

	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
<b>11</b>	<b>Understanding Drama: Component 1 external exam prep</b> Students to learn: Section A requirements: <ul style="list-style-type: none"> <li>➤ Theatre terminology and roles</li> <li>➤ Stage types</li> <li>➤ Stage positions</li> </ul> Section B requirements: <ul style="list-style-type: none"> <li>➤ Writing acting skills</li> <li>➤ Writing setting, props, costume</li> <li>➤ The set text 'Noughts and Crosses'</li> </ul> Section C requirements: <ul style="list-style-type: none"> <li>➤ Theatre review</li> <li>➤ Watch DT+ and NT collection pieces – prep an answer for the written paper</li> <li>➤ <b>Live theatre visit or visit to school from Theatre Centre company for live performance. Production and cost TBC</b></li> </ul>															<b>Texts in Practice: Component 3 external exam</b> <ul style="list-style-type: none"> <li>➤ Visiting examiner from AQA to examine performances</li> <li>➤ Students to select two extracts from one play in groups of 1-6</li> <li>➤ Students must select extracts that contrast 'Blood Brothers', are challenging and showcase their acting ability.</li> <li>➤ Technical candidates to choose their specialism and be assigned to a group.</li> <li>➤ Students expected to run their projects and commit to extra rehearsal time after school.</li> </ul>												<b>Understanding Drama: Component 1 external exam</b>  Students to complete sample papers in preparation for their written exam											
<b>Formative Assessment</b>	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											
<b>Summative Assessment</b>	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											
<b>10</b>	<b>Understanding Drama (LINK: Component 1 AO3, AO4)</b> <b>SET TEXT: Noughts and Crosses</b> Students to explore the set text 'Noughts and Crosses by Malorie Blackman and Dominic Cooke. 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"> <li>• Stage scenes from the play</li> <li>• Develop knowledge of the historical and social context of the play</li> <li>• Develop detailed character understanding</li> <li>• Create set, lighting and sound designs for the play</li> <li>• Sample questions</li> <li>• Writing acting skills – speak to write</li> </ul>															<b>Devise Drama COMPONENT 2 EXAM</b> Students to complete the exam requirements for Component 2: <ol style="list-style-type: none"> <li>1) Respond to stimuli (several to be presented over a number of workshop sessions)</li> <li>2) Explore, rehearse and perform a devised drama performance</li> <li>3) Complete a written log:               <ol style="list-style-type: none"> <li>a) Response to stimulus</li> <li>b) Development and collaboration</li> <li>c) Analysis and evaluation</li> </ol> </li> </ol>												<b>COMPLETE C2 EXAM AND LOG BOOK</b> <b>Total = 80 marks</b> <b>20 marks</b> – practical performance exam <b>60 marks</b> – written log book broken down into 3 separate sections  <b>40% of total GCSE in Drama</b>											
<b>Formative Assessment</b>	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											
<b>Summative Assessment</b>	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	<b>The Last Hurdle</b> <b>LINK: Component 2 AO1, AO2</b> Students to explore the practitioner Stanislavski and his acting method through a series of workshops. This will develop acting skills and lead to performance work on the short play 'The Last Hurdle'	<b>Responding to live performance</b> Students to explore several different performance styles and evaluate success of acting skills.	<b>Responding to Stimulus: 'The Beauty Manifesto'</b> <b>LINK: Component 2 AO1, AO2, AO3, AO4</b> Students to explore a series of stimuli linked to and then the play 'The Beauty Manifesto'.	<b>Understanding Drama (LINK: Component 1 AO3, AO4)</b> <b>SET TEXT: Noughts and Crosses</b> Students to explore the set text 'Noughts and Crosses by Malorie Blackman and Dominic Cooke. 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"> <li>• Stage scenes from the play</li> <li>• Develop knowledge of the historical and social context of the play</li> <li>• Develop detailed character understanding</li> <li>• Create set, lighting and sound designs for the play</li> <li>• Sample questions</li> <li>• Writing acting skills – speak to write</li> </ul>	
<b>Formative Assessment</b>	Written evaluations and practical understanding through workshop exercises.	Written evaluations	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	
<b>Summative Assessment</b>	Written evaluations completed and practical work created using key ideas learnt over half term	Written paper – section C sample question	Final performance marked under the C2 criteria Written evaluation of the work	Assessment prior to end of Summer term: 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.	
<b>Texts in Practice</b> <b>LINK: Component 3 AO1 AO2 AO3 AO4</b>		<b>Devising Drama</b> <b>LINK: Component 2 AO1 AO2</b>		<b>Understanding Drama</b> <b>LINK: Component 1 AO1 AO2 AO3 AO4</b>	
8	<b>'DNA' by Dennis Kelly</b> <ul style="list-style-type: none"> <li>➤ Students read sections of play</li> <li>➤ Exploration of characters, scenarios and concepts of social drama</li> <li>➤ Scene/s selected for performance. Must learn and stage using set, lighting and sound</li> <li>➤ Written evaluation/peer evaluation</li> </ul>	<b>Moving to a new Country – Brecht</b> <b>Forum Theatre – Boal</b> <ul style="list-style-type: none"> <li>➤ Exploring ideas of how and why people make particular choices</li> <li>➤ Brechtian techniques such as placards, multi-role, alienation</li> <li>➤ Develop into forum theatre and concept of 'theatre of the oppressed'</li> </ul>	<b>Physical Theatre (Frantic Assembly) – The Curious Incident of the Dog in the Night time &amp; Othello</b> Students to explore following concepts of physical theatre: <ul style="list-style-type: none"> <li>➤ Mirror work</li> <li>➤ Round by through</li> <li>➤ Hymn hands</li> <li>➤ Lifts</li> <li>➤ Creating a fight (Othello)</li> <li>➤ Applying physical theatre to text (Curious Incident extract)</li> </ul>		
<b>Understanding Drama</b> <b>LINK: Component 1 AO3 AO4</b>		<b>Devising Drama</b> <b>LINK: Component 2 AO1 AO2</b>		<b>Texts in Practice</b> <b>LINK: Component 3 AO1 AO2 AO3 AO4</b>	
7	<b>Introduction to Drama</b> <ul style="list-style-type: none"> <li>➤ Pupils explore all basic terminology in Drama, including use of the Drama medium.</li> </ul>	<b>Theatre Origins: Greek Theatre and Commedia Del Arte</b> <ul style="list-style-type: none"> <li>➤ use of mask</li> <li>➤ Greek chorus</li> <li>➤ Exaggeration</li> <li>➤ Explore the story of 'Theseus and the Minotaur'</li> <li>➤ Written evaluation upon completion</li> </ul>	<b>Silent film</b> <ul style="list-style-type: none"> <li>➤ Mime and comedy</li> <li>➤ Gesture</li> <li>➤ Movement</li> <li>➤ Music</li> <li>➤ Watch examples</li> <li>➤ Create own story and perform</li> </ul>	<b>War and Evacuees</b> <ul style="list-style-type: none"> <li>➤ True stories</li> <li>➤ Hot seating</li> <li>➤ Collage</li> <li>➤ Monologue</li> <li>➤ Create own story and perform</li> </ul>	<b>'FACE' by Benjamin Zephaniah</b> <ul style="list-style-type: none"> <li>➤ Study of text</li> <li>➤ Exploration of character and scenarios on and off text</li> <li>➤ Key terms; stage directions, scenery</li> <li>➤ Learning lines</li> <li>➤ Selection of 2-3 scenes, learn and direct to perform in front of an audience</li> <li>➤ Written evaluation upon completion</li> </ul>