

Drama Curriculum Intent - Promoting confidence, creativity, co-operation and communication whilst exploring the world we live in

Drama will be on a carousel over years 7, 8 & 9.

All students will have covered the following structure in combination with Music and Art across the three years.

Year group	Carousel 1	Carousel 2
<p>7 (KS3) 100 min lessons</p>	<p>Theme – <i>Getting to know you/transition/baseline</i> <i>(1 lesson)</i></p> <p>Topic description/Purpose; <i>Through a range of workshop type activities, the students will collaboratively participate to allow them to gain an insight of drama and its practical expectations.</i> <i>The purpose of this module is to effectively transition Year 7 students into the subject of Drama and its form.</i></p> <p>Key piece/assessment; <i>Participation within the workshops/activities</i></p> <p>Literacy focus - ORACY Activity – <i>Practical workshops and demonstration of their learning by performing short tasks/orally feeding back to each other and reflecting on their progress and participation</i></p> <p>Theme – <i>Difference</i> <i>(2 lessons)</i></p> <p>Topic description/Purpose; <i>The students will be introduced to 3 key advanced drama skills (Freeze Frame, Direct Address, Cross cutting and Split Screen) required throughout their journey in Drama.</i> <i>Through using the theme of difference the purpose is to encourage the students to practically explore these skills and implement them into a short performance. This will initially demonstrate their understanding and confidence when performing to an audience.</i></p> <p>Key piece/assessment;</p>	<p>Theme – <i>The Box</i> <i>(1 lesson)</i></p> <p>Topic description/Purpose; <i>Developing the use of imagination and implementing the skills of space, levels, body language, facial expression and gesture</i></p> <p>Key piece/assessment; <i>A small devised performance to the class based on their ideas and outcomes</i></p> <p>Literacy focus - ORACY Activity – <i>Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.</i></p> <p>Theme – <i>Our Roots/Pretoria Pit</i> <i>(2 lessons)</i></p> <p>Topic description/Purpose; <i>The students will be introduced to another key advanced drama skill (Flashback) required throughout their journey in Drama.</i> <i>Through using the theme of the Pretoria Pit it allows the students to make a link to their local community's history/ subject of History.</i> <i>The purpose is to encourage the students to practically explore the new skill and implement it into a short performance whilst learning historical facts of the world around them. This will demonstrate their understanding and developing confidence when performing to an audience.</i></p> <p>Key piece/assessment; <i>A small devised performance to the class implementing the skills of Freeze Frame and Flashback</i></p>

A small devised performance to the class implementing the skills of Freeze Frame, Direct Address, Cross cutting and Split Screen

Literacy focus - ORACY

Activity – *Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.*

Theme – *The Holocaust*
(1 lesson)

Topic description/Purpose;

*The students will be introduced to key advanced drama skills (climax/anti - climax) required throughout their journey in Drama. Through using the theme of *The Holocaust* the purpose is to encourage the students to practically explore these skills and make links to their meaning and purpose within a historical moment, showing empathy and implement this into a short performance.*

Key piece/assessment;

A small devised performance to the class implementing the skills climax and anti – climax

Literacy focus - ORACY

Activity – *Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.*

Literacy focus - READING

Activity – *Gaining a clear understanding of the content, characters, relationships within the text.*

EXTRACT – ANNE FRANKS DIARY (differentiated)

Theme – *The Car Trip*
(1 lesson)

Topic description/Purpose;

The students will be introduced to 'Responding to a stimulus. And how to create a drama based on a given text. The purpose is to teach the students to explore a given text, it's meaning, key moments portrayed and to identify what advanced drama skills can be

Literacy focus - ORACY

Activity – *Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.*

Theme – *Bullying*
(2 lessons)

Topic description/Purpose;

*The students will firstly explore:
What is Bullying?
Types of Bullying
Effects of Bullying
Consequences of bullying
The purpose of the above is to explore empathy, real life experiences and feelings through the key advanced drama skills already learnt. This will allow the students to demonstrate their understanding of how the use of the skills can portray the theme to an audience.
The students will then explore a short, challenging script extract based on a true story (*The Terrible Fate of Humpty Dumpty*)
The purpose is to display and develop the students use of performance skills and that of understanding of how a script is read and performed on stage.*

Key piece/assessment;

A performance of a key script extract to an audience.

Literacy focus - ORACY

Activity – *Performing live demonstrating their use of voice and projection skills. Identify different tones and pace when performing a character from a script. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.*

Literacy focus - READING

Activity – *Reading and understanding a script extract with confidence, gaining a clear understanding of the content, characters, relationships within the text.*

EXTRACT – TERRIBLE FATE OF HUMPTY DUMPTY

	<p><i>explored and implemented when devising a drama to create an effective and clear response.</i> <i>During the module the students will also be introduced to melodrama and how this can be implemented correctly and identified within a performance.</i></p> <p>Key piece/assessment; <i>A short-devised performance to the class implementing the skills of Freeze Frame, Direct Address, Cross cutting and Split Screen and melodrama.</i> <i>This will identify their understanding and skill set at this point.</i></p> <p>Literacy focus - ORACY Activity – <i>Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.</i></p> <p>Literacy focus - READING Activity – <i>Reading a text with confidence, gaining an understanding of the content, extracting key line to use within a performance.</i></p> <p>EXTRACT – THE CAR TRIP POEM</p>	
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Year 7 enrichment opportunities – School show & Cabaret Evening - *Tuesday/Thursday/Friday* - (September 2023– Summer 2024), theatre visits (**Dates cannot yet be confirmed as visits will be as and when appropriate activities evolve.**)

Year 7 careers - Employability skills/careers with drama incorporated within all taught lessons – Highlighted within PowerPoint Presentations (see drama display board too for links)

<p>8 (KS3) 100 min lessons</p>	<p>Theme – <i>One More For The Road</i> <i>(2 LESSONS)</i></p> <p>Topic description/Purpose; <i>The students will ‘respond to a text’ based on drink driving and explore what advanced drama skills could effectively portray their ideas based on the content.</i> <i>The purpose is to challenge the students to ‘think outside the box’ when planning their ideas for performance, explore what their intended message for performance should be, identify the meaning intended within the text and how this can be implemented into a devised drama for an audience.</i></p> <p>Key piece/assessment; <i>A short devised performance based on their understanding of the text, theme and characters.</i></p> <p>Literacy focus - ORACY</p>	<p>Theme – <i>Brat Camp</i> <i>(5 LESSONS)</i></p> <p>Topic description/Purpose; <i>Brat Camp is designed to develop advanced drama skills, characterisation and collaboration. The purpose is to challenge the students to sustain a role throughout the process and develop their use of advanced drama skills throughout the journey by responding to tasks set.</i></p> <p>Key piece/assessment; <i>Creation of a character.</i> <i>Sustainability of a role.</i> <i>Collaboration within a group throughout the process.</i> <i>Performance of each key task within the module.</i></p> <p>Literacy focus - ORACY</p>
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Activity – Performing to an audience demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.

Literacy focus - READING

Activity – Reading a text with confidence, gaining an understanding of the content to allow them to depict key ideas to implement into a devised performance.

EXTRACT – ONE MORE FOR THE ROAD POEM

**Theme – Ken's Story
(2 LESSONS)**

Topic description/Purpose;

Main purpose - The students will learn how to write and perform an effective monologue.

The topic explores the real life story of Ken. The students will explore a range of stimuli to challenge them to think 'outside the box', feel empathy towards a character and reflect on their ideas based on the stimuli.

The purpose is to allow the students to independently respond and create ideas through the use of advanced drama skills.

The students will also respond by writing in role as one of the characters involved within the story to allow them to perform a monologue for an audience.

Key piece/assessment;

Performance of their monologue based on their chosen character.

Literacy focus - ORACY

Activity – Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.

Literacy focus - WRITING

Activity – Write a meaningful monologue in role depicting key ideas learnt within the process of exploration.

**Theme – Mental Health
(1 LESSON)**

Topic description/Purpose;

Activity –Development of characterisation within each performance clearly portraying effective tone in a given situation.

Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.

Literacy focus - Writing

Activity – creating a character (Role on the wall) and writing in role at given opportunities throughout the module

	<p><i>The students will learn how to create an effective TIE performance based on mental health for an audience by responding to a range of challenging stimuli.</i></p> <p><i>The purpose is to enable the students to understand a new style of theatre and independently create and participate in a TIE performance for an audience.</i></p> <p><i>The performance will enable the students to develop their advanced drama and performance skills.</i></p> <p><i>The students will be expected to clearly communicate their ideas and knowledge from the exploration of stimuli to educate an audience.</i></p> <p>Key piece/assessment; <i>Performance of TIE devised performance to an audience.</i> <i>Implementation of advanced drama skills.</i> <i>Collaboration within a group.</i> <i>Sustaining a role.</i></p> <p>Literacy focus - ORACY Activity – <i>Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.</i></p> <p>Literacy focus - READING Activity – <i>Reading a text with confidence, gaining an understanding of the content to allow them to depict key ideas to implement into a devised performance.</i></p> <p>EXTRACT – TYPES OF MENTAL HEALTH (DIFFERENTIATED)</p>	
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Year 8 enrichment opportunities – School show and Cabaret Evening - *Tuesday/Thursday/Friday* - (September 2023 – Summer 2024), theatre visits (**Dates cannot yet be confirmed as visits especially will be as and when appropriate activities evolve.**)

Year 8 careers - Employability skills/careers with drama incorporated within all taught lessons - Highlighted within PowerPoint Presentations (see drama display board too for links)

<p>9 (KS3) 100 min lessons</p>	<p>Theme – <i>Component 1 BTEC – Exploring theatre styles and practitioners</i> <i>(3 LESSONS)</i></p> <p>Topic description/Purpose; <i>1 – Brechtian workshops and exploration (2 hours)</i> <i>The students will explore Brecht and his style of non - naturalistic drama.</i></p>	<p>Theme – <i>Component 2 BTEC – Exploring a play/performing a script extract</i> <i>(5 LESSONS)</i></p> <p>Topic description/Purpose; <i>The students will explore a given play and style to enable them to choose an extract to effectively perform for an audience.</i></p>
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The student will participate in workshop style sessions to enable them to understand how his style is identified within a performance.

*2 – Stanislavski workshops and exploration (2 hours)
The students will explore Stanislavski and his style of naturalistic drama.
The students will participate in workshop style sessions to enable them to understand how his style is identified within a performance.*

Key piece/assessment;

Students will be assessed throughout their participation of the workshops and within their demonstration of ideas based on each style of theatre – performance skills, communication and collaboration

Literacy focus - ORACY

Activity – Performances in response to the workshops and orally feeding back to others throughout the process.

Literacy focus - WRITING

Activity – Homework activities based on each theatre style and practitioner.

Theme – Component 3 BTEC – Responding to a brief (2 LESSONS)

Topic description/Purpose;

*The students will be given a performance brief relating to C3 expectations and content.
The purpose is to embed and develop the essential advanced drama skills required within an effective performance.
The students will independently explore a challenging brief where they will be required to interpret it as a group and develop their ideas for a performance to an audience.*

Key piece/assessment;

Performance of devised drama based on the given brief.

Literacy focus - ORACY

Activity – Use of voice within a performance/verbally reflecting on their work and that of others

Literacy focus - WRITING

The purpose it to develop the student’s skill of understanding how to read and perform a play linking to the writer’s intention, identifying key characters, moments and relationships within a play.

Key piece/assessment;

*Process whilst rehearsing a script extract within a group.
Intended portrayal of character.
Understanding of the writer’s intention through performance.
Sustaining a role.*

Literacy focus - ORACY

Activity – Performing a character using effective tone, accent and pitch – according to the writer’s intention.

Literacy focus - READING

Activity – Reading and understanding the content of the script. Identifying what the sub text means and how the stage directions give clarity of the writer’s intentions.

EXTRACTS – BLOOD

BROTHERS/TMPFJ/STONES/BOUNCERS/GAGGING FOR IT/MONSTER

	<p>Activity – <i>Writing in role to create a monologue for performance (where applicable), written research to aid their drama.</i></p> <p>Literacy focus – READING</p> <p>Activity – <i>Researching articles, poems and real-life stories to aid their devised drama process and content. This will enable the students to develop the process and final outcome.</i></p> <p>EXTRACT – YOUTH CRIME ARTICLES/NEWSPAPER STORIES/CRIME DISCRPTIONS (DIFFERENTIATED)</p>	
<p>Year 9 enrichment opportunities – School show and Cabaret - <i>Tuesday/Thursday/Friday</i> - (September 2023 – Summer 2024), Theatre visits (Dates cannot yet be confirmed as visits will be as and when appropriate activities evolve.)</p>		
<p>Year 9 careers - Taught within C1 – C3 as part of the specification – Theatre roles, job opportunities, skills required for theatre careers and beyond - Highlighted within PowerPoint Presentations</p>		

KS4 Drama – 2 100 mins weekly – SUBJECT TO CHANGE DUE TO EXAM BOARD						
	HT1 (14 lessons) MOCK LESSONS TO PREPARE FOR JANUARY EXAM BRIEF	HT2 (16 lessons) – (A continuation of HT1) MOCK LESSONS TO PREPARE FOR JANUARY EXAM BRIEF	HT3 (14 lessons) REAL EXAM	HT4 (10 lessons) REAL EXAM	HT5 (12 lessons)	HT6 (14 lessons)
10 (KS4)	<p>Theme – <i>Component 1 BTEC – Research of theatre styles, practitioners and roles within the theatre.</i></p> <p>Topic description/Purpose;</p> <p><u>Theory/coursework</u> <i>Students will carry out research based on a given task for the C1 exam.</i></p>	<p>Theme – <i>Component 1 BTEC – Research of theatre styles, practitioners and roles within the theatre.</i></p> <p>Topic description/Purpose;</p> <p><u>Theory/coursework</u> <i>Students will carry out research based on a given task for the C1 exam.</i></p>	<p>Theme – <i>Component 1 BTEC – Research of theatre styles, practitioners and roles within the theatre.</i></p> <p>Topic description/Purpose;</p> <p><u>Theory/coursework</u> <i>Students will carry out research based on a given task for the C1 exam.</i></p>	<p>Theme – <i>Component 1 BTEC – Research of theatre styles, practitioners and roles within the theatre.</i></p> <p>Topic description/Purpose;</p> <p><u>Theory/coursework</u> <i>Students will carry out research based on a given task for the C1 exam.</i></p>	<p>Theme – <i>Component 2 BTEC (MOCK TYPE LESSONS TO PREPARE THEM FOR REAL EXAM)</i></p> <p>Topic description/Purpose;</p> <p><u>Theory/coursework</u> <i>Students will complete logbooks of their process within the workshops and rehearsals. The</i></p>	<p>Theme - <i>Component 3 BTEC – Responding to a brief (MOCK TYPE LESSONS TO PREPARE THEM FOR REAL EXAM)</i></p> <p>Topic description/Purpose;</p> <p><u>Practical & Theory</u> <i>Students will be introduced to another performance brief (past BTEC exams)</i></p>

<p><i>Develop mastery of understanding of theatre roles and responsibilities. Master understanding and implementation of key theatre practitioner's theatre style within a performance.</i></p> <p>Practical Workshops</p> <p><i>Students will participate within performance skills workshops to gain a clear understanding of how the implementation and sustainability of advanced drama skills and theatre styles enhance a drama</i></p> <p>Key piece/assessment; <i>Research write-up & participation within workshops/exploration of given theatre styles</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</i></p>	<p><i>Develop mastery of understanding of theatre roles and responsibilities. Master understanding and implementation of key theatre practitioner's theatre style within a performance.</i></p> <p>Practical Workshops</p> <p><i>Students will participate within performance skills workshops to gain a clear understanding of how the implementation and sustainability of advanced drama skills and theatre styles enhance a drama</i></p> <p>Key piece/assessment; <i>Research write-up & participation within workshops/exploration of given theatre styles</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</i></p>	<p><i>Develop mastery of understanding of theatre roles and responsibilities. Master understanding and implementation of key theatre practitioner's theatre style within a performance.</i></p> <p>Practical Workshops</p> <p><i>Students will participate within performance skills workshops to gain a clear understanding of how the implementation and sustainability of advanced drama skills and theatre styles enhance a drama</i></p> <p>Key piece/assessment; <i>Research write-up & participation within workshops/exploration of given theatre styles</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</i> Literacy focus - WRITING</p>	<p><i>Develop mastery of understanding of theatre roles and responsibilities. Master understanding and implementation of key theatre practitioner's theatre style within a performance.</i></p> <p>Practical Workshops</p> <p><i>Students will participate within performance skills workshops to gain a clear understanding of how the implementation and sustainability of advanced drama skills and theatre styles enhance a drama</i></p> <p>Key piece/assessment; <i>Research write-up & participation within workshops/exploration of given theatre styles</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</i> Literacy focus - WRITING</p>	<p><i>Develop mastery of understanding of theatre roles and responsibilities. Master understanding and implementation of key theatre practitioner's theatre style within a performance.</i></p> <p>Practical Workshops</p> <p><i>Students will participate within performance skills workshops to gain a clear understanding of how the implementation and sustainability of advanced drama skills and theatre styles enhance a drama</i></p> <p>Key piece/assessment; <i>Research write-up & participation within workshops/exploration of given theatre styles</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</i> Literacy focus - WRITING</p>	<p><i>purpose of this is to identify their successes and developments needed.</i></p> <p>Practical Workshops</p> <p><i>Students will be introduced to a scripted play where they will be expected to identify the theatre style, identify theatre practitioner, stage an extract from the script and throughout the process of rehearsal develop their characterisation. Students will also through workshops develop their use of style and performance skills.</i></p> <p>Key piece/assessment; <i>Performance of script extract. Coursework response to their process and outcomes.</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</i> Literacy focus - WRITING</p>	<p><i>where they will be expected to create a devised drama based on the given title and expectations of the brief. The students will be expected to identify the theatre style they want to explore and identify theatre practitioner they are inspired by within their ideas.</i></p> <p><i>A target audience will be chosen to allow the students to pitch the performance correctly. During the process the students will direct and stage their devised drama and throughout the process of rehearsal develop their characterisation and chosen style. Students will also complete key written milestones based on their devised performance</i></p> <p>Key piece/assessment; <i>Performance of devised drama to an audience in relation to the specific brief given. Key milestone reflections</i></p> <p>Literacy focus - ORACY</p>
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	<p>Literacy focus - WRITING Activity – collating and interpreting research for their exam coursework Literacy focus – READING Activity – Studying play extracts, researching practitioners and their works</p>	<p>Literacy focus - WRITING Activity – collating and interpreting research for their exam coursework Literacy focus – READING Activity – Studying play extracts, researching practitioners and their works</p>	<p>Activity – collating and interpreting research for their exam coursework Literacy focus – READING Activity – Studying play extracts, researching practitioners and their works</p>	<p>Activity – collating and interpreting research for their exam coursework Literacy focus – READING Activity – Studying play extracts, researching practitioners and their works</p>	<p>Activity – Logbooks, research on performance skills and workshop milestone responses Literacy focus – READING Activity – Play script and research on playwright and style</p>	<p>Activity – Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</p> <p>Literacy focus – READING Activity – Research on theme and theatre style chosen</p> <p>Literacy focus - WRITING Activity Milestone Response, development and evaluation</p>
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Year 10 enrichment opportunities – School show - Tuesday/Thursday/Friday - (September 2023– Summer 2024), theatre visits. – (Dates cannot yet be confirmed for visits as this will be as and when appropriate activities evolve.)

Year 10 careers - Taught within C1 – Cas part of the specification – Theatre roles, job opportunities, skills required for theatre careers and beyond

11 (KS4)	<p>Theme – Component 2 BTEC (real exam) Topic description/Purpose; <u>Theory/coursework</u> Students will complete logbooks of their process within the workshops and rehearsals. The purpose of this is to identify their successes and developments needed.</p>	<p>Theme – Component 2 BTEC (Real exam) Topic description/Purpose; <u>Theory/coursework</u> Students will complete logbooks of their process within the workshops and rehearsals. The purpose of this is to identify their successes and</p>	<p>Theme - Component 3 BTEC – Responding to a brief RESPOND TO THEIR COMPONENT 3 EXAM BRIEF. (AS SET BY THE EXAMBOARD)</p> <p>Topic description/Purpose; <u>Practical & Theory</u> Students will be introduced to another performance brief (past BTEC exams) where</p>	<p>Theme - Component 3 BTEC – Responding to a brief DEVELOP THEIR DEVISED DRAMA FOR COMPONENT 3 EXAM BRIEF. (AS SET BY THE EXAMBOARD)</p> <p>Topic description/Purpose; <u>Practical & Theory</u> Students will be introduced to another performance brief (past</p>	<p>Theme - Component 3 BTEC – Responding to a brief FINALISE AND PERFORM THEIR DEVISED DRAMA TO CAMERA FOR THEIR COMPONENT 3 EXAM. (AS SET BY THE EXAMBOARD)</p> <p>Topic description/Purpose; <u>Practical & Theory</u></p>
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	<p>Practical Workshops <i>Students will be introduced to a scripted play where they will be expected to identify the theatre style, identify theatre practitioner, stage an extract from the script and throughout the process of rehearsal develop their characterisation. Students will also through workshops develop their use of style and performance skills.</i></p> <p>Key piece/assessment; <i>Performance of script extract. Coursework response to their process and outcomes.</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</i></p> <p>Literacy focus - WRITING Activity – <i>Logbooks, research on performance skills and workshop milestone responses</i></p>	<p><i>developments needed.</i></p> <p>Practical Workshops <i>Students will be introduced to a scripted play where they will be expected to identify the theatre style, identify theatre practitioner, stage an extract from the script and throughout the process of rehearsal develop their characterisation. Students will also through workshops develop their use of style and performance skills.</i></p> <p>Key piece/assessment; <i>Performance of script extract. Coursework response to their process and outcomes.</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</i></p> <p>Literacy focus - WRITING Activity – <i>Logbooks, research on performance skills and</i></p>	<p><i>they will be expected to create a devised drama based on the given title and expectations of the brief. The students will be expected to identify the theatre style they want to explore and identify theatre practitioner they are inspired by within their ideas. A target audience will be chosen to allow the students to pitch the performance correctly. During the process the students will direct and stage their devised drama and throughout the process of rehearsal develop their characterisation and chosen style. Students will also complete key written milestones based on their devised performance</i></p> <p>Key piece/assessment; <i>Performance of devised drama to an audience in relation to the specific brief given. Key milestone reflections</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their</i></p>	<p><i>BTEC exams) where they will be expected to create a devised drama based on the given title and expectations of the brief. The students will be expected to identify the theatre style they want to explore and identify theatre practitioner they are inspired by within their ideas. A target audience will be chosen to allow the students to pitch the performance correctly. During the process the students will direct and stage their devised drama and throughout the process of rehearsal develop their characterisation and chosen style. Students will also complete key written milestones based on their devised performance</i></p> <p>Key piece/assessment; <i>Performance of devised drama to an audience in relation to the specific brief given. Key milestone reflections</i></p> <p>Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting</i></p>	<p><i>Students will be introduced to another performance brief (past BTEC exams) where they will be expected to create a devised drama based on the given title and expectations of the brief. The students will be expected to identify the theatre style they want to explore and identify theatre practitioner they are inspired by within their ideas. A target audience will be chosen to allow the students to pitch the performance correctly. During the process the students will direct and stage their devised drama and throughout the process of rehearsal develop their characterisation and chosen style. Students will also complete key written milestones based on their devised performance</i></p> <p>Key piece/assessment; <i>Performance of devised drama to an audience in relation to the specific brief given.</i></p>	
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	<p>Literacy focus – READING Activity – <i>Play script and research on playwright and style</i></p>	<p><i>workshop milestone responses</i> Literacy focus – READING Activity – <i>Play script and research on playwright and style</i></p>	<p><i>work and that of others and use of specific subject language.</i> Literacy focus – READING Activity – <i>Research on theme and theatre style chosen</i></p> <p>Literacy focus - WRITING Activity <i>Milestone Response, development and evaluation</i></p>	<p><i>and evaluating their work and that of others and use of specific subject language.</i> Literacy focus – READING Activity – <i>Research on theme and theatre style chosen</i></p> <p>Literacy focus - WRITING Activity <i>Milestone Response, development and evaluation</i></p>	<p><i>Key milestone reflections</i> Literacy focus - ORACY Activity – <i>Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.</i></p> <p>Literacy focus – READING Activity – <i>Research on theme and theatre style chosen</i></p> <p>Literacy focus - WRITING Activity <i>Milestone Response, development and evaluation</i></p>	
<p>Year 11 enrichment opportunities – <i>School show – Tuesday/Thursday/Friday - (September 2023– Summer 2024), theatre visits, Outside performance workshops (Dates cannot yet be confirmed for visits as this will be as and when appropriate activities evolve.)</i></p>						
<p>Year 11 careers - <i>Taught within C3 as part of the specification – Theatre roles, job opportunities, skills required for theatre careers and beyond</i></p>						

- The scheme outlines clearly how pupils should make **progress** in the subject half-term by half-term and from one year to the next, throughout the Key Stage.
- **Assessment** is clearly indicated. These include exams/mocks/tests for DC1-3 and also key pieces and formative assessment opportunities.