live theatre review	Revision of DNA by Dennis Kelly and Live theatre review	
Rationale/ Linking	Students practice the analysis and evaluation required for taking live theatre notes on their theatre visit. This is for section B of the written exam.	Students will learn how to rehearse and perform their pieces for their practical examination	Students will learn how to rehearse and perform their pieces for their practical examination	Exam prep	Exam prep	
Assessment	C2: Mocks week before live exam Live examination window between January and March 31st C3: November Mocks			Learning Resources	C2 Costume, lighting, set, props, rehearsal space. C3: DNA texts practice papers	