

Week 1 Autumn 1= two staff training days

	Autumn 1								Autumn 2							Spring 1						Spring 2						Summer 1					Summer 2							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
11	Understanding Drama: Component 1 external exam prep Students to learn: Section A requirements: <ul style="list-style-type: none"> ➤ Theatre terminology and roles ➤ Stage types ➤ Stage positions Section B requirements: <ul style="list-style-type: none"> ➤ Writing acting skills ➤ Writing setting, props, costume ➤ The set text 'Noughts and Crosses' Section C requirements: <ul style="list-style-type: none"> ➤ Theatre review ➤ Watch DT+ and NT collection pieces – prep an answer for the written paper Live theatre visit or visit to school from Theatre Centre company for live performance. Production and cost TBC															Texts in Practice: Component 3 external exam <ul style="list-style-type: none"> ➤ Visiting examiner from AQA to examine performances ➤ Students to select two extracts from one play in groups of 1-6 ➤ Students must select extracts that contrast 'Blood Brothers', are challenging and showcase their acting ability. ➤ Technical candidates to choose their specialism and be assigned to a group. Students expected to run their projects and commit to extra rehearsal time after school.												Understanding Drama: Component 1 external exam Students to complete sample papers in preparation for their written exam												
FORMATIVE ASSESSMENT	Assessment prior to October half term: Sharing scenes from 'Noughts and Crosses', completing sample questions from the paper															Assessment prior to February half term: Exam work progress, peer and teacher feedback												Sample papers/final exam												
SUMMATIVE ASSESSMENT	Assessment prior to end of Autumn term: PPE mock exam – written paper															Assessment prior to end of Spring term: Final exam work: performance of extracts to the visiting examiner Complete 'Statement of Dramatic intentions' for the examiner												Final exam												
10	Understanding Drama (LINK: Component 1 AO3, AO4) SET TEXT: Noughts and Crosses Students to explore the set text 'Noughts and Crosses by Malorie Blackman and Dominic Cooke. The focus this half term will be Act 2. Pupils also to develop an understanding of Section A and Section C of the written paper in preparation for the C1 exam. <ul style="list-style-type: none"> • Stage scenes from the play • Develop knowledge of the historical and social context of the play • Develop detailed character understanding • Create set, lighting and sound designs for the play • Sample questions • Writing acting skills – speak to write 															Devise Drama COMPONENT 2 EXAM Students to complete the exam requirements for Component 2: <ol style="list-style-type: none"> 1) Respond to stimuli (several to be presented over a number of workshop sessions) 2) Explore, rehearse and perform a devised drama performance 3) Complete a written log: <ol style="list-style-type: none"> a) Response to stimulus b) Development and collaboration Analysis and evaluation												COMPLETE C2 EXAM AND LOG BOOK Total = 80 marks 20 marks – practical performance exam 60 marks – written log book broken down into 3 separate sections 40% of total GCSE in Drama												
FORMATIVE ASSESSMENT	Assessment prior to October half term: Both written and practical exploration of the play through discussion and feedback. Sample papers.															Assessment prior to February half term: Filmed rehearsal Ongoing written log												Assessment prior to May half term: Completion of performance exam element												
SUMMATIVE ASSESSMENT	Assessment prior to end of Autumn Term: Scripted performance presented using key scenes from the play. Mock exam paper.															Assessment prior to end of Spring term: Rehearsal of work with constant feedback, extra rehearsal sessions, ongoing written log book.												Assessment prior to end of Summer term: Completion of log books												



				Written paper with AQA sample questions looking at review of live theatre
9	<p>Theatre Centre: 'Listen to your Parents' LINK: Component 3 AO1, AO2, AO3, AO4 Students to explore the practitioner Konstantin Stanislavski and his acting method through a series of workshops. This will develop acting skills and lead to performance work on the play 'Listen to your parents'</p>	<p>Responding to Stimulus: 'The Beauty Manifesto' LINK: Component 2 AO1, AO2, AO3, AO4 Students to explore a series of stimuli linked to and then the play 'The Beauty Manifesto'.</p>	<p>Understanding Drama (LINK: Component 1 AO3, AO4) SET TEXT: Noughts and Crosses Students to explore the set text 'Noughts and Crosses by Malorie Blackman and Dominic Cooke. The focus this term will be Act 1. Pupils also to develop an understanding of Section A and Section C of the written paper in preparation for the C1 exam.</p> <ul style="list-style-type: none"> • Stage scenes from the play • Develop knowledge of the historical and social context of the play • Develop detailed character understanding • Create set, lighting and sound designs for the play • Sample questions • Writing acting skills – speak to write 	<p>Responding to live performance: One Man, Two Guvnors LINK: Component 1 AO3 & AO4 Students to explore several different performance styles and evaluate success of acting skills.</p>
FORMATIVE ASSESSMENT	Written evaluations and practical understanding through workshop exercises.	Written log every two weeks exploring what students have developed in rehearsals. Feedback on rehearsals	Assessment prior to May half term: Developed understanding of a play text through performance of selected scenes and written understanding	Written evaluations
SUMMATIVE ASSESSMENT	Written evaluations completed and practical work created using key ideas learnt over half term	Final performance marked under the C2 criteria Written evaluation of the work	Assessment prior to end of Summer term 1: Written paper – section B sample questions Possible performance of selected scenes to demonstrate understanding Student encouraged to consider technical elements as per requirements of question paper.	Written paper – section C sample question
8	<p>'DNA' by Dennis Kelly Students read sections of play, Written assessment based on Section B of GCSE Paper, Exploration of characters, scenarios and concepts of social drama, Scene/s selected for performance. Must learn and stage using set, lighting and sound, Performance of chosen extracts showing consideration for both performance and production elements.</p>	<p>Physical Theatre (Frantic Assembly) – The Curious Incident of the Dog in the Night time Students to explore basic principles of Frantic Assembly applying physical theatre to text (Curious Incident extract) with consideration for production values as well.</p>	<p>Socially Distant (A Big Brum T.I.E project) Students use a variety of in role activity to explore the Covid-19 pandemic inspired by the Big Brum TIE project 'Socially Distant'. Work will be influenced by the practitioner Bertolt Brecht.</p>	<p>Reviewing Professional Performance PRODUCTION TO BE CONFIRMED BY LTO BY END OF JULY 2021</p>
7	<p>Introduction to Drama Pupils explore all basic terminology in Drama, including use of the Drama mediums</p>	<p>Production Values Production elements: stage design, set design, lighting, costume, make up, props etc</p>	<p>Theatre Origins: Greek Theatre Mask, Greek chorus, Exaggeration, Explore the story of 'Theseus and the Minotaur', Recorded performance, Written evaluation.</p>	<p>Reviewing Professional Performance PRODUCTION TO BE CONFIRMED BY LTO BY END OF JULY 2021</p>
				<p>'FACE' by Benjamin Zephaniah Study of text, Exploration of character and scenarios on and off text, Key terms, learning lines, performance in front of audience, production values and design, written reflections</p>

Opening Minds & Opening Doors