



Statement of Curriculum Intent:

Drama

Department

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 stenotypes 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%)					
AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	A01: Create and develop ideas to communicate meaning for theatrical performance.	AO2: Apply theatrical skills to realise artistic intentions in live performance.					
AO4: Analyse and evaluate their own work and the work of others.	AO2: Apply theatrical skills to realise artistic intentions in live performance.						
	AO4: Analyse and evaluate their own work and the work of others.						

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

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

Skills Performing from a Script (Approx. 3-4 Lessons) Implementing Stylized Techniques and Dramatic Conventions to Performance. (Approx. 2-4 Lessons) Become proficient in devising original performance. Explore key dramatic techniques such as foreshadowing, symbolism, and non-linear narratives, and understand how these conventions enhance storytelling and audience engagement. 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. Learn about influential thatere practitiones storytelling and audience engagement. Learn about the historical context to responsibly create an educational performance. Learn about influential thatere practitiones storytelling and nunovative staging, and understand how these techniques can be respectfully used to inform and educate through performance. Become proficient in understanding and applying stylized techniques in performance. Become proficient in devising original performance. Become proficient in understanding and approaches used in contemporary theatry, focusing on how they can enhance such as Frantic Assembly and Punchdrunk. Investigate their distinctive styles, including impact on society and how these techniques can be applied to create dynamic performances. Study the plot, characters, and context to fresponsibly create an educational performance. Caliborate to divelop a through fuel any sing to raise awareness and provoke discussion on important social issues. Study the plot, characters, and atmospheric elements of Susan Hilf's "The Woman in Black. Focusing on its exploration of fars, loss, and the supernatural. Explore the role of tension and atmospherer in The Woman in Black. Learn how to buell suspens end create a chill		AUT1 / SPR2	AUT2 / SUM1	SPR1 / SUM2	Secured
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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.such as Frantic Assembly and Punchdrunk. Investigate their distictive styles, including the use of physical theatre, immersive experiences, and innovative staging, and understand how these techniques can be applied to create dynamic performances.plot development. This research will inform your creative decisions throughout the devising process.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.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.such as Frantic Assembly and Punchdrunk. Investigate their distictive styles, including the use of physical theatre, immersive experiences.plot development. This research will inform develop, and create a 5-minute performance brainstorm, develop, and refine your ideas, gender, and social media, while examining narrative that captures the audience's attention.Study the plot, characters, and context of the yothemes, character dynamics, and atmospheric elements of Susan Hill's *The Woman in Black.*, focusing on its exploration of fear, loss, and the supernatural.Apply previously learned knowledge of dramatic conventions and stylized techniques to create a performance based on Girls Like That. Collaboratively develo		Learn about the historical context of the	innovative methods of expression.	resonates with you and explore its themes,	
Brenda Spencer case, understanding its impact on society and how it can be respectfully used to inform and educate through performance.Investigate their distinctive styles, including the use of physical theatre, immersive experiences, and innovative staging, and applied to create dynamic performances.Your creative decisions throughout the devising process.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.Investigate their distinctive styles, including the lot, 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. Learn how to build suspense and create a chilling atmosphereInvestigate their distinctive styles, including the use of physical theatre, immersive experiences, and innovative staging, and the plot, characters, and context of The Woman in Black. Learn how to build suspense and create a chilling atmosphereInvestigate their distinctive styles, including the use of physical theatre, immersive experiences, and innovative staging, and the societal context that shapes their experiences.Plan and create valual context of Girls Like That. Gain insights into the the societal context that shapes their experiences.Plan and create valual context of Girls Like That. Gain insights into the the societal context that shapes their experiences.Plan and create valual context of Girls Like That. Gain insights into the the societal context that shapes their experiences.Plan and create valual context of Gir		Brenda Spencer event and its significance.	Learn about influential theatre practitioners	context, and potential for character and	
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 respectfully used to inform and educate through performance. 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. 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. Learn how to build suspense and create a chilling atmosphere Explore the role of tension and atmospherei in The Woman in Black. Learn how to build suspense and create a chilling atmosphere 		Brenda Spencer case, understanding its	Investigate their distinctive styles, including	your creative decisions throughout the	
through performance.understand how these techniques can be applied to create dynamic performances.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 anarative that captures the audience's attention.thughtful and informative piece that reflects on the Brenda Spencer event, aiming to raise awareness and provoke discussion on important social issues.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.Complete a written supporting Log Book for Sections A and B. Document your process, including the analysis of 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 performance that utilizes stylized techniques and dramatic conventions to bring the script to life, highlighting key themes and create a chilling atmosphereof the fughting the script to life, highlighting key themes and character your performance that utilizes through creative interpretation.Explore the role of tension and atmosphere in The Woman in Black. Learn how to build suspense and create a chilling atmosphereunderstand how these techniques can be and dramatic conventions to bring the script to life, highlighting key themes and character your performance. Incorporate dramatic conventions, movement, and vocal		impact on society and how it can be	the use of physical theatre, immersive	devising process.	
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.applied to create dynamic performances. 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 awareness and provoke discussion on important social issues.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.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.Apply previously learned knowledge of on Girls Like That. Collaboratively develop a and dramatic conventions and stylized techniques to create a performance based on Girls Like That. Collaboratively develop a and dramatic conventions to bring the script to life, highlighting key themes and character in The Woman in Black. Learn how to build suspense and create a chilling atmosphereperformance, Collaborate with peers to brain to the play, including issues of identity, gender, and social media, while examining the relationships between characters and dramatic conventions and stylized techniques to create a performance based on Girls Like That. Collaboratively develop a and dramatic conventions to bring the script to life, highlighting key the		respectfully used to inform and educate	experiences, and innovative staging, and	Plan and create a 5-minute performance	
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.Study the plot, characters, and context of Girls Like That. Gain insights into the the relationships between characters and the societal context that shapes their experiences.brainstorm, develop, and refine your ideas, ensuring your performance features interesting characters and a cohesive narrative that captures the audience's attention.Study the plot, characters, and provoke discussion on important social issues.gender, and social media, while examining the relationships between characters and the societal context that shapes their experiences.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.Woman in Black*, focusing on its exploration of fear, loss, and the supernatural.performance that utilizes stylized techniques to life, highlighting key themes and character dynamics through creative interpretation.Utilize creative techniques to enhance your performance. Incorporate dramatic conventions, movement, and vocal		through performance.	understand how these techniques can be	with engaging characters and a compelling	
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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.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.interesting characters and a cohesive narrative that captures the audience's attention.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.Apply previously learned knowledge of on Girls Like That. Collaboratively develop a and dramatic conventions to bring the script in The Woman in Black. Learn how to build suspense and create a chilling atmosphereof the play, including issues of identity, gender, and social media, while examining the relationships between characters and the societal context that shapes their experiences.interesting characters and a cohesive narrative that captures the audience's attention.Study the plot, character dynamics, and atmospheric elements of Susan Hill's *The in The Woman in Black. Learn how to build suspense and create a chilling atmosphereApply previously learned knowledge of on Girls Like That. Collaboratively develop a and dramatic conventions to bring the script to life, highlighting key themes and character in The Woman in Black. Learn how to build suspense and create a chilling atmosphereof the play, including issues of identity, gender, and social media, while examining the societal context that shapes their experiences.Complete a written supporting Log Book f		conventions and historical context to	Study the plot, characters, and context of	brainstorm, develop, and refine your ideas,	
thoughtful and informative piece that reflects on the Brenda Spencer event, aiming to raise awareness and provoke discussion on important social issues.gender, and social media, while examining the relationships between characters and the societal context that shapes their experiences.narrative that captures the audience's attention.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.Apply previously learned knowledge of dramatic conventions and stylized techniques to create a performance based on Girls Like That. Collaboratively develop a and dramatic conventions to bring the script in The Woman in Black. Learn how to build suspense and create a chilling atmospherenarrative that captures the audience's attention.Focus on the integration of suspense and create a chilling atmospherepender, and social media, while examining the relationships between characters and the societal context that shapes their experiences.narrative that captures the audience's attention.Study the plot, characters, and context of the key themes, character dynamics, and atmospheric elements of Susan Hill's *The Woman in Black. Learn how to build suspense and create a chilling atmosphereApply previously learned knowledge of on Girls Like That. Collaboratively develop a and dramatic conventions to bring the script to life, highlighting key themes and character dynamics through creative interpretation.narrative that captures the audience's attention.Utilize creative techniques to life, highlighting key themes and character dynamics through creative interpretat		responsibly create an educational	Girls Like That. Gain insights into the themes	ensuring your performance features	
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awareness and provoke discussion on important social issues.the societal context that shapes their experiences.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.Woman in Black*, focusing on its exploration of fear, loss, and the supernatural.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.Utilize creative techniques to enhance your performance. Incorporate dramatic conventions, movement, and vocal		thoughtful and informative piece that reflects	gender, and social media, while examining	narrative that captures the audience's	
important social issues.experiences.for Sections A and B. Document yourStudy 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.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.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.Voman in Black. Learn how to build suspense and create a chilling atmosphereon the integration of movement and Focus on the integration of movement andfor 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.		on the Brenda Spencer event, aiming to raise	the relationships between characters and	attention.	
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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.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.reflections on your creative choices, as well as challenges faced and solutions implemented throughout the devising process.Explore the role of tension and atmosphere in The Woman in Black. Learn how to build suspense and create a chilling atmosphereto life, highlighting key themes and character dynamics through creative interpretation.Utilize creative techniques to enhance your performance. Incorporate dramatic conventions, movement, and vocal		Study the plot, characters, and context of	Apply previously learned knowledge of	process, including the analysis of your	
atmospheric elements of Susan Hill's *The Woman in Black*, focusing on its exploration of fear, loss, and the supernatural.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.as challenges faced and solutions implemented throughout the devising process.Utilize creative techniques to enhance your performance. Incorporate dramatic conventions, movement, and vocalUtilize creative techniques to enhance your performance. Incorporate dramatic conventions, movement, and vocal		The Woman in Black. Gain insight into the	dramatic conventions and stylized	chosen stimulus, research findings, and	
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Explore the role of tension and atmosphere in The Woman in Black. Learn how to build suspense and create a chilling atmosphereto life, highlighting key themes and character dynamics through creative interpretation.Utilize creative techniques to enhance your performance. Incorporate dramatic conventions, movement, and vocal		Woman in Black*, focusing on its exploration	performance that utilizes stylized techniques	implemented throughout the devising	
in The Woman in Black. Learn how to build suspense and create a chilling atmospheredynamics through creative interpretation.your performance. Incorporate dramatic conventions, movement, and vocal		of fear, loss, and the supernatural.	and dramatic conventions to bring the script	process.	
suspense and create a chilling atmosphere Focus on the integration of movement and conventions, movement, and vocal		Explore the role of tension and atmosphere	to life, highlighting key themes and character	Utilize creative techniques to enhance	
		in The Woman in Black. Learn how to build	dynamics through creative interpretation.	your performance. Incorporate dramatic	
		suspense and create a chilling atmosphere	Focus on the integration of movement and	conventions, movement, and vocal	
through effective use of tone, pacing, and vocal techniques inspired by Frantic techniques to bring your characters and		through effective use of tone, pacing, and	vocal techniques inspired by Frantic	techniques to bring your characters and	

physical presence on stage, enhancing the emotional impact of performances. 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 The Woman in Black.

Apply knowledge of dramatic conventions and The Woman in Black to create small performances. Write and perform original monologues or duologues inspired by the themes and characters in The Woman in Black, using dramatic conventions to enhance the storytelling.

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 The Woman in Black.

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.

New Skills:

Mastering Various Dramatic Conventions – placards and symbolism
Understanding the Historical Context of Brenda Spencer 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. 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 Girls Like That.

Evaluate peer performances using the knowledge gained from both the stylized techniques and Girls Like That. Identify strengths and areas for improvement in peers' performances, focusing on their application of stylized techniques, character portrayal, and thematic exploration. 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.

New Skills:

Mastering Stylized Techniques in Performance
Understanding the Work of Frantic Assembly and Punchdrunk
Analysing the Plot and Characters of Girls Like That
Creating Innovative Performances Using Dramatic Conventions
Integrating Movement and Vocal Techniques Inspired by Practitioners storyline to life, ensuring a dynamic and engaging presentation.

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.

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.

New Skills:

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

	 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 	 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 	
- 1 /	Dramatic Conventions boost and Performing	Learning of stylized techniques and	Mini Devising from a Stimulus Unit-
Theme/	from a script	applying the skill when performing from a	completing sections A & B of 'GCSE
Focus/ Content	Focus/Script:	script	coursework' alongside it.
content	-Brenda Spencer historical event	Focus/Scripts:	Focus/Script:
	-The Woman in Black by Stephen Mallatratt,	-Frantic Assembly and Punch Drunk	-Script structure and writing a script
	Susan Hill	-Girls Like That by Evan Placey	-Blood Brothers by Willy Russell
	Assessment:	Assessment:	Assessment:
	-Brenda Spencer/Conventions performance	-Stylized techniques presentation	-Performance of own written script
	-Woman in Black performance	-Girls Like That performance	-Blood Brothers performance
	Diversity:	Diversity:	Diversity:
	-International Woman's Month (Spr 2.1)	-Content of scripts and about the	-1 Stimuli for Unit – Martin Luther King link
	-Black History Month Starter Activity (Aut1.2)	playwrights -Characters Mental Health Awareness	-2 Stimuli for Unit – Holocaust link
		Month (Sum1.2)	Culture Capital Opportunity
	Homework content:		Culture Capital Opportunity
	-Quizzes	Culture Capital Opportunity	Homework content:
	-Reading and Comprehension		-Quizzes
	-Online concept Board	Homework content:	-Possible Reading and Comprehension
		-Quizzes	- Research and Mini Devising Log
		-Reading and Comprehension	
		-Online concept Board	

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

create exaggerated, physical performances in	and emotions, and incorporate these	body language, and physical positioning on	
the style of Melodrama.	techniques into small performances.	stage convey relationships and tension in a	
Explore the elements of Melodrama,	Explore and evaluate peer performances in	performance, and apply these techniques in	
learning to push physical acting skills to be	both Verbatim Theatre and within Romeo	creating monologues or duologues.	
bold, dynamic, and larger-than-life. Develop	and Juliet. Identify strengths and areas for	Use knowledge of script writing and Blood	
physical expressiveness, using exaggerated	improvement in peers' performances,	Brothers to evaluate peer performances.	
gestures and movements to convey	focusing on their use of real-life testimony,	Identify strengths and areas for	
heightened emotions and melodramatic	Shakespearean language, characterisation,	improvement in peers' performances,	
character traits.	and emotional expression.	focusing on the effectiveness of their script	
Use knowledge learnt in both units of work	Reflect on the effectiveness of performance	writing, use of movement, and portrayal of	
to evaluate peer performances. Identify	choices in both Verbatim Theatre and	character relationships.	
strengths and areas for improvement in	Shakespearean drama. Develop the ability	Reflect on the effectiveness of	
peers' performances, focusing on how well	to analyse how Verbatim Theatre and	performance choices in both original	
they use masks, tension, physicality, and	Shakespearean techniques create	scripts and Blood Brothers scenes. Develop	
characterisation.	meaningful and engaging performances.	the ability to critically analyse how	
		structure, dialogue, movement, and	
New Skills:	New Skills:	characterisation contribute to the success	
- Mastering the Rules of Trestle Mask	- Mastering the Conventions of Verbatim	of a performance.	
Performance	Theatre		
- Understanding and applying the 7 States of	- Creating Responsible and Ethical Verbatim	New Skills:	
Tension	Theatre Performances	- Learning Character Development and	
 Learning and Performing with Stock 	- Using Real-Life Testimony to Create	Dialogue Writing	
Characters	Authentic Performances	- Creating and Performing Original Scripted	
- Safe Practice in Physical Performance and	- Safe and Respectful Handling of Real	Scenes	
Mask Work	People's Stories	 Collaborative Script Writing and 	
 Identifying and Using Key Focal Points in 	- Learning the Plot and Characters of Romeo	Performance Skills	
Performances	and Juliet	- Evaluating Peers' Use of Script Writing	
 Developing Bold, Exaggerated Physical 	- Understanding and Performing	Techniques and Movement	
Acting Skills	Shakespeare's Theatrical Conventions (e.g.	- Understanding and Performing Key Scenes	
- Collaborative Creation of both Mask and	soliloquy, asides, verse)	from Blood Brothers	
Melodrama Scenes in each unit of work	- Applying Shakespearean Language to Small	- Exploring Theatrical Conventions of	
 Pushing Emotional and Physical Boundaries 	Performances	Movement and Blocking	
in Acting	- Evaluating	- Developing Monologues and Duologues	
- Evaluating	- Applying Theatrical Analysis and	Inspired by Blood Brothers	
 Applying Theatrical Analysis and 	Constructive Feedback	- Evaluating Peers' Performances in script	
Constructive Feedback		writing and Blood Brothers	
		- Providing Constructive Feedback on Use of	
		Theatrical Conventions	

			- Analysis and Evaluation of Performance	
			Choices	
	Using Trestle Masks in Performance	Introduction to the Genre of Verbatim,	Introduction to using some Dramatic	
Theme/		learning about Shakespeare and of his plays	Conventions within performance	
Focus/	Focus:	······································	P	
Content	-Trestle Masks	Scripts:	Focus/Script:	
	-Melodrama short scripts	-Missing Dan Nolan by Mark Wheeler	-Script structure and writing a script	
		-Romeo and Juliet by William Shakespeare	-Blood Brothers by Willy Russell	
	Assessment:			
	-Masks performance	Assessment:	Assessment:	
	-Melodrama performance	-Verbatim performance	-Performance of own written script	
		-Romeo and Juliet performance	-Blood Brothers performance	
	Diversity:			
	-International Woman's Month (Spr 2.1)	Diversity:	Diversity:	
	-Black History Month Starter Activity (Aut1.2)	-Content of scripts and about the	-Content of scripts and about the	
		playwrights	playwrights	
	Culture Capital Opportunity			
		Culture Capital Opportunity	Culture Capital Opportunity	
	Homework content:			
	-Quizzes	Homework content:	Homework content:	
	-Reading and Comprehension	-Quizzes	-Quizzes	
	-Online concept Board	-Reading and Comprehension	-Reading and Comprehension	
		-Online concept Board	-Script written and structure	
			-Online concept Board	
	AUT1 / SPR2	AUT2 / SUM1	SPR1 / SUM2	Secured
7	Intro to Drama	Costume Design	Intro to Evaluating Live Theatre	Basic Drama
Skills	(Approx. 1 Lesson)	(Approx. 3 Lessons)	(Approx. 6-7 Lessons)	skills in group
Covered	Basic Drama Skills	Devising from a Stimulus		work,
	(Approx. 3 Lessons)	(Approx. 2-4 Lessons)	Become proficient in understanding,	performance
	Performing from a Script		analysing and evaluating costume, lighting,	skills,
	(Approx. 3 Lessons)	Become proficient in understanding,	sound, prop, puppet and set design in live	creation/use of
		analysing and evaluating costume choices.	theatre.	conventions
	Become proficient in understanding and	Develop skills in creating costume designs	Developing students' knowledge of	and theory
	presenting still images.	that communicate character, setting, and	identifying and evaluating physical and	work.
		mood in still images.	vocal acting skills in live theatre. Learn how	

Become proficient in understanding and	Become proficient in understanding and	costume choices contribute to character	
performing Mime. Learn about the origin of	applying costume to support non-verbal	development, time period, and thematic	
Mime and the theatre types'	storytelling techniques. Explore how	elements in a performance like Peter Pan.	
conventions/rules, and understand the	costume enhances physical storytelling and	Evaluate how lighting enhances mood,	
context and impact of these styles of theatre.	contributes to character identity in	focuses attention, and creates atmosphere	
Experience transferring characters from page	performances.	during key moments in the play.	
to stage. Developing student's knowledge	Become proficient in understanding and	Understand how music, sound effects, and	
and understanding of the contents of a script.	presenting still images to develop ideas	ambient sounds support the storytelling	
To understand, be aware of and follow rules	from a stimulus.	and create tension or excitement.	
for a safe working environment.	Become proficient in understanding and	Explore how the set, including props and	
To analyse a character's emotions, being	using explorative strategies for devising	scenic elements, shapes the world of Peter	
able to understand and use acting skills to	from a stimulus.	Pan and facilitates action on stage. Identify	
present them.	To understand and experiencing the	and evaluate the creative use of puppets	
	concept of transferring costume designs	(like Tinkerbell or Nana in Peter Pan) and	
New skills:	from concept to stage. Learn how to adapt	props to enhance the magical elements of	
-Basic Physical Theatre	costume ideas for live performance,	the story.	
-Still Images	considering practical elements like	Analyse how actors use their bodies and	
-Transitions	movement, lighting, and quick changes.	voices to portray characters like Peter Pan,	
-Physical and Vocal Acting Skills	Understand and follow health and safety	Wendy, or Captain Hook, and how these	
-Stage positions	rules for costume design and backstage	skills communicate emotion and meaning	
-Collaborative approaches	work.	to the audience.	
-Thought tracking	Develop knowledge of interpreting scripts		
-Focus	to inform costume choices.	New Skills:	
-Tension	Analyse a character's emotions and	-Identifying	
-Levels	translate them into costume design.	-Understanding	
Focal Point	Understand how costume reflects a	-Analysing	
-Analysis, evaluation and constructive	character's psychological and emotional	-Evaluating	
feedback	state, and develop the ability to express	-Assessing the merit of each focus	
	these elements through design.	-Collaborative Discussion of Theatre	
	Learn about different theatre styles and	Elements	
	conventions to inform the devising process.	-Developing Critical Focus and Attention to	
	Explore how various theatre traditions can	Detail	
	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,		

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		characters, and scenes by interpreting the		
		stimulus and improvising ideas.		
		New Skills:		
		- 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		
	Introduction to Drama basics and scripts –	Costume design and an introduction to	Introduction to evaluating Live Theatre.	
Theme/	establishing expectations, introduction to	devising from a stimulus.	Extracts (VIDEO & SCRIPT) used so pupils	
Focus/	key/necessary terms and skills.		get a shared reference point for all skills	
Content		Focus:	learning.	
	Script:	-Harry Potter		
	-Ernie's Incredible Illucinations by Alan	-Picture stimuli	Focus:	
	Ayckbourn		-Peter Pan by The National Theatre	
		Assessment:		
	Assessment:	-Costume design	Assessment:	
	-Mime performance	-Devising performance	-Mini Live Theatre Evaluation – Exam linked	
	-Script performance		question	
		Diversity:	4	
	Diversity:	-Christmas & Hanukkah Theme (Aut2.2)	Diversity:	
	-International Woman's Month (Spr 2.1)	-Stimuli for Unit Mental Health Awareness	-Characters 7 Genders - Pride Month	
	-Black History Month Starter Activity (Aut1.2)	Month (Sum1.2)	(Sum2)	
	Culture Capital Opportunity	Culture Capital Opportunity	Homework Content:	
			-Quizzes	
	Homework content:	Homework content:	-Reading and Comprehension	
	-Quizzes	-Quizzes	-Online concept Board	
	-Reading and Comprehension	-Reading and Comprehension		
	Reduing and comprehension	Reading and comprehension		

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