

Department Curriculum Map 2024-25



Department Drama

Statement of Curriculum Intent:

At the Hathaway Academy, students will be provided with the opportunity to develop confidence, creativity and performance skills as they study Drama. We aim to inspire and nurture ability so that students can become both, independent learners and reflective thinkers.

Through their participation in Drama, students will be encouraged to explore their understanding of cultural and stylistic contexts, challenge stereotypes and develop aesthetic appreciation. Students will be equipped with the skills to constructively evaluate and criticise work within a supportive and secure environment, and be fully prepared to leave the Hathaway Academy as confident, individual young adults, ready to be effective members of their community.

Skills required in Year 11:

- Apply knowledge and understanding when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- Develop a range of theatrical skills and apply them to create performance
- Work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- Adopt safe working practices.

GCSE Assessment Objectives

AQA Component 1 Understanding Drama (40%)	AQA Component 2 Devising Drama (40%)	AQA Component 3 Texts in Practice (20%)
<p>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>A04: Analyse and evaluate their own work and the work of others.</p>	<p>A01: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>A02: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>A04: Analyse and evaluate their own work and the work of others.</p>	<p>A02: Apply theatrical skills to realise artistic intentions in live performance.</p>

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Secured
11 Skills Covered	Understanding of Section C, Component 1: Live theatre. Section C of the written paper – Live Theatre. Core exam skills, command words, answer structure and terminology. Past papers attempted and returned with feedback to re-write. Design elements and their impact on the play including costume, lighting, sound and set.	Choice and rehearsal – Component 3. Developing ideas for performance and showing understanding of creating drama for an audience. Developing a performance from a chosen script. Exploring the chosen text through practical and theory such as history and context. Characterisation, visualisation and how the actor prepares. Learning lines, blocking, designing and refining. Learning contextual information about key extracts chosen for performance.	Rehearsal and polishing – Component 3. Continuing to develop a performance from a chosen script. Performing to an examiner and filming this exam. Section A & B of the written paper. Core exam skills, command words, answer structure and terminology. Past papers attempted and returned with feedback to re-write. Practically exploring key scenes from Blood Brothers. Design elements and their impact on the play including costume, lighting, sound and set.	Written Exam preparation – Component 1. Section A, B & C of the written paper. Core exam skills, command words, answer structure and terminology. Past papers attempted and returned with feedback to re-write. Practically exploring key scenes from Blood Brothers. Design elements and their impact on the play including costume, lighting, sound and set. Selected questions given to each individual student based on their own areas to improve – within lessons and for homework.	Written Exam preparation – Component 1. Section A, B & C of the written paper. Core exam skills, command words, answer structure and terminology. Past papers attempted and returned with feedback to re-write. Practically exploring key scenes from Blood Brothers. Design elements and their impact on the play including costume, lighting, sound and set. Selected questions given to each individual student based on their own areas to improve – within lessons and for homework. Teams revision sessions.	GCSE Completed.	<i>Highly Developed</i> Drama skills in group work, performance skills, creation/use of conventions and theory work.
Theme/ Focus/ Content	Component 1 – Section C, Live theatre. Component 2 – Devising Logbook: improvements interleaving.	Component 3 - Texts in Practice. Component 2 – Devising Logbook: improvements interleaving.	Component 3 - Texts in Practice. Component 1 – Section A & B interleaving.	Component 1 Focus – Exam Preparation.	Component 1 Focus – Exam Preparation.		

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Secured
10 Skills Covered	<p>Understanding of Course. Introduction to key terms, stage positions, different stage types, still images, thought tracking, developing ideas. Building of collaborative skills including respect, tolerance and participation.</p> <p>Component 1, knowledge re-cap. Set text for section B: Blood Brothers. Storyline of the set text. Design elements and their impact on the play including costume, lighting, sound and set. Past papers attempted and returned with feedback to re-write.</p> <p>Practitioners; Brecht and Stanislavski</p>	<p>Introduction of stimuli for Component 2: Devising from a Stimulus. Developing and understanding about the many different ways theatre can be created to form their own evolving style. Research tasks, gestation of ideas, plot building, and storytelling. Record all first responses, individual ideas, group ideas, and research of chosen stimulus.</p>	<p>Performance creation – Component 2: Devising from a Stimulus. Developing ideas for performance and showing understanding of creating drama for a target audience. Polishing the performance, blocking and editing the script. Reflection in tracking of individual development using ongoing devising logbook that accompanies the component – consistently writing up lesson/rehearsal activities and/or content.</p>	<p>Performance finalization and presentation – Component 2: Devising from a Stimulus. Developing performances, giving and receiving peer feedback and making improvements based on mark scheme for Component 2. Performing and filming of creations. Making notes upon individual evaluations of performance pieces.</p>	<p>Devising Logbook – write up of Sections A and B. Formally, using notes written from the last three half terms as prompts and guides, start writing coursework.</p>	<p>Devising Logbook – write up of Sections C. Polishing section A and B of Devising logs. Writing up and polishing individual evaluations of performance pieces.</p> <p>Re-visiting Blood Brothers with some practical exploration and practice of some exam questions. Social, cultural and political context studied - information about playwright, era, intention to enrich written responses in the exam.</p>	<p>Highly Developed Drama skills in group work, performance skills, creation/use of conventions and theory work.</p>
Theme/ Focus/ Content	<p>Introduction to GCSE - Component 1, set text of Blood Brothers by Willy Russell exploration.</p>	<p>Component 2 - Devising from a Stimulus: start.</p>	<p>Component 2 - Devising from a Stimulus: continuation. Component 1 interleaving.</p>	<p>Component 2 - Devising from a Stimulus: performance completed. Component 1 interleaving.</p>	<p>Component 2 - Devising from a Stimulus: Devising Log Sections A & B to be completed.</p>	<p>Component 2 - Devising from a Stimulus: Devising Log Section C completion. Component 1 - Exam structure, marking grid and writing skills.</p>	

	AUT1 / SPR2	AUT2 / SUM1	SPR1 / SUM2	Secured
9 Skills Covered	<p><u>Dramatic Conventions</u> (Approx. 3 Lessons)</p> <p><u>Performing from a Script</u> (Approx. 3-4 Lessons)</p> <p>Become proficient in understanding and applying various dramatic conventions in performance. Explore key dramatic techniques such as foreshadowing, symbolism, and non-linear narratives, and understand how these conventions enhance storytelling and audience engagement.</p> <p>Learn about the historical context of the Brenda Spencer event and its significance. Investigate the details surrounding the Brenda Spencer case, understanding its impact on society and how it can be respectfully used to inform and educate through performance.</p> <p>Experience using knowledge of dramatic conventions and historical context to responsibly create an educational performance. Collaborate to develop a thoughtful and informative piece that reflects on the Brenda Spencer event, aiming to raise awareness and provoke discussion on important social issues.</p> <p>Study the plot, characters, and context of The Woman in Black. Gain insight into the key themes, character dynamics, and atmospheric elements of Susan Hill's *The Woman in Black*, focusing on its exploration of fear, loss, and the supernatural.</p> <p>Explore the role of tension and atmosphere in The Woman in Black. Learn how to build suspense and create a chilling atmosphere through effective use of tone, pacing, and</p>	<p><u>Stylized Techniques and Physical Theatre</u> (Approx. 3 Lessons)</p> <p><u>Implementing Stylized Techniques and Dramatic Conventions to Performance</u> (Approx. 2-4 Lessons)</p> <p>Become proficient in understanding and applying stylized techniques in performance. Explore various stylized approaches used in contemporary theatre, focusing on how they can enhance storytelling and engage audiences through innovative methods of expression.</p> <p>Learn about influential theatre practitioners such as Frantic Assembly and Punchdrunk. Investigate their distinctive styles, including the use of physical theatre, immersive experiences, and innovative staging, and understand how these techniques can be applied to create dynamic performances.</p> <p>Study the plot, characters, and context of Girls Like That. Gain insights into the themes of the play, including issues of identity, gender, and social media, while examining the relationships between characters and the societal context that shapes their experiences.</p> <p>Apply previously learned knowledge of dramatic conventions and stylized techniques to create a performance based on Girls Like That. Collaboratively develop a performance that utilizes stylized techniques and dramatic conventions to bring the script to life, highlighting key themes and character dynamics through creative interpretation.</p> <p>Focus on the integration of movement and vocal techniques inspired by Frantic</p>	<p><u>Devising from a Stimulus</u> (Approx. 6-7 Lessons)</p> <p>Become proficient in devising original performances from a variety of stimuli. Engage in the creative process of devising by analyzing different forms of stimuli, including pictures, poems, music, articles, artefacts, paintings, and text, to inspire your performance.</p> <p>Learn to select a stimulus and conduct thorough research. Identify a stimulus that resonates with you and explore its themes, context, and potential for character and plot development. This research will inform your creative decisions throughout the devising process.</p> <p>Plan and create a 5-minute performance with engaging characters and a compelling plot line. Collaborate with peers to brainstorm, develop, and refine your ideas, ensuring your performance features interesting characters and a cohesive narrative that captures the audience's attention.</p> <p>Complete a written supporting Log Book for Sections A and B. Document your process, including the analysis of your chosen stimulus, research findings, and reflections on your creative choices, as well as challenges faced and solutions implemented throughout the devising process.</p> <p>Utilize creative techniques to enhance your performance. Incorporate dramatic conventions, movement, and vocal techniques to bring your characters and</p>	<p>Developed Drama skills in group work, performance skills, creation/use of conventions and theory work.</p>

	<p>physical presence on stage, enhancing the emotional impact of performances.</p> <p>Focus on stage presence and the use of tone in creating engaging monologue and duologue performances. Develop skills in vocal modulation and physicality to convey character emotions and establish a compelling connection with the audience, particularly in the context of <i>The Woman in Black</i>.</p> <p>Apply knowledge of dramatic conventions and <i>The Woman in Black</i> to create small performances. Write and perform original monologues or duologues inspired by the themes and characters in <i>The Woman in Black</i>, using dramatic conventions to enhance the storytelling.</p> <p>Evaluate peer performances using the knowledge gained from both units. Identify strengths and areas for improvement in peers' performances, focusing on their application of dramatic conventions, stage presence, and tone in both the educational piece on Brenda Spencer and <i>The Woman in Black</i>.</p> <p>Reflect on the effectiveness of performance choices in conveying themes and emotions. Develop the ability to critically analyse how the use of dramatic conventions, tone, and physicality contributes to the success of a performance and its educational goals.</p> <p>New Skills:</p> <ul style="list-style-type: none"> - Mastering Various Dramatic Conventions – placards and symbolism - Understanding the Historical Context of Brenda Spencer 	<p>Assembly and Punchdrunk. Explore how physicality, pace, and vocal delivery can enhance the emotional depth and impact of performances, allowing for a more immersive experience for the audience.</p> <p>Utilize knowledge of stylized techniques and dramatic conventions to create engaging performances. Work as a team to interpret the script, experimenting with different methods of storytelling to create a unique and compelling rendition of <i>Girls Like That</i>.</p> <p>Evaluate peer performances using the knowledge gained from both the stylized techniques and <i>Girls Like That</i>. Identify strengths and areas for improvement in peers' performances, focusing on their application of stylized techniques, character portrayal, and thematic exploration.</p> <p>Reflect on the effectiveness of performance choices in conveying the play's messages and themes. Develop critical analysis skills to assess how the integration of stylized techniques and dramatic conventions contributes to the overall success of the performance.</p> <p>New Skills:</p> <ul style="list-style-type: none"> - Mastering Stylized Techniques in Performance - Understanding the Work of Frantic Assembly and Punchdrunk - Analysing the Plot and Characters of <i>Girls Like That</i> - Creating Innovative Performances Using Dramatic Conventions - Integrating Movement and Vocal Techniques Inspired by Practitioners 	<p>storyline to life, ensuring a dynamic and engaging presentation.</p> <p>Evaluate and provide feedback on peer performances during the final lesson. Observe your classmates' performances and engage in constructive discussion, identifying strengths and areas for improvement, while reflecting on how effectively each group interpreted their chosen stimulus.</p> <p>Reflect on the overall devising process and performance outcomes. Develop critical analysis skills as you assess your own work and that of your peers, considering how the chosen stimuli influenced the creative process and the effectiveness of the final performances.</p> <p>New Skills:</p> <ul style="list-style-type: none"> - Mastering the Process of Devising from Various Stimuli - Conducting Research and Analysis to Inform Creative Choices - Planning and Creating Engaging 5-Minute Performances - Documenting the Devising Process in a Log Book - Incorporating Dramatic Techniques into Performances - Collaborating Effectively with Peers - Evaluating Peer Performances with Constructive Feedback; reflecting on Creative Choices and Performance Outcomes, identifying Strengths and Areas for Improvement in Devised Work and developing Critical Thinking and Analysis Skills in Theatre 	
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	<ul style="list-style-type: none"> - Creating Responsible and Educational Performances - Exploring Plot and Character Dynamics in The Woman in Black - Building Tension and Atmosphere on Stage - Developing Effective Stage Presence and Vocal Techniques - Creating Engaging Monologues and Duologues - Collaborative Performance Creation Skills - Providing Constructive Feedback: Evaluating Peers' Use of Dramatic Techniques and Tone and Identifying Key Strengths and Areas for Improvement 	<ul style="list-style-type: none"> - Collaborating to Develop Engaging Interpretations of the Script - Evaluating Peer Performances in Terms of Technique and Content: Identifying Strengths and Areas for Improvement and providing Constructive Feedback on Performance Choices, analysing the Impact of Stylized Techniques on Audience Engagement 		
Theme/ Focus/ Content	<p>Dramatic Conventions boost and Performing from a script</p> <p>Focus/Script:</p> <ul style="list-style-type: none"> -Brenda Spencer historical event -The Woman in Black by Stephen Mallatratt, Susan Hill <p>Assessment:</p> <ul style="list-style-type: none"> -Brenda Spencer/Conventions performance -Woman in Black performance <p>Diversity:</p> <ul style="list-style-type: none"> -International Woman's Month (Spr 2.1) -Black History Month Starter Activity (Aut1.2) <p>Homework content:</p> <ul style="list-style-type: none"> -Quizzes -Reading and Comprehension -Online concept Board 	<p>Learning of stylized techniques and applying the skill when performing from a script</p> <p>Focus/Scripts:</p> <ul style="list-style-type: none"> -Frantic Assembly and Punch Drunk -Girls Like That by Evan Placey <p>Assessment:</p> <ul style="list-style-type: none"> -Stylized techniques presentation -Girls Like That performance <p>Diversity:</p> <ul style="list-style-type: none"> -Content of scripts and about the playwrights -Characters Mental Health Awareness Month (Sum1.2) <p>Culture Capital Opportunity</p> <p>Homework content:</p> <ul style="list-style-type: none"> -Quizzes -Reading and Comprehension -Online concept Board 	<p>Mini Devising from a Stimulus Unit– completing sections A & B of 'GCSE coursework' alongside it.</p> <p>Focus/Script:</p> <ul style="list-style-type: none"> -Script structure and writing a script -Blood Brothers by Willy Russell <p>Assessment:</p> <ul style="list-style-type: none"> -Performance of own written script -Blood Brothers performance <p>Diversity:</p> <ul style="list-style-type: none"> -1 Stimuli for Unit – Martin Luther King link -2 Stimuli for Unit – Holocaust link <p>Culture Capital Opportunity</p> <p>Homework content:</p> <ul style="list-style-type: none"> -Quizzes -Possible Reading and Comprehension - Research and Mini Devising Log 	

	AUT1 / SPR2	AUT2 / SUM1	SPR1 / SUM2	Secured
8 Skills Covered	<p><u>Working with Trestle Masks</u> (Approx. 3-4 Lessons)</p> <p><u>Melodrama</u> (Approx. 3 Lessons)</p> <p>Become proficient in understanding and applying the rules of using Trestle Masks in performance. Learn the key principles of mask work, including how to express emotions and characters non-verbally, and use this knowledge to create clear and impactful performances.</p> <p>Develop proficiency in using the 7 States of Tension to build character and performance. Explore how varying levels of tension—from relaxation to extreme tension—can shape character dynamics and storytelling in devised scenes.</p> <p>Experience transferring knowledge of Trestle Masks, tension states, and Stock Characters to performance. Create original performances that blend mask work, heightened physical acting, and exaggerated characters to engage audiences and tell compelling stories.</p> <p>Understand and apply knowledge of Stock Characters from Melodrama. Learn the rules of safe working with masks and physical performance techniques.</p> <p>Understand and practice safe movement, spatial awareness, and collaboration when performing with masks and exaggerated physicality. Learn the traditional stock characters such as the Hero, Villain, Damsel, and Fool, and use them as a foundation to</p>	<p><u>Verbatim Theatre</u> (Approx. 2-4 Lessons)</p> <p><u>Shakespeare</u> (Approx. 3 Lessons)</p> <p>Become proficient in understanding and applying the conventions of Verbatim Theatre. Learn the key principles of Verbatim Theatre, where real-life testimonies and interviews form the script, and how these conventions create authenticity and respect for real stories.</p> <p>Understand the importance of accuracy, responsibility, and sensitivity in Verbatim Theatre. Explore how responsibly handling real people’s words and experiences contributes to ethical storytelling and creates an impactful performance.</p> <p>Experience applying knowledge of Verbatim Theatre conventions to create original performances. Work collaboratively to turn real-life interviews into dynamic, respectful performances that reflect real-world issues or perspectives.</p> <p>Learn about the plot, characters, and context of Shakespeare’s Romeo and Juliet. Gain an understanding of the major themes, historical context, and the enduring relevance of Romeo and Julie while exploring the iconic characters such as Romeo, Juliet, and Tybalt.</p> <p>Understand and apply theatrical conventions from Romeo and Juliet, such as soliloquy and verse. Learn how soliloquies, asides, and Shakespearean language can be used to communicate character thoughts</p>	<p><u>Short Plays and Script Writing</u> (Approx. 3 Lessons)</p> <p><u>Intro to Blood Brothers</u> (Approx. 3-4 Lessons)</p> <p>Become proficient in understanding and applying the principles of short playscripts and script writing. Learn the fundamentals of writing for theatre, including structure, dialogue, and character development, with a focus on the importance of attention to detail in creating compelling scenes.</p> <p>Understand the significance of structure, pacing, and character motivation in script writing. Explore how clear narrative structure and well-developed characters enhance the flow and impact of a scripted scene, and apply these elements to your own writing.</p> <p>Experience applying knowledge of script writing to create and perform original scripted scenes. Work collaboratively or independently to write a short scene, paying attention to dialogue, stage directions, and character interactions, and then bring these scripts to life in performance.</p> <p>Learn about the plot, characters, and context of Blood Brothers by Willy Russell. Understand the key themes, historical and social context, and the relationships between characters such as Mickey, Eddie, and Mrs. Johnstone.</p> <p>Explore theatrical conventions of movement and blocking in Blood Brothers. Gain an understanding of how movement,</p>	<p>Competent Drama skills in group work, performance skills, creation/use of conventions and theory work.</p>

<p>create exaggerated, physical performances in the style of Melodrama.</p> <p>Explore the elements of Melodrama, learning to push physical acting skills to be bold, dynamic, and larger-than-life. Develop physical expressiveness, using exaggerated gestures and movements to convey heightened emotions and melodramatic character traits.</p> <p>Use knowledge learnt in both units of work to evaluate peer performances. Identify strengths and areas for improvement in peers' performances, focusing on how well they use masks, tension, physicality, and characterisation.</p> <p>New Skills:</p> <ul style="list-style-type: none"> - Mastering the Rules of Trestle Mask Performance - Understanding and applying the 7 States of Tension - Learning and Performing with Stock Characters - Safe Practice in Physical Performance and Mask Work - Identifying and Using Key Focal Points in Performances - Developing Bold, Exaggerated Physical Acting Skills - Collaborative Creation of both Mask and Melodrama Scenes in each unit of work - Pushing Emotional and Physical Boundaries in Acting - Evaluating - Applying Theatrical Analysis and Constructive Feedback 	<p>and emotions, and incorporate these techniques into small performances.</p> <p>Explore and evaluate peer performances in both Verbatim Theatre and within Romeo and Juliet. Identify strengths and areas for improvement in peers' performances, focusing on their use of real-life testimony, Shakespearean language, characterisation, and emotional expression.</p> <p>Reflect on the effectiveness of performance choices in both Verbatim Theatre and Shakespearean drama. Develop the ability to analyse how Verbatim Theatre and Shakespearean techniques create meaningful and engaging performances.</p> <p>New Skills:</p> <ul style="list-style-type: none"> - Mastering the Conventions of Verbatim Theatre - Creating Responsible and Ethical Verbatim Theatre Performances - Using Real-Life Testimony to Create Authentic Performances - Safe and Respectful Handling of Real People's Stories - Learning the Plot and Characters of Romeo and Juliet - Understanding and Performing Shakespeare's Theatrical Conventions (e.g. soliloquy, asides, verse) - Applying Shakespearean Language to Small Performances - Evaluating - Applying Theatrical Analysis and Constructive Feedback 	<p>body language, and physical positioning on stage convey relationships and tension in a performance, and apply these techniques in creating monologues or duologues.</p> <p>Use knowledge of script writing and Blood Brothers to evaluate peer performances. Identify strengths and areas for improvement in peers' performances, focusing on the effectiveness of their script writing, use of movement, and portrayal of character relationships.</p> <p>Reflect on the effectiveness of performance choices in both original scripts and Blood Brothers scenes. Develop the ability to critically analyse how structure, dialogue, movement, and characterisation contribute to the success of a performance.</p> <p>New Skills:</p> <ul style="list-style-type: none"> - Learning Character Development and Dialogue Writing - Creating and Performing Original Scripted Scenes - Collaborative Script Writing and Performance Skills - Evaluating Peers' Use of Script Writing Techniques and Movement - Understanding and Performing Key Scenes from Blood Brothers - Exploring Theatrical Conventions of Movement and Blocking - Developing Monologues and Duologues Inspired by Blood Brothers - Evaluating Peers' Performances in script writing and Blood Brothers - Providing Constructive Feedback on Use of Theatrical Conventions 	
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			- Analysis and Evaluation of Performance Choices	
Theme/ Focus/ Content	Using Trestle Masks in Performance Focus: -Trestle Masks -Melodrama short scripts Assessment: -Masks performance -Melodrama performance Diversity: -International Woman's Month (Spr 2.1) -Black History Month Starter Activity (Aut1.2) Culture Capital Opportunity Homework content: -Quizzes -Reading and Comprehension -Online concept Board	Introduction to the Genre of Verbatim, learning about Shakespeare and of his plays Scripts: -Missing Dan Nolan by Mark Wheeler -Romeo and Juliet by William Shakespeare Assessment: -Verbatim performance -Romeo and Juliet performance Diversity: -Content of scripts and about the playwrights Culture Capital Opportunity Homework content: -Quizzes -Reading and Comprehension -Online concept Board	Introduction to using some Dramatic Conventions within performance Focus/Script: -Script structure and writing a script -Blood Brothers by Willy Russell Assessment: -Performance of own written script -Blood Brothers performance Diversity: -Content of scripts and about the playwrights Culture Capital Opportunity Homework content: -Quizzes -Reading and Comprehension -Script written and structure -Online concept Board	
	AUT1 / SPR2	AUT2 / SUM1	SPR1 / SUM2	Secured
7 Skills Covered	<u>Intro to Drama</u> <i>(Approx. 1 Lesson)</i> <u>Basic Drama Skills</u> <i>(Approx. 3 Lessons)</i> <u>Performing from a Script</u> <i>(Approx. 3 Lessons)</i> Become proficient in understanding and presenting still images.	<u>Costume Design</u> <i>(Approx. 3 Lessons)</i> <u>Devising from a Stimulus</u> <i>(Approx. 2-4 Lessons)</i> Become proficient in understanding, analysing and evaluating costume choices. Develop skills in creating costume designs that communicate character, setting, and mood in still images.	<u>Intro to Evaluating Live Theatre</u> <i>(Approx. 6-7 Lessons)</i> Become proficient in understanding, analysing and evaluating costume, lighting, sound, prop, puppet and set design in live theatre. Developing students' knowledge of identifying and evaluating physical and vocal acting skills in live theatre. Learn how	Basic Drama skills in group work, performance skills, creation/use of conventions and theory work.

	<p>Become proficient in understanding and performing Mime. Learn about the origin of Mime and the theatre types' conventions/rules, and understand the context and impact of these styles of theatre. Experience transferring characters from page to stage. Developing student's knowledge and understanding of the contents of a script. To understand, be aware of and follow rules for a safe working environment. To analyse a character's emotions, being able to understand and use acting skills to present them.</p> <p>New skills:</p> <ul style="list-style-type: none"> -Basic Physical Theatre -Still Images -Transitions -Physical and Vocal Acting Skills -Stage positions -Collaborative approaches -Thought tracking -Focus -Tension -Levels <p>Focal Point</p> <ul style="list-style-type: none"> -Analysis, evaluation and constructive feedback <p>.</p>	<p>Become proficient in understanding and applying costume to support non-verbal storytelling techniques. Explore how costume enhances physical storytelling and contributes to character identity in performances. Become proficient in understanding and presenting still images to develop ideas from a stimulus. Become proficient in understanding and using explorative strategies for devising from a stimulus. To understand and experiencing the concept of transferring costume designs from concept to stage. Learn how to adapt costume ideas for live performance, considering practical elements like movement, lighting, and quick changes. Understand and follow health and safety rules for costume design and backstage work. Develop knowledge of interpreting scripts to inform costume choices. Analyse a character's emotions and translate them into costume design. Understand how costume reflects a character's psychological and emotional state, and develop the ability to express these elements through design. Learn about different theatre styles and conventions to inform the devising process. Explore how various theatre traditions can inspire and shape original drama created from a stimulus. Develop knowledge of how to devise original material without a script, using the stimulus as the foundation. Learn techniques to create original stories,</p>	<p>costume choices contribute to character development, time period, and thematic elements in a performance like <i>Peter Pan</i>. Evaluate how lighting enhances mood, focuses attention, and creates atmosphere during key moments in the play. Understand how music, sound effects, and ambient sounds support the storytelling and create tension or excitement. Explore how the set, including props and scenic elements, shapes the world of <i>Peter Pan</i> and facilitates action on stage. Identify and evaluate the creative use of puppets (like Tinkerbell or Nana in <i>Peter Pan</i>) and props to enhance the magical elements of the story. Analyse how actors use their bodies and voices to portray characters like Peter Pan, Wendy, or Captain Hook, and how these skills communicate emotion and meaning to the audience.</p> <p>New Skills:</p> <ul style="list-style-type: none"> -Identifying -Understanding -Analysing -Evaluating -Assessing the merit of each focus -Collaborative Discussion of Theatre Elements -Developing Critical Focus and Attention to Detail 	
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		<p>characters, and scenes by interpreting the stimulus and improvising ideas.</p> <p>New Skills:</p> <ul style="list-style-type: none"> - Basic Costume Design Principles - Stage Positions and Costume Impact - Costume Reflecting Thought and Emotion - Focus on Costume Details - Levels and Hierarchy in Costume - Analysis and Evaluation of Costume Design - Basic devising techniques - Using explorative strategies - Collaborative Approaches in Devising - Maintaining Focus During Devising Processes - Analysis, evaluation and constructive feedback 		
Theme/ Focus/ Content	<p>Introduction to Drama basics and scripts – establishing expectations, introduction to key/necessary terms and skills.</p> <p>Script:</p> <ul style="list-style-type: none"> -Ernie's Incredible Illucinations by Alan Ayckbourn <p>Assessment:</p> <ul style="list-style-type: none"> -Mime performance -Script performance <p>Diversity:</p> <ul style="list-style-type: none"> -International Woman’s Month (Spr 2.1) -Black History Month Starter Activity (Aut1.2) <p>Culture Capital Opportunity</p> <p>Homework content:</p> <ul style="list-style-type: none"> -Quizzes -Reading and Comprehension 	<p>Costume design and an introduction to devising from a stimulus.</p> <p>Focus:</p> <ul style="list-style-type: none"> -Harry Potter -Picture stimuli <p>Assessment:</p> <ul style="list-style-type: none"> -Costume design -Devising performance <p>Diversity:</p> <ul style="list-style-type: none"> -Christmas & Hanukkah Theme (Aut2.2) -Stimuli for Unit Mental Health Awareness Month (Sum1.2) <p>Culture Capital Opportunity</p> <p>Homework content:</p> <ul style="list-style-type: none"> -Quizzes -Reading and Comprehension 	<p>Introduction to evaluating Live Theatre. <i>Extracts (VIDEO & SCRIPT) used so pupils get a shared reference point for all skills learning.</i></p> <p>Focus:</p> <ul style="list-style-type: none"> -Peter Pan by The National Theatre <p>Assessment:</p> <ul style="list-style-type: none"> -Mini Live Theatre Evaluation – Exam linked question <p>Diversity:</p> <ul style="list-style-type: none"> -Characters 7 Genders - Pride Month (Sum2) <p>Homework Content:</p> <ul style="list-style-type: none"> -Quizzes -Reading and Comprehension -Online concept Board 	

	-Online concept Board	-Online concept Board – with a basic exam linked question to answer		
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