

*"Theatre is a form of knowledge; it should and can also be a means of transforming society. Theatre can help us build our future, rather than just waiting for it."*

Augusto Boal

The purpose of our Drama curriculum is to inspire pupils creatively, whilst encouraging them to enhance the skills and qualities needed on their journey to future opportunities. Throughout **KS3** students will:

- *Explore different play texts*
- *Develop skills and knowledge of different styles/ genres*
- *Use Explorative Strategies to devise and develop character*
- *Explore different Theatre Practitioners and begin to use elements of their style*
- *Evaluate the impact of Drama*
- *Watch and begin to analyse live performance*

Throughout **KS4** and **KS5** students will:

- *Analyse and evaluate live recorded performance*
- *Analyse and evaluate how design skills are used for purpose*
- *Devise from a stimulus by taking inspiration from Theatre Practitioners*
- *Analyse and perform different play texts*

The Drama department is committed to ensuring that all pupils and students have access to the curriculum. We provide the support and opportunities to enable all pupils to meet their full potential. We strive to enable all pupils to grow as independent, ambitious individuals who can discover a passion for the arts and a greater understanding of the world they live in. We allow all pupils and students to expand their cultural capital and hope that Drama will allow each individual the safe space to develop their own confidence, interests, passion and knowledge of the subject, while embedding key transferable skills for the future.

Year	Knowledge (Topics /Contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
7 Term 1a	<p>Intro to drama/ Casper Hauser</p> <p>Mutual respect Characterisation</p> <p>Whole class drama. Hot seating, Flashback, contrast, role play, awareness of the audience, Use of explorative strategies</p>	<p>Building on skills learnt at KS2 (hot-seating, role-play, story-telling)</p> <p>Imbedding key skills for devising, building a character and evaluating performance</p> <p>Characterisation- putting self in someone else's shoes (SMSC)</p> <p>Improvisation from a stimulus- links to GCSE course</p> <p>-Create character from a stimulus</p> <p>-Use Explorative strategies to develop a performance/ character</p> <p>-Change voice to reflect emotions</p>	<ul style="list-style-type: none"> <li>➤ The importance of Drama Techniques in terms of building and forming a successful piece of performance</li> <li>➤ The difference between vocal and physical skills and how both are required to create appropriate characters</li> <li>➤ How to work effectively as part of a team in order to collaborate, communicate and creatively build and perform practical outcomes to an audience</li> </ul>	<p>KPI focuses:</p> <ol style="list-style-type: none"> <li>1. Create and perform a realistic character</li> <li>2. Change Voice to suit character</li> <li>3. Use non-verbal communication to suit character feelings</li> <li>4. Awareness of the audience</li> </ol> <p>*Evaluate your own and others work</p> <p>Practical Baseline1 <i>Devising from a stimulus -logged in Teacher Storybooks</i></p> <p>Practical Mini Assessment <i>Devising from a stimulus- creating a flashback</i></p> <p>Guided reading tasks</p> <p>H/W Role on the wall Vocab/spelling Diary entry</p>
1b	<p>Physical Theatre/ Storytelling- Stimulus: How Stories came to Earth</p> <p>Use of explorative strategies/ story telling techniques</p>	<p>Drawing on prior knowledge utilising skills learnt to tell stories</p>	<p>Contemporary theatre</p>	

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	<p>History of storytelling and how this happens in different parts of the world</p> <p>Exploration of a different style of performance (Physical Theatre)- how this can be used to tell a story: Movement, physicality, transitions, use of space, soundscape</p> <p>Creating from a stimulus: How Stories Came to Earth (African tale)</p> <p>Live Performance: Peter Pan/ Pantomime</p>	<p>Exploring a different style of performance</p> <p>Use of strategies to draw upon prior knowledge</p> <p>Improvisation from a stimulus drawing upon prior knowledge and imbedding skills needed for later- links to GCSE course</p> <p>Exploration of a stimulus from another part of the world and looking at the idea of where stories come from and how they are passed on (Cultural capital )</p>	<p>➤ How Drama can be used for purpose</p> <p>➤ How social, moral and cultural influences can shape drama and the way we see the world</p> <p>How to respond to feedback and provide feedback to others using Drama terminology</p>	<p>KPI focuses:</p> <p>2-Change Voice to suit character</p> <p>3-Use non-verbal communication to suit character feelings</p> <p>4-Awareness of the audience</p> <p>*Evaluate your own and others work</p> <p>HW Physical Theatre-research</p> <p>Diary entry</p> <p>Character profile</p> <p>Watch</p>
7 Term 2a	<p>Media: The News : Timothy Winters</p> <p>Character development, using poem as a stimulus, still image, hot seating, conscience alley, using silence to build tension, cross cutting, news report.</p> <p>Explorative Strategies</p> <p>Media :Advertising</p>	<p>Drawing upon skills learnt - characterisation, explorative strategies</p> <p>Making connections to the world we live in</p> <p>Media influence/ how performance can be used in different context/ for different purposed</p>		<p>1. Create and perform a realistic character in performance and stay in role from start to finish.</p> <p>2. Create thoughtful, well developed responses to text/ stimulus.</p> <p>2. Analyse Drama as an audience member in a thoughtful mature way.</p>

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2b	<p>Media influence, use of language, awareness of the audience</p> <p>Explorative Strategies</p> <p>Drawing upon different styles of performance</p> <p>Audience awareness</p> <p>Melodrama: Sweeney Todd</p> <p>Abstract Performance</p> <p>Style/ Genre, Physicality, Awareness of the audience, Status, Class, Staging, Script work, Music, Abstract</p>	<p>Drawing upon skills learnt in English (persuasive language)</p> <p>Improvisation from a stimulus- links to GCSE course</p> <p>How to perform within different styles/ genres- use physicality to play on stereotypes of 'stock' characters</p> <p>How to portray character from a script considering play wrights intentions</p> <p>How to change vocal skills according to the emotions of their character at different points in a scene.</p>	<p>How style/ genre can influence work</p> <p>How social, cultural context/ time period influences narrative</p> <p>How staging can be used for meaning (e.g levels to show class/ hierarchy)</p>	<p>HW: Research stories</p> <p>Sweeney Todd Rehearsal</p>
7 Term 3a	<p>Evacuation: The Evacuees play/ Anne Frank</p> <p>New Home</p> <p>Characterisation, Role play, still image, thought tracking, monologue, using silence to create tension, hot seating, flashback, mime, gesture, role on the wall, slow motion, soundscape</p>	<p>Follow stage directions while considering setting/ context</p> <p>Use space to convey meaning (proxemics)</p>		<p>KPI Focuses: -Use non-verbal communication to suit character feelings</p> <p>Demonstrate an understanding of context and how it effects the Drama</p>

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3b	<p>Key Drama terminology Evaluation</p> <p>Live Theatre Evaluation- Peter Pan</p> <p>And/ Or The Play that Goes Wrong</p> <p>Focus: Performers Questions</p> <p>Voice, Physicality, Staging, Use of props/ costume, Audience Awareness</p> <p>Connections to Playwright intentions</p> <p>Live theatre Q: How effective was the performance of..... ?</p>	<p>Consolidation of learning</p> <p>Application within different context</p> <p>Make connections between their own practice and that of a professional performance. (Cultural capital)</p> <p>Use key subject terminology to identify key skills, strategies, elements and mediums.</p> <p>Respond as an audience member, analysing/ evaluating the reasons for decisions made and the impact these may have on the audience.</p>	<p>How mediums, elements and strategies used within the classroom can be used within a professional setting</p> <p>How the above can be used for purpose- to evoke meaning, create atmosphere, tell a story.</p> <p>How to analyse/ evaluate the use and successes of Performance skills, mediums, elements and strategies on the stage</p>	<p>Evaluate own and others performances using Key Drama words with some confidence</p> <p>Understand and apply the values of Drama</p>
Year	Knowledge (Topics /Contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
8 Term 1a	<p>Time: Face (playtext)</p> <p>Exploration of a script</p> <p>Performance of a script</p> <p>Still image, Thought tracking, Hot seating, Physical Theatre, Cross cutting</p>	<p>Revise key strategies/ performance skills from Yr 7- to close any gaps and check prior knowledge</p> <p>Explore a script identifying playwrights intentions and making decisions about staging/ performance based on style/ genre/ narrative.</p>		<p><i>KPI Focuses:</i></p> <ol style="list-style-type: none"> <li><i>Create and perform a believable character</i></li> <li><i>Change the tone of your voice to suit</i></li> </ol>

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1b	<p>Genre</p> <p>Greek theatre, Mask, Commedia dell 'arte, Slapstick comedy, Melodrama</p> <p>Physicality, Characterisation, Awareness of the audience, Use of Props/ Masks</p> <p><i>Recorded Live Theatre links:</i> <i>Commedia Dell Arte</i> <i>Charlie Chaplin</i></p>	<p>Drawing upon prior knowledge of strategies in order to structure a scene.</p> <p>Drawing upon prior skillset in order to portray a believable character for the audience changing vocal, physical skills appropriately to meet the script.</p> <p>Improvising from a stimulus- drawing upon prior knowledge in Year 7 using the stimuli of a script to build their own creative work</p>	<p>Exploration of different styles/ genres</p> <p>Comparing/ Contrasting</p> <p>Consideration of the audience</p>	<p><i>HW: Knowledge organiser- hot seating questions</i></p> <p>3. <i>Communicate using Non-Verbal skills</i></p> <p>4. <i>Demonstrate clear artistic intentions</i></p> <p><i>H/W Research task</i></p>
8 Term 2	<p>Theatre in Education:</p> <p>Cyberbullying</p> <p>Forum Theatre</p> <p>Audience response, Placards, Multi rolling, Different Stage Types</p> <p>(putting practitioner techniques/ devises into action)</p> <p><i>Practitioner/ Playwright links: Godber, Boal, Brecht</i></p> <p><i>Mark Wheller</i></p>	<p>Demonstrate an understanding of different styles/ genres.</p> <p>Exploration of a different style of performance</p> <p>Develop physicality to perform characters from a different style/ genre and communicate meaning to the audience.</p> <p>Apply understanding/ skill to different stimuli</p>	<p>History of theatre</p> <p>Demonstrate an understanding of different styles/ genres.</p> <p>Artistic intentions- driven by clear target audiences/ aims</p>	<p><i>KPI Focuses:</i></p> <p>1. <i>Demonstrate clear artistic intentions in performance.</i></p> <p>2. <i>Demonstrate thoughtful, well developed responses to text/ stimulus making links to playwright/ practitioner intentions.</i></p> <p>3. Demonstrate an understanding of context in comparison to the world we live in and the effect this has on the Drama.</p> <p><i>H/W: Research for questionnaire task</i></p>

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8 Term 3	Live theatre Q: How is a design element used to create mood/ atmosphere in Wonder.land?	Analyse/ evaluate the work of others.  Make connections between their own use of strategies, mediums and elements and how they are used on the stage for purpose.  Respond as an audience member and identify reasons for their responses.	Exploration of practitioners/ playwrights- application of these in practice  Research/ reflection on work in practice  Connections to the world we live in  How strategies, mediums and elements are used on the stage for purpose.  Ways in which responses are evoked from an audience.	
Year	Knowledge (Topics /Contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
9 Term 1	Refine and apply Key Drama Skills and Techniques learnt and employ these through the study of:  Play texts -DNA (Scripted performance)  Theatre in Education ( including exploration of playtext and incorporation of practitioner influences)	Interpret and analyse a play text.  Use a playscript in order to stage specific scenes considering, setting, mood and intent.  Convey a believable character.  Direct others with clear intent/ purpose.	How context can influence playtext/ narrative.  How different roles within the theatre can impact the portrayal of the same play text.  How roles can be performed in different ways and the importance of	<b>KPI Focuses:</b> 1. Create and perform a disciplined believable character that is sustained in performance. 2. Show a variety of vocal skills demonstrating an understanding of character and dramatic effect. 3. Communicate using non-verbal skills to further create meaning and effect. Physical skills are executed in an exceptional way.

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		<p>Consider other roles within the theatre and apply knowledge to given scenes/ scenarios.</p> <p>Use play as a stimulus – influenced by practitioner knowledge.</p>	<p>the refinement of performances skills to make a performance convincing.</p>	<p><b>4. Demonstrate creative and unique responses to text/ stimulus. They have impact for the audience and meet artistic intentions.</b></p> <p><b>9. Demonstrate a positive attitude and show an understanding of how interpersonal, transferable skills can be developed through Drama.</b></p> <p><b>H/W DNA live theatre questions</b></p>
<p><b>9 Term 2</b></p>	<p>Let him have it</p> <p>Derek Bentley (devised)</p> <p>Scripted work</p> <p>Roles within the theatre: Actors, Set design, Lighting, Sound</p> <p>Analysis</p> <p>Technical Runs</p>	<p>Devise a performance: In response to varied stimuli. E.g Craig and Bentley and applying prior Use of 'Dreams and Nightmare' focus for abstract work.</p> <p>Watching and responding to live recorded performance.</p> <p>Incorporating practitioner influences.</p> <p>➤ <b>Examine</b> and <b>analyse</b> the <b>depth</b> and <b>breadth</b> of performance</p>	<p>Knowledge of use of strategies, elements, mediums to create own believable as well as abstract performances.</p>	<p>2 KPI Focuses:</p> <p><b>5. Analyse and evaluate all aspects of Drama as an audience member identifying key techniques using specific examples and justifications.</b></p> <p><b>6. Show a clear understanding of theatrical, social and historical context.</b></p> <p><b>7. Demonstrate an understanding of playwrights, practitioners and styles shown. Knowledge of</b></p>



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		<ul style="list-style-type: none"> <li>➤ Confidently articulate and apply <b>practitioner theories</b> to enhance their practical work</li> <li>➤ Make effective dramatic decisions in order to <b>enhance</b> the: <b>tension, creativity, emotion</b> and <b>authenticity</b> of their drama performances</li> </ul>	<p>Live Theatre Response.... How to analyse/ evaluate the work of others.</p> <p>How to make connections between their own use of strategies, mediums and elements and how they are used on the stage for purpose.</p>	<p><b>context is applied to your own work.</b></p> <p><b>8. Evaluate and analyse your own and others work using key Drama words with confidence and purpose.</b></p> <p>H/W Vocab testing</p>
9 Term 3	I love you mum, promise I won't die Mark Wheeler Verbatim Theatre	<p>Watch and analyse a piece of live recorded heater of the performance.</p> <p>Consider the purpose behind Mark Wheelers work and how this transpires into performance.</p> <p>Analyse how verbatim has been used and the impact of this.</p> <p>Evaluate performers portrayal.</p> <p>Explore the use of split scene and mutlirolling and how effectively this can be used. Perform a scene demonstrating the ability to portray this in performance.</p>	<p>How to respond as an audience member and identify reasons for their responses.</p> <ul style="list-style-type: none"> <li>➤ The social, cultural, historical and political context surrounding their topics of study and will understand how to use this knowledge successfully in order to show a greater attention to detail in their practical outcomes</li> <li>➤ Will understand confidently, the theories of practitioners studied</li> <li>➤ The importance of fine attention to detail in practical work in order to create reaction and impact</li> </ul>	<p><b>5. Analyse and evaluate all aspects of Drama as an audience member identifying key techniques using specific examples and justifications.</b></p> <p><b>6. Show a clear understanding of theatrical, social and historical context.</b></p> <p><b>7. Demonstrate an understanding of playwrights, practitioners and styles shown. Knowledge of context is applied to your own work.</b></p> <p><b>8. Evaluate and analyse your own and others work using key Drama words with confidence and purpose.</b></p>

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			<p>➤ How to analyse live performance in relation to style/ genre.</p> <p>Understand the use of TIE and Verbatim</p> <p>Affect/ use of multi-rolling and split scene</p>	
10 Term 1	<p>Retrieve skills and knowledge gained at KS3 in order to create (devise) Drama with clear purpose and aims.</p> <p>Devising (Retrieval): Know how strategies can be used with purpose to create a piece with clear intention for audience.</p> <p>How strategies can be used as a tool for exploration and as devises to create work from a variety of stimuli</p> <p>Know how to evaluate/ analyse the affect of these strategies on the work and what other influence can impact the work we create and</p>	<p>Devising: (Retrieval) Exploration of stimuli to create purposeful work with clear awareness of intention for audience.</p> <p>Use explorative strategies to explore and devise work based on a range of stimuli</p> <p>Use strategies, mediums and elements to create work that have clear purpose and meaning.</p>	<p>Pupils will understand the devising process and the strategies/ devises to build a piece of theatre.</p> <p>Pupils will understand how Drama can be used for purpose and meaning.</p> <p>Pupils will understand that Drama can be influenced/ impacted by the world around them.</p> <p>How various stimuli can be used to evoke ideas/ inspire.</p>	<ol style="list-style-type: none"> <li>1. <b>Characterisation demonstrates an in depth understanding of the role and its context within the performance.</b></li> <li>2. <b>Performances communicate meaning and show clear artistic intention.</b></li> <li>3. <b>Vocal delivery is engaging and dynamic throughout. Accomplished technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Vocal performance shows broad variation and range.</b></li> <li>4. <b>Accomplished technical control</b></li> </ol>

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	<p>the way in which work is received by audiences (drawing upon prior knowledge of playwrights/ practitioners explored at KS3)</p> <p>Practitioner aims/ methods: How practitioners have influenced theatre How to use practitioners methods to explore stimuli and devise with purpose Practitioners (Brecht, Frantic Assembly, Berkoff)</p>	<p>Use a range of vocal and physical skills to portray characters that achieve intended outcomes and that engage audiences.</p> <p>Use space for meaning with clear awareness of the audience and consideration of style/ genre.</p> <p>Show clear influence/ connections to practitioners explored in order to achieve intended outcomes.</p> <p>Show knowledge and consideration as to methods/ techniques used and why.</p> <p>Analyse and evaluate own work and the work of others: Live Theatre response:</p>	<p>How research and further development can further strengthen work and give meaning and depth to characters and narrative.</p> <p>How performers can use various methods to enhance, develop their performance skill and how the portrayal/ delivery of dialogue can evoke meaning/ emotion for the audience.</p> <p>How practitioners have influence theatre over the ages and how their methods can be used to create work and given meaning purpose to performances.</p> <p>How these methods can practically be work-shopped in order to enhance performances.</p>	<p>in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). Physical performance shows variation and range.</p> <p>5. Responses to text/ stimuli are creative and unique demonstrating an appreciation for style, genre and theatrical conventions. They have impact for the audience.</p> <p>Mini mock -devised performance from a stimuli</p> <p>Mini mock- portfolio response to devised performance</p> <p>Live Theatre Practice questions</p>
10 Term 2	<p>Playwrights intentions: How to explore a play text considering playwrights in context.</p> <p>Blood Brothers Too Much Punch for Judy Blue Remembered Hills</p> <p>Make connections between playwright and practitioners work</p>	<p>Watch a piece of Live Theatre and consider the directors/ playwrights intentions</p> <p>Know how to evaluate the successes of meeting the aims/ intentions through analysis of choices of: Staging, lighting, costume, sound, set design</p> <p>Consider how intentions have been met by the delivery of the characters by specific performers use of: Voice, Physicality, proxemics, Movement, Interaction.</p>	<p>How the work of others can demonstrate clear influence and intentions.</p> <p>How to analyse/ evaluate how this have been successfully achieved and how devises/ methods explored may have had impact on the work they see.</p>	<p>5. Responses to text/ stimuli are creative and unique demonstrating an appreciation for style, genre and theatrical conventions. They have impact for the audience.</p> <p>6. Ability to analyse and evaluate all aspects of Drama as an audience</p>

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		<p>How theatre can create impact for audiences and how social/ cultural contexts can affect this.</p> <p>Portfolio Written response: Respond to questions using key terminology and specific examples</p> <p><b>Question 1</b> <i>What was your initial response to the stimuli and what were the intentions for the piece?</i></p> <p><b>Question 2</b> <i>What work did your group do in order to explore the stimuli and start to create ideas for performance?</i></p> <p><b>Question 3</b> <i>What were some of the significant moments during the development process and when rehearsing and refining your work?</i></p> <p><b>Question 4</b> <i>How did you consider genre/ structure/ character/ form/ style and language throughout the process?</i></p>	<p>How individual performers portrayal of character have had impact on them as an audience member and how this has been achieved.</p> <p>How director/ designer choices can affect mood, atmosphere and inform audiences of social, cultural context.</p>	<p>member using specialist terminology.</p> <p>7. Clear understanding of theatrical, social and historical context shown and used to justify intentions.</p> <p>8. Performance demonstrates assured and sustained control and understanding in relation to playwright intentions and/ or practitioner influence.</p>
10 Term 3	Consolidation of skill/ knowledge to create final devised performances:	<p><b>Question 5</b> <i>How effective was your contributions to the final performance?</i></p> <p><b>Question 6</b> <i>Were you successful in what you set out to achieve?</i></p> <p>Use vocal and physical skills in order to portray believable characters</p>		<p>Mini-mock devised performance</p> <p>Mini-mock portfolio</p> <p>Mini-mock – Live Theatre question</p>

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		Consider social and cultural context of play texts to influence portrayal		
<b>11 Term 1</b>	<p>1a- Final Devised performance</p> <p>Portfolio submission</p> <p>1b Scripted exploration:</p> <p>An Inspector Calls</p> <p>Live Theatre Response</p>	<p>Refine and apply Key Drama Skills and Techniques learnt and employ these through the exploration of:</p> <p>1a- Final Devised performance</p> <p>Use a range of vocal and physical skills to portray characters that achieve intended outcomes and that engage audiences.</p> <p>Use space for meaning with clear awareness of the audience and consideration of style/ genre.</p> <p>Show clear influence/ connections to practitioners explored in order to achieve intended outcomes.</p> <p>Show knowledge and consideration as to methods/ techniques used and why.</p> <p>Portfolio submission</p> <p><b>Question 1</b> <i>What was your initial response to the stimuli and what were the intentions for the piece?</i></p> <p><b>Question 2</b></p>	<p>Pupils will understand the devising process and the strategies/ devises to build a piece of theatre.</p> <p>Pupils will understand how Drama can be used for purpose and meaning.</p> <p>Pupils will understand that Drama can be influenced/ impacted by the world around them.</p> <p>How various stimuli can be used to evoke ideas/ inspire.</p> <p>How research and further development can further strengthen work and give meaning and depth to characters and narrative.</p> <p>How performers can use various methods to enhance, develop their performance skill and how the portrayal/ delivery of dialogue can evoke meaning/ emotion for the audience.</p>	<ol style="list-style-type: none"> <li>Characterisation is accomplished, skillful and highly engaging, demonstrating comprehensive and assured focus, confidence and commitment.</li> <li>Assured rapport and communication with audience/ other performers.</li> <li>Vocal skills are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning to the audience.</li> <li>Physical skills are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning to the audience.</li> <li>Performance</li> </ol>

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		<p><i>What work did your group do in order to explore the stimuli and start to create ideas for performance?</i></p> <p><b>Question 3</b> <i>What were some of the significant moments during the development process and when rehearsing and refining your work?</i></p> <p><b>Question 4</b> <i>How did you consider genre/ structure/ character/ form/ style and language throughout the process?</i></p> <p><b>Question 5</b> <i>How effective was your contributions to the final performance?</i></p> <p><b>Question 6</b> <i>Were you successful in what you set out to achieve?</i></p>	<p>How practitioners have influence theatre over the ages and how their methods can be used to create work and given meaning purpose to performances.</p> <p>How these methods can practically be work-shopped in order to enhance performances.</p> <p>How the work of others can demonstrate clear influence and intentions.</p> <p>How to analyse/ evaluate how this have been successfully achieved and how devises/ methods explored may have had impact on the work they see.</p> <p>How individual performers portrayal of character have had impact on them as an audience member and how this has been achieved.</p> <p>How director/ designer choices can affect mood, atmosphere and inform audiences of social, cultural context.</p>	<p>demonstrates assured and sustained control and understanding in relation to style, genre and theatrical conventions.</p> <p>6. Demonstrates an accomplished and comprehensive interpretation of the text in performance.</p> <p>7. Individual performance is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease.</p> <p>8. Ability to evaluation and analyse playtext/performance in relation to the playwrights/ directors intentions.</p>
11 Term 2	<p>Scripted Performance</p> <p>An Inspector Calls Live Theatre Response</p>	<p>1b Scripted exploration:</p> <p>Use Vocal and physical skills to portray a believable character that meets playwrights intentions.</p>	<p>Playwright intent/ style/ genre of play.</p>	<p>7. Individual performance is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease.</p>

Year	Knowledge (Topics /Contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
		<p>An Inspector Calls: To be able to analyse the text and answer exam based questions in accordance to: Performing Directing Designing- set, costume, lighting, sound, props</p>	<p>Understand the social, cultural context and how this influences decisions made.</p> <p>Understand how to evoke emotion/ change atmosphere within a scene.</p> <p>Understand how to direct performers to achieve intended affect.</p>	<p>8.Ability to evaluation and analyse playtext/performance in relation to the playwrights/ directors intentions.</p>
11 Term 3	<p>An Inspector Calls</p> <p>Live Theatre Response</p>	<p>Live Theatre Response: Live Theatre response: Watch a piece of Live Theatre and consider the directors/ playwrights intentions</p> <p>Know how to evaluate the successes of meeting the aims/ intentions through analysis of choices of: Staging, lighting, costume, sound, set design</p> <p>Consider how intentions have been met by the delivery of the characters by specific performers use of: Voice, Physicality, proxemics, Movement, Interaction.</p> <p>How theatre can create impact for audiences and how social/ cultural contexts can affect this</p>	<p>How these methods can practically be work-shopped in order to enhance performances.</p> <p>How the work of others can demonstrate clear influence and intentions.</p> <p>How to analyse/ evaluate how this have been successfully achieved and how devises/ methods explored may have had impact on the work they see.</p> <p>How individual performers portrayal of character have had impact on them as</p>	<p>8.Ability to evaluation and analyse playtext/performance in relation to the playwrights/ directors intentions.</p>

Year	Knowledge (Topics /Contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessment (KPIs)
			<p>an audience member and how this has been achieved.</p> <p>How director/ designer choices can affect mood, atmosphere and inform audiences of social, cultural context.</p>	



