



## Key Stage 3

### Programme of Study for 2023-2024

	Year 7	Year 8	Year 9
<b>Autumn 1</b>	Introduction (Skills Building)  Create	Playwriting (Adapt and experiment)  Perform	FOR 2023/2024 ONLY – ADAPTED VERSION OF NATURALISM UNIT FROM YEAR 8  Script (“Boy in the Striped PJ”)  Perform
<b>Autumn 2</b>	Physical Theatre (Poem based- choral work)  Perform	Boal (Forum Theatre)  Create	
<b>Spring 1</b>	Process Theatre (“LRRH”)  Create	Tension (Music and Tech)  Create	Designing Theatre (Set, Props, Costume, Lighting, Sound)  Create
<b>Spring 2</b>	Scripted Performance (Showcase)  Perform	Naturalism (“The Boy in the Striped Pyjamas”)  Perform	Non-Naturalistic Devising (Refugee Tale)  Create
<b>Summer 1</b>	Performing to Camera (Technology)  Create	Gangs (Choreography/ Combat)  Create	Live Theatre Review (Analysis and Evaluation)  Create
<b>Summer 2</b>	Mop up due to additional weeks of rehearsals required as per schemes of work		(GCSE) TWO Design + Semiotics – Technical elements/ Read/ Design/ Make / Perform  (Stage/ Set)  Create & Perform

# Curriculum and Skills Mapping Template

Subject : Drama    Key Stage: 3    Year: 7

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1 September -October	<p>Introduction to Drama</p> <p><i>Link to scheme and resources:</i>  <a href="https://drive.google.com/drive/folders/1pSpGz67Cux-JEpl9ldapeW_JFs1Z3dFE?usp=sharing">https://drive.google.com/drive/folders/1pSpGz67Cux-JEpl9ldapeW_JFs1Z3dFE?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p> <p>Introduction of key skills required across KS3-KS5</p>	<p>To introduce students to basic Drama terms and skills:</p> <ul style="list-style-type: none"> <li>• Tableau</li> <li>• Melting Tableaux</li> <li>• Transitions</li> <li>• Thought Track</li> <li>• Mime</li> <li>• Character</li> </ul> <p>To introduce students to productive ways to work independently and within small groups through participation in rehearsal and performance</p> <p>To promote a supportive and trusting environment within the classroom</p> <p><b>TO PRODUCE</b> – Performance showcasing application of Drama skills</p>	<p>Formative Creating Assessment – Assessed at least twice during unit -----</p> <p><b>Creating Assessment Descriptors</b> An individual's ability to:</p> <ul style="list-style-type: none"> <li>• Offers ideas</li> <li>• Quality of ideas</li> <li>• Responds to feedback</li> <li>• Staging Ideas</li> <li>• Evaluates work and 'Takes 2'</li> <li>• Confidence</li> <li>• Ready to work</li> <li>• Respects their peers learning/ ideas</li> <li>• Listen to others</li> <li>• Contribution to the team</li> </ul> <p>Plus, introduction to Drama specific: Tableau(x) &amp; Melting Tableaux</p> <ul style="list-style-type: none"> <li>• Mime</li> <li>• Transitions</li> <li>• Thought Track</li> <li>• Character</li> </ul>	<p><b>Remembering</b> Drama Terminology</p> <p><b>Understanding</b> Drama Terminology Team working skills</p> <p><b>Applying</b> Drama Skills</p> <p><b>Analysing</b> What makes a good team How to improve performance work</p> <p><b>Evaluating</b> What makes a good performance</p> <p><b>Creating</b> Short scenes in each skill Final performance to showcase key skills</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Remembering</li> <li>• Resilience</li> <li>• Resourcefulness</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Responding to feedback</li> <li>• Time management</li> <li>• Giving Feedback</li> <li>• Team playing</li> </ul>

<p><b>Autumn 2</b> October-December</p>	<p><b>Physical Theatre</b></p> <p><i>Link to scheme and resources:</i> <a href="https://drive.google.com/drive/folders/1auAmYp9leCaSUFkbB0A089Jy4e_aNDHU?usp=drive_link">https://drive.google.com/drive/folders/1auAmYp9leCaSUFkbB0A089Jy4e_aNDHU?usp=drive_link</a></p> <p><b>Purpose of Unit:</b></p> <p>Introducing performance styles (Physical Theatre and Greek Chorus) that will feed into their skillset throughout KS3-KS5</p>	<p>To learn how to communicate to an audience using Physical Theatre skills, developing understanding from work in Autumn 1:</p> <ul style="list-style-type: none"> <li>• Body Language</li> <li>• Facial expressions</li> <li>• Gestures</li> <li>• Movement</li> <li>• Shapes</li> <li>• Action</li> <li>• Body as Prop</li> <li>• Soundscape</li> <li>• Mood and Atmosphere</li> <li>• Scenery</li> </ul> <p>To introduce and understand theatrical style of Non-Naturalism &amp; Greek Chorus</p> <p>To learn the importance of working as an ensemble</p> <p><b>TO PRODUCE</b> – Final performance within the Physical Theatre style</p>	<p><b>Summative Performing Assessment</b> -----</p> <p><b>Performing Assessment Descriptors</b> <i>An individual's ability to:</i></p> <ul style="list-style-type: none"> <li>• Create a believable character</li> <li>• Creating engaging and interesting work</li> <li>• Use their vocal and physical expression</li> <li>• Interaction with others</li> <li>• Use of the performance space and staging tools</li> <li>• Learn lines/movement</li> <li>• Confidence</li> <li>• Stay in role</li> <li>• Contribution to the team</li> <li>• Ready to perform</li> <li>• Respects their peers when performing/ as an audience member</li> </ul> <p><i>Plus, Physical Theatre specific:</i></p> <ul style="list-style-type: none"> <li>• Use soundscape</li> <li>• Use Greek Chorus technique</li> <li>• Perform as an ensemble</li> <li>• Use physical theatre skills</li> </ul>	<p><b>Remembering</b> Physical Theatre skills Movement for final performance</p> <p><b>Understanding</b> Physical Theatre &amp; Greek Chorus Terminology Ensemble How to use Voice Over How to create mood/atmosphere through voice/soundscape</p> <p><b>Applying</b> Physical Theatre Skills – movement Greek Chorus Skills – vocal</p> <p><b>Analysing</b> Scripts/poems into performance material Vocal and Physical expression How to improve performance work WAGOLL materials to apply to own work</p> <p><b>Evaluating</b> Own work What makes a good performance</p> <p><b>Creating</b> Choral speaking piece – pre-recorded and played during performance Final performance of a performance poem using Greek and Physical Theatre skills</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Remembering</li> <li>• Resilience</li> <li>• Resourcefulness</li> <li>• Reflectiveness</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Feedback</li> <li>• Autonomy</li> <li>• Responding to feedback</li> <li>• Time management</li> <li>• Giving Feedback</li> <li>• Team playing</li> </ul>
<p><b>Spring 1</b> January-February</p>	<p><b>Process Theatre</b></p> <p><i>Link to scheme and resources:</i> <a href="https://drive.google.com/drive/folders/1OKUw9Vi_Sk0pLoraqKptfdc3xTLIfP8?usp=sharing">https://drive.google.com/drive/folders/1OKUw9Vi_Sk0pLoraqKptfdc3xTLIfP8?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p>	<p>To encourage students to explore a creative and unique interpretation of a traditional fairy tale.</p> <p>To develop key improvisation skills within a supportive/guided structure:</p> <ul style="list-style-type: none"> <li>• Offers</li> <li>• Accepting</li> <li>• Blocking</li> <li>• Character</li> <li>• Dialogue</li> <li>• Teacher in role</li> </ul>	<p><b>Formative Creating Assessment</b> – Assessed at least twice during unit -----</p> <p><b>Creating Assessment Descriptors</b> <i>(see above)</i></p> <p><i>Plus, Process Theatre specific:</i></p> <ul style="list-style-type: none"> <li>• Contribution to improvisations</li> <li>• Responding to Teacher in Role</li> </ul>	<p><b>Remembering</b> Skills from previous units Storyline and character Traditional stories</p> <p><b>Understanding</b> How to improvise effectively Character and plot</p> <p><b>Applying</b> Modelled material (Teacher in Role) into their own interpretation</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Remembering</li> <li>• Reflectiveness</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Autonomy</li> <li>• Time management</li> <li>• Personal management</li> </ul>

	<p>Introduce students to key improvisation skills and Teacher in Role (modelling)</p> <p>Learn some key rehearsal techniques which can be applied across KS3-KS5</p>	<p>To understand more about how the stage works and how to effectively use the space to create atmosphere – set design</p> <p>To understand how to create and develop a character</p> <p><b>TO PRODUCE</b> – Final performance developing skills from previous two units within the framework of LRRH</p>	<ul style="list-style-type: none"> <li>• <i>Creating character</i></li> <li>• <i>Staying in role</i></li> <li>• <i>Taking on various roles</i></li> </ul>	<p>Understanding of story into Stage Design concept</p> <p><b>Analysing</b> Storyline and characters How to ‘twist’ traditional stories</p> <p><b>Evaluating</b> Own work Quality of ideas</p> <p><b>Creating</b> Role on the wall Performance of Twisted version of LRRH Small improvisations</p>	
<p><b>Spring 2</b> February- April</p>	<p><b>Scripted Performance</b></p> <p><i>Link to scheme and resources:</i> <a href="https://drive.google.com/drive/folders/1G_kh64FHlqqTGc-VlPrBOnBukLDB7X7t?usp=sharing">https://drive.google.com/drive/folders/1G_kh64FHlqqTGc-VlPrBOnBukLDB7X7t?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p> <p>Introduction to using a script – foundation to skills assessed in KS4 Unit 2 &amp; KS5 Unit 19 &amp; Unit 2</p>	<p>To encourage students to explore a creative and unique interpretation of a small script.</p> <p>To introduce and reinforce the use of key terminology related to scripts:</p> <ul style="list-style-type: none"> <li>• Script</li> <li>• Character</li> <li>• Playwright</li> <li>• Dialogue</li> <li>• Line</li> <li>• Cue</li> <li>• Stage direction</li> <li>• Actor action</li> <li>• Setting</li> <li>• Mood/ Atmosphere</li> </ul> <p>To further encourage students to develop an individual interpretation of: Script Character Stage Design</p> <p><b>TO PRODUCE</b> – Final performance of one of four set scripts</p>	<p><b>Summative Performing Assessment</b></p>	<p><b>Remembering</b> Skills from previous units Key terminology related to scripts Lines for final performance</p> <p><b>Understanding</b> How to use a script How to create character and setting How to use pause and silence for effect</p> <p><b>Applying</b> Rehearsal techniques and stage designs to a practical performance</p> <p><b>Analysing</b> Storyline and characters WAGOLL materials to apply to own work</p> <p><b>Evaluating</b> Own work Quality of ideas</p> <p><b>Creating</b> An interpretation of 4 scripts, plus final performance of one Role on the wall</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Remembering</li> <li>• Reflectiveness</li> <li>• Resilience</li> <li>• Resourcefulness</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Autonomy</li> <li>• Feedback</li> <li>• Time management</li> <li>• Personal management</li> </ul>

<p><b>Summer *</b> May-July</p> <p><i>*IF REQUIRED – IT IS HIGHLY LIKELY THE UNIT'S AUTUMN – SPRING WILL RUN OVER, SO THIS SCHEME IS NOT MANDATORY, INSTEAD IS PROVIDED FOR GROUPS WHO HAVE FINISHED EARLY AS AN EXTRA</i></p>	<p><b>Performing to Camera</b></p> <p><i>Link to scheme and resources:</i> <a href="https://drive.google.com/drive/folders/1pvkz9qRwOGdbzFxBsfX8oaa0vLR8K6K5?usp=sharing">https://drive.google.com/drive/folders/1pvkz9qRwOGdbzFxBsfX8oaa0vLR8K6K5?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p> <p>Introduction to using technology within performance work – which will be a foundation into KS4/KS5 performance work</p>	<p>To enable students to work on a plot, characters and setting through the method of performing to camera</p> <p>To understand key terminology related to performing to camera:</p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Storyboard</li> <li>• Site specific</li> <li>• Theme/Mood</li> <li>• Medium</li> <li>• Montage</li> <li>• Editing</li> <li>• Footage</li> </ul> <p>To understand key terminology related to choreographed movement:</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Movement</li> <li>• Choreography</li> <li>• Characters</li> <li>• Gesture</li> <li>• Locomotion</li> <li>• Jumping</li> <li>• Stepping</li> <li>• Turning</li> <li>• Sequence</li> <li>• Rhythm</li> <li>• Canon</li> <li>• Unison</li> </ul> <p>Develop skills in keeping to deadlines through autonomous learning</p> <p><b>TO PRODUCE</b> – Create, plan and film a Pop Video or Movie Trailer</p>	<p><b>Formative Creating Assessment</b> – Assessed at least twice during unit</p> <p>-----</p> <p><i>Creating Assessment Descriptors (see above)</i></p> <p><i>Plus, Performing to Camera specific:</i></p> <ul style="list-style-type: none"> <li>• <i>Contribution to storyboard</i></li> <li>• <i>Contribution to final video</i></li> <li>• <i>Taking on various roles</i></li> <li>• <i>Quality of final performance</i></li> </ul>	<p>Stage design</p> <p><b>Remembering</b> Key terminology related to performing to camera</p> <p><b>Understanding</b> How to create a storyboard – how to structure a video How to film and edit a video</p> <p><b>Applying</b> Ideas from workshop into final piece – movement and trailer info</p> <p><b>Analysing</b> Effective performances to camera Plot Footage</p> <p><b>Evaluating</b> Own work What footage to keep and scrap Quality of ideas</p> <p><b>Creating</b> Storyboard Final video – including characters, plot and structure</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Remembering</li> <li>• Resilience</li> <li>• Resourcefulness</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Autonomy</li> <li>• Time management</li> <li>• Personal management</li> </ul>
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# Curriculum and Skills Mapping Template

Subject : Drama Key Stage: 3 Year: 8

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn September – December	<p>Playwriting</p> <p><i>Link to Scheme and Resources:</i>  <a href="https://drive.google.com/drive/folders/13ICc6zIAgMOLhRf-lxSC779Tc6fn9x-m?usp=sharing">https://drive.google.com/drive/folders/13ICc6zIAgMOLhRf-lxSC779Tc6fn9x-m?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p> <p>Experience of writing a script (key skill required for KS4 &amp; KS5 devising)</p>	<p>To introduce students to the key skills involved in the process of script/playwriting and terminology related to this:</p> <ul style="list-style-type: none"> <li>• Script</li> <li>• Adaptation</li> <li>• Mood</li> <li>• Genre</li> <li>• Character</li> <li>• Tension</li> <li>• Scene</li> <li>• Split stage</li> <li>• Structure</li> <li>• Audience</li> <li>• Backstory</li> <li>• Flashback</li> </ul> <p>To promote independent learning skills through the process of creating, redrafting and developing a piece of script both during and outside of lesson time.</p> <p>To write a small script based on a traditional tale that will be experimented with and developed throughout the term.</p> <p>To demonstrate how their work has developed during the term due to the feedback they had from their peers.</p> <p><b>TO PRODUCE</b> – Students will write and present their own script</p>	<p><b>Summative Performing Assessment</b></p> <p>-----</p> <p><b>Performing Assessment Descriptors</b></p> <p><b>An individual's ability to:</b></p> <ul style="list-style-type: none"> <li>• Create a believable character</li> <li>• Creating engaging and interesting work</li> <li>• Use their vocal and physical expression</li> <li>• Interaction with others</li> <li>• Use of the performance space and staging tools</li> <li>• Learn lines/movement</li> <li>• Confidence</li> <li>• Stay in role</li> <li>• Contribution to the team</li> <li>• Ready to perform</li> <li>• Respects their peers when performing/ as an audience member</li> </ul> <p><i>Plus, Playwriting specific:</i></p> <ul style="list-style-type: none"> <li>• <i>Contribute to the scriptwriting process</i></li> <li>• <i>Developing ideas for the script</i></li> <li>• <i>Adaptation of original tales</i></li> </ul>	<p><b>Remembering</b> Key skills and previous learning related to script</p> <p><b>Understanding</b> How to create a script – storyboard How to write a script How to adapt a traditional story into a new contemporary script</p> <p><b>Applying</b> Key skills for the scriptwriting process Ideas to create script Writing script using ideas</p> <p><b>Analysing</b> Traditional stories plot line and characters Ideas of others Tweaking and adapting script</p> <p><b>Evaluating</b> Final product</p> <p><b>Creating</b> Script Performing script for an audience</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Resilience</li> <li>• Resourcefulness</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Feedback</li> <li>• Responding to feedback</li> <li>• Time management</li> <li>• Contributing</li> </ul>

<p><b>Spring 1</b> January- February</p>	<p><b>Forum Theatre</b></p> <p><i>Link to Scheme and Resources:</i> <a href="https://drive.google.com/drive/folders/1TihK8-Cqc0wQYzlbh6S55n07Uy2bO0N0?usp=sharing">https://drive.google.com/drive/folders/1TihK8-Cqc0wQYzlbh6S55n07Uy2bO0N0?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p> <p>Introducing performance styles that will feed into their skillset throughout KS3-KS5</p>	<p>To introduce students to the practitioner 'Boal' and Forum Theatre:</p> <ul style="list-style-type: none"> <li>• Consequences</li> <li>• Actions</li> <li>• Spect-actor</li> <li>• Improvisation</li> <li>• Socio-gram</li> <li>• Teacher in Role</li> <li>• Political</li> <li>• Social</li> </ul> <p>To explore, using Drama skills, how consequences can vary based on actions.</p> <p>To further develop and embed the use of improvisation skills from previous units.</p> <p><b>TO PRODUCE</b> – Workshop based learning – each workshop having a different scenario to explore through improvisation and forum</p>	<p><b>Formative Creating Assessment</b> – Assessed at least twice during unit</p> <p>-----</p> <p><i>Creating Assessment Descriptors:</i> <i>An individual's ability to:</i></p> <ul style="list-style-type: none"> <li>• Offers ideas</li> <li>• Quality of ideas</li> <li>• Responds to feedback</li> <li>• Staging Ideas</li> <li>• Evaluates work and 'Takes 2'</li> <li>• Confidence</li> <li>• Ready to work</li> <li>• Respects their peers learning/ ideas</li> <li>• Listen to others</li> <li>• Contribution to the team</li> </ul> <p><i>Plus, Forum Theatre specific:</i></p> <ul style="list-style-type: none"> <li>• Confidence to improvise</li> <li>• Providing solutions to workshop scenarios</li> <li>• Considering consequences and actions</li> </ul>	<p><b>Remembering</b> Effective improvisation skills from previous units</p> <p><b>Understanding</b> How a Forum works and how to effectively contribute towards it Key terminology related to unit The social and political implications of decisions using various scenarios as starting points The consequences of actions using various scenarios as starting points</p> <p><b>Applying</b> Discussions to performance ideas/material Improvisation skills to group work.</p> <p><b>Analysing</b> Various scenarios and character choices The social impact of choices</p> <p><b>Evaluating</b> Choices and consequences</p> <p><b>Creating</b> Various scenarios using workshop process Show work and reflect on impact</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Reflectiveness</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Feedback</li> <li>• Autonomy</li> <li>• Personal and moral development</li> </ul>
<p><b>Spring 2</b> February- May</p>	<p><b>Tension</b></p> <p><i>Link to Scheme and Resources:</i> <a href="https://drive.google.com/drive/folders/1dEtXlOl3Ik6igRkt1Ffy_q8A9rH-VrDS?usp=sharing">https://drive.google.com/drive/folders/1dEtXlOl3Ik6igRkt1Ffy_q8A9rH-VrDS?usp=sharing</a></p>	<p>To allow the students to develop technique, exploring Tension through a variety of tools:</p> <ul style="list-style-type: none"> <li>• Pause/silence</li> <li>• Masks</li> <li>• Drums</li> <li>• Music/Sound</li> <li>• Change in mood</li> <li>• Contrast</li> <li>• Lighting</li> </ul>	<p><b>Formative Creating Assessment</b> – Assessed at least twice during unit</p> <p>-----</p> <p><i>Creating Assessment Descriptors</i> <i>(see above)</i></p>	<p><b>Remembering</b> Skills from previous units Key tools and techniques Stage types</p> <p><b>Understanding</b> How to use each tool effectively 'Less is more' to create tension and impact</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Resourcefulness</li> <li>• Remembering</li> <li>• Reflectiveness</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Autonomy</li> <li>• Time management</li> </ul>

	<p><b>Purpose of Unit:</b></p> <p>Introduce students to a key technique – tension and monologue. Begin work on the impact of using different stage types (KS4 – Unit 3)</p>	<p>To experiment with various starting points in a workshop format, analysing how Tension is created in each, for example 'Woman in Black', monologue writing, choral speaking etc.</p> <p>To experiment with stage types and how these can be utilised to create actor-audience relationships:</p> <ul style="list-style-type: none"> <li>• Proscenium Arch</li> <li>• Thrust</li> <li>• Traverse</li> <li>• Arena</li> </ul> <p>To introduce the concept of annotation on script and how this can be used effectively</p> <p><b>TO PRODUCE</b> – Small workshop performances of each starting point, choosing one to present at end of term</p>	<p><i>Plus, Tension specific:</i></p> <ul style="list-style-type: none"> <li>• <i>Appropriate choices to create tension</i></li> <li>• <i>Experiment with starting points</i></li> <li>• <i>Written work and annotation of script</i></li> <li>• <i>Experiment with stage types</i></li> </ul>	<p>How to write monologues How to interpret scripts</p> <p><b>Applying</b> Key tools and techniques</p> <p><b>Analysing</b> Storyline and characters How best to apply techniques</p> <p><b>Evaluating</b> Own work Quality of ideas</p> <p><b>Creating</b> Monologues Small performances each week One final performance</p>	<ul style="list-style-type: none"> <li>• Personal management</li> </ul>
<p><b>Summer 1</b> May-June</p>	<p><b>Naturalism</b></p> <p><i>Link to Scheme and Resources:</i> <a href="https://drive.google.com/drive/folders/1MaFbS13oLHYZIOqXD_TKchbaNyb4TakM?usp=sharing">https://drive.google.com/drive/folders/1MaFbS13oLHYZIOqXD_TKchbaNyb4TakM?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p> <p>Introduction to key style and practitioner</p>	<p>To introduce students to a new style of performance 'Naturalism' through exploration of Stanislavski's toolkit:</p> <ul style="list-style-type: none"> <li>• Belief</li> <li>• Imagination</li> <li>• Magic if</li> <li>• Units and Objectives</li> <li>• Super Objective</li> <li>• Script analysis</li> </ul> <p>To reinforce the importance of context when studying a script – social, political, economic factors and how these influence characters. Studied text – Boy in Striped PJ.</p> <p>To encourage students to explore a creative and unique interpretation of a script through various rehearsal</p>	<p><b>Summative Performing Assessment</b> -----</p> <p><i>Performing Assessment Descriptors (see above)</i></p> <p><i>Plus, Stanislavski specific:</i></p> <ul style="list-style-type: none"> <li>• <i>Character understanding</i></li> <li>• <i>Character development</i></li> <li>• <i>Analysing units and objectives on script</i></li> </ul>	<p><b>Remembering</b> How to use a script effectively – from previous units Lines and movement</p> <p><b>Understanding</b> Character and backstory How to use rehearsal techniques</p> <p><b>Applying</b> Understanding of character to the script</p> <p><b>Analysing</b> Units and objectives Character Play and social context</p> <p><b>Evaluating</b> Work of others - WAGOLL</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Remembering</li> <li>• Reflectiveness</li> <li>• Resilience</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Autonomy</li> <li>• Feedback</li> <li>• Time management</li> <li>• Personal management</li> <li>• Social and moral messages</li> </ul>



	<p>used across KS4-KS5 (Stanislavski). Further experience of using script, required at KS4 &amp; KS5.</p>	<p>techniques, including new techniques such as hot seating.</p> <p><b>TO PRODUCE</b> – Final performance.</p>		<p>Quality of ideas</p> <p><b>Creating</b> Final performance of a script Character through various rehearsal techniques</p>	
<p><b>Summer 2</b>  June-July</p>	<p><b>Gangs</b></p> <p><i>Link to scheme and resources:</i> <a href="https://drive.google.com/drive/folders/1xIC7PxULFMF6jhwHjoK-0p9s3lr7zMp-?usp=sharing">https://drive.google.com/drive/folders/1xIC7PxULFMF6jhwHjoK-0p9s3lr7zMp-?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p> <p>Introduction to devising skills required in KS4</p>	<p>To explore the concept of 'Gangs' through exploration of:</p> <ul style="list-style-type: none"> <li>• Stage Combat</li> <li>• Sport – specifically the Hakka</li> <li>• Musical Theatre - Grease</li> </ul> <p>To allow the students to develop performance skills and technique</p> <p>To work in teams to devise a plot line and character, applying the skills from workshop process</p> <p><b>TO PRODUCE</b> – A small performance piece utilising the skill explored</p>	<p><b>Formative</b> <b>Creating Assessment</b> – Assessed at least twice during unit</p>	<p><b>Remembering</b> Skills from workshop process</p> <p><b>Understanding</b> How to devise as a team How to effectively and safely stage fight Different cultures and contexts</p> <p><b>Applying</b> Skills from workshop to small pieces throughout process and final piece Teamwork skills</p> <p><b>Analysing</b> Key skills and techniques Video footage and examples to consider effective work</p> <p><b>Evaluating</b> Own work Quality of ideas</p> <p><b>Creating</b> A selection of performances throughout process Final devised performance</p>	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Relationships</li> <li>• Remembering</li> <li>• Reflectiveness</li> <li>• Resilience</li> <li>• Resourcefulness</li> <li>• Challenge</li> <li>• Engagement</li> <li>• Autonomy</li> </ul>

# Curriculum and Skills Mapping Template

Subject : Drama Key Stage: 3 Year: 9

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn September – December	<p><b>Scripted Performance</b></p> <p><i>Link to Scheme and Resources:</i>  <a href="https://drive.google.com/drive/folders/1FI3WyHvhLYJrp8AmI9DrWPATrFCUdC8U?usp=sharing">https://drive.google.com/drive/folders/1FI3WyHvhLYJrp8AmI9DrWPATrFCUdC8U?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p> <p>Direct experience of curriculum for KS4 - Unit 2, KS5 – Unit 19, Unit 2</p>	<p>To reinforce/revisit the importance of context when studying a script – social, political, economic factors and how these influence characters. Studied text – Blood Brothers. // <b>for 2023-2024 only – Boy in the Striped PJ</b></p> <p>To introduce students to a full-length script</p> <p>To encourage students to explore a creative and unique interpretation of a script through various rehearsal techniques, including new techniques such as punctuation walk.</p> <p>To introduce the students to the task requirements of the course at KS4 – studying two extracts to show character journey.</p> <p><b>TO PRODUCE</b> Final performance of two contrasting moments from a text.</p>	<p><b>Summative Performing Assessment</b></p> <p>-----</p> <p><b>Performing Assessment Descriptors</b>  <i>An individual's ability to:</i></p> <ul style="list-style-type: none"> <li>● Create a believable character</li> <li>● Creating engaging and interesting work</li> <li>● Use their vocal and physical expression</li> <li>● Interaction with others</li> <li>● Use of the performance space and staging tools</li> <li>● Learn lines/movement</li> <li>● Confidence</li> <li>● Stay in role</li> <li>● Contribution to the team</li> <li>● Ready to perform</li> <li>● Respects their peers when performing/ as an audience member</li> </ul> <p><i>Plus, Playwriting specific:</i></p>	<p><b>Remembering</b>            How to use a script effectively – from previous units            Stanislavski's techniques – from Year 8            Summer 1            Lines and movement</p> <p><b>Understanding</b>            Character and backstory            How to use rehearsal techniques            Social, political, cultural and economic context            How Unit 2 of GCSE Drama works</p> <p><b>Applying</b>            Understanding of character to the script</p> <p><b>Analysing</b>            Units and objectives            Character            Play and social context</p> <p><b>Evaluating</b>            Work of others - WAGOLL            Quality of ideas</p> <p><b>Creating</b>            Final performance of a script            Character through various rehearsal techniques</p>	<ul style="list-style-type: none"> <li>● Readiness</li> <li>● Relationships</li> <li>● Remembering</li> <li>● Reflectiveness</li> <li>● Resilience</li> <li>● Challenge</li> <li>● Engagement</li> <li>● Autonomy</li> <li>● Feedback</li> <li>● Time management</li> <li>● Personal management</li> <li>● Social and moral messages</li> </ul>

			<ul style="list-style-type: none"> <li>● <i>Showing character journey</i></li> <li>● <i>Understanding character</i></li> <li>● <i>Application of rehearsal technique</i></li> </ul>		
<p><b>Spring 1</b> Unit may begin earlier in Autumn term depending on individual group progress, otherwise...</p> <p>January-February</p>	<p><b>Designing Theatre</b> <i>Link to Scheme and Resources:</i> <a href="https://drive.google.com/drive/folders/1AxEHaZISWrvx7ks3oN_m5Wtc70P1zGLL?usp=drive_link">https://drive.google.com/drive/folders/1AxEHaZISWrvx7ks3oN_m5Wtc70P1zGLL?usp=drive_link</a></p> <hr/> <p><b>Purpose of Unit:</b>  Direct experience of curriculum for KS4- Unit 3, + Unit 1 &amp; 2 for Designer Candidates</p>	<p>To introduce students to designing theatre skills:</p> <ul style="list-style-type: none"> <li>● Set &amp; Props</li> <li>● Costume, Hair and Make-up</li> <li>● Lighting</li> <li>● Sound</li> <li>● Connotations</li> <li>● Semiotics</li> </ul> <p>To analyse, plan, create and evaluate various demands within the area of theatre design.</p> <p>To introduce the students to the task requirements of the course at KS4 – understanding design and creating concepts</p> <p><b>TO PRODUCE</b> Plan and create concepts for each of the design skills – using the scenes explored in Autumn term (Blood Brothers)</p>	<p><b>Formative Creating Assessment – Assessed at least twice during unit</b> -----</p> <p><i>Creating Assessment Descriptors:</i> <i>An individual's ability to:</i></p> <ul style="list-style-type: none"> <li>● Offers ideas</li> <li>● Quality of ideas</li> <li>● Responds to feedback</li> <li>● Staging Ideas</li> <li>● Evaluates work and 'Takes 2'</li> <li>● Confidence</li> <li>● Ready to work</li> <li>● Respects their peers learning/ ideas</li> <li>● Listen to others</li> <li>● Contribution to the team</li> </ul> <p><i>Plus, Designing Theatre specific:</i></p> <ul style="list-style-type: none"> <li>● <i>Plans and annotations</i></li> <li>● <i>Appropriate use of set and props</i></li> <li>● <i>Appropriate use of costume</i></li> <li>● <i>Appropriate use of light</i></li> </ul>	<p><b>Remembering</b> Key tools and design skills</p> <p><b>Understanding</b> How each design skill works How to create meaning through design How to work effectively in team to create work and delegate tasks</p> <p><b>Applying</b> Ideas from the script to design concepts</p> <p><b>Analysing</b> Script for design clues Designs</p> <p><b>Evaluating</b> Quality of ideas Ideas of others Final designs</p> <p><b>Creating</b> Various sketches and models for each of the design skills, using the scenes explored in the Autumn term</p>	<ul style="list-style-type: none"> <li>● Readiness</li> <li>● Relationships</li> <li>● Reflectiveness</li> <li>● Resourcefulness</li> <li>● Challenge</li> <li>● Engagement</li> <li>● Feedback</li> <li>● Autonomy</li> <li>● Time management</li> <li>● Deadline</li> <li>● Delegation</li> </ul>

			<ul style="list-style-type: none"> <li>● <i>Appropriate use of sound</i></li> </ul>		
<p><b>Spring 2</b> February- May</p>	<p><b>Devising Theatre</b></p> <p><i>Link to Scheme and Resources:</i> <a href="https://drive.google.com/drive/folders/10A4DRKOZZyW80RiGnIBFMY47I5T44knc?usp=sharing">https://drive.google.com/drive/folders/10A4DRKOZZyW80RiGnIBFMY47I5T44knc?usp=sharing</a></p>	<p>To examine and explore a real life story as a stimulus for performance – understanding of the world</p> <p>To explore a new style of performance – devising and non-naturalism</p> <p>To work as a team to create a performance within a collaborative framework</p>	<p><b>Formative Creating Assessment</b> – Assessed at least twice during unit</p> <p>-----</p> <p><i>Creating Assessment Descriptors (see above)</i></p> <p><i>Plus, Devising Theatre specific:</i></p> <ul style="list-style-type: none"> <li>● <i>Creative and original ideas</i></li> <li>● <i>Application of techniques</i></li> <li>● <i>Clear topic and message</i></li> </ul>	<p><b>Remembering</b> Skills from previous units Devising techniques</p> <p><b>Understanding</b> How to create new and engaging performance work How to devise Real life scenarios and stories</p> <p><b>Applying</b> Key tools and techniques</p> <p><b>Analysing</b> Newspaper stories and key facts to create a factual piece Which techniques and tools work best</p> <p><b>Evaluating</b> Own work Quality of ideas</p> <p><b>Creating</b> Small piece of theatre in response to real life stories</p>	<ul style="list-style-type: none"> <li>● Readiness</li> <li>● Relationships</li> <li>● Resourcefulness</li> <li>● Remembering</li> <li>● Reflectiveness</li> <li>● Challenge</li> <li>● Engagement</li> <li>● Autonomy</li> <li>● Time management</li> <li>● Personal management</li> </ul>
	<p><b>Purpose of Unit:</b></p> <p>Direct experience of curriculum for KS4 - Unit 1</p>	<p><b>TO PRODUCE</b>– Small workshop performances of each starting point, choosing one to present at end of term</p>			
<p><b>Summer 1</b> May- June</p>	<p><b>Live Theatre Review</b></p> <p><i>Link to Scheme and Resources:</i> <a href="https://drive.google.com/drive/folders/1AxEHaZISWrvx7ks3oN_m5Wtc70P1zGLL?usp=drive_link">https://drive.google.com/drive/folders/1AxEHaZISWrvx7ks3oN_m5Wtc70P1zGLL?usp=drive_link</a></p>	<p>To gain experience of analysing and evaluating which is key for KS4 progress.</p> <p>To be exposed to a piece of streamed Theatre, giving them experience of studying and enjoying the art form.</p> <p>To be introduced to a key component of the GCSE - Live Theatre Review - Section B of Unit 3 Exam</p>	<p><b>Formative Creating Assessment</b> – Assessed at least twice during unit</p> <p>-----</p> <p><i>Creating Assessment Descriptors (see above)</i></p> <p><i>Plus, Live Theatre Review specific:</i></p> <ul style="list-style-type: none"> <li>● <i>Choosing examples</i></li> <li>● <i>Analysing</i></li> <li>● <i>Evaluating</i></li> <li>● <i>Detail in written work</i></li> </ul>	<p><b>Remembering</b> Key elements that make effective Theatre Plot and characters</p> <p><b>Understanding</b> Social context to the play Difference between analysing and evaluating</p> <p><b>Applying</b> Understanding to pick good examples to refer to</p> <p><b>Analysing</b> Piece of Theatre – specific characters, moments, tech elements etc.</p> <p><b>Evaluating</b></p>	<ul style="list-style-type: none"> <li>● Remembering</li> <li>● Reflectiveness</li> <li>● Challenge</li> <li>● Engagement</li> <li>● Autonomy</li> <li>● Analysing and evaluative skills</li> <li>●</li> </ul>
	<p><b>Purpose of Unit:</b></p>	<p><b>TO PRODUCE</b>A written reflection of the piece of Theatre</p>			

	Direct experience of curriculum for KS4 - Unit 3			Piece of Theatre – specific characters, moments, tech elements etc.  <b>Creating</b> Final piece of Live Theatre Review	
<p><b>Summer 2*</b> June- July</p> <p><i>*IF REQUIRED – IT IS HIGHLY LIKELY THE UNIT'S AUTUMN– SUMMER 1 WILL RUN OVER, SO THIS SCHEME IS NOT MANDATORY, INSTEAD IS PROVIDED FOR GROUPS WHO HAVE FINISHED EARLY AS AN EXTRA</i></p>	<p><b>Roles in Theatre</b></p> <p><i>Link to Scheme and Resources:</i> <a href="https://drive.google.com/drive/folders/1LnPFLmcPD7zxaaSlyHifWCtHiET8Mcc?usp=sharing">https://drive.google.com/drive/folders/1LnPFLmcPD7zxaaSlyHifWCtHiET8Mcc?usp=sharing</a></p> <p><b>Purpose of Unit:</b></p> <p>Direct experience of curriculum for KS4</p>	<p>To gain experience of taking on the role of director, designer and actor in a small script – students can pick which skill they wish to take on</p> <p>To work as a team to produce a holistic performance piece</p> <p>To experience key roles required in KS4</p> <p>Gain more experience of a new script</p> <p><b>TO PRODUCE</b> Small performance, taking on the role of actor, designer or director – performance should display their skills in each area</p>	<p><b>Summative Performing Assessment</b></p> <p>-----</p> <p><i>Plus, Roles in Theatre specific:</i></p> <ul style="list-style-type: none"> <li>● <i>Taking on various roles</i></li> <li>● <i>Contribution to the piece</i></li> <li>● <i>Individual ideas</i></li> </ul>	<p>Piece of Theatre – specific characters, moments, tech elements etc.</p> <p><b>Remembering</b> Key skills explored across KS3</p> <p><b>Understanding</b> How to make a whole team performance</p> <p><b>Applying</b> Key skills explored across KS3 Designs and making them a reality Rehearsal techniques</p> <p><b>Analysing</b> Roles and their responsibilities</p> <p><b>Evaluating</b> The overall impact of the work How their designs are going and how to improve them</p> <p><b>Creating</b> Final performance and specific skills</p>	<ul style="list-style-type: none"> <li>● Readiness</li> <li>● Relationships</li> <li>● Resourcefulness</li> <li>● Remembering</li> <li>● Reflectiveness</li> <li>● Challenge</li> <li>● Engagement</li> <li>● Autonomy</li> <li>● Time management</li> <li>● Personal management</li> </ul>



## Key Stage 4

### Programme of Study for 2023-2024

	Year 10		Year 11	
	DOUBLE	SINGLE	DOUBLE	SINGLE
<b>Autumn 1</b> Sept-Oct	Unit 3 – Introduction to various roles in Theatre using set text	Unit 1 – Stimulus Exploration & Coursework 1	Unit 3 – Section A Interpreting Theatre	Unit 3 – Section A Interpreting Theatre
<b>Autumn 2</b> Nov-Dec	Unit 1 – Application of technique & Coursework 2	Unit 1 – Application of technique & Coursework 2	Unit 3 – Section A Interpreting Theatre	Unit 2 – Performing Theatre
<b>Spring 1</b> Jan-Feb	Unit 1 – Developing Performance & Coursework 3	Unit 3 – Section B Live Theatre Review	Unit 2 – Performing Theatre	Unit 2 – Performing Theatre
<b>Spring 2</b> Mar-Apr	Unit 1 – Developing Performance & Coursework 3	Unit 3 – Section B Live Theatre Review	Unit 3 – Section A Interpreting Theatre	Unit 3 – Section B Interpreting Theatre
<b>Summer 1</b> May-Jun	Unit 1 – Rehearsal & Performance	Unit 1 – Rehearsal & Performance		
<b>Summer 2</b> Jun-Jul	Unit 1 – Evaluation & C/Work Deadline	Unit 3 – Section A Interpreting Theatre		

# Curriculum and Skills Mapping Template

Subject: Drama    Key Stage: 4    Year: 10

Unit	Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
<b>Unit One: Devising Theatre</b>  40% - 60 Marks  -----  Breakdown of Assessment:	Autumn 1	<b>Stimulus Exploration</b> <ul style="list-style-type: none"> <li>Interpreting and analysing stimulus</li> <li>Choosing stimulus</li> <li>Secondary stimulus research</li> <li>Theme and topic exploration</li> <li>Plot concept based on research</li> </ul>	<b>AO1</b>  'Create and develop ideas to communicate meaning for theatrical performance'	<b>Significant Moment (Supporting Evidence) Coursework 1:</b> 'how ideas have been researched, created and developed in response to the chosen stimulus'	- Understanding - Examining - Analysing - Application - Creating - Researching - Written communication - Verbal communication	- Relationship - Reflection - Readiness - Resourcefulness - Collaboration - Personal management - Confidence - Listening - Challenge - Engagement - Feedback
		<b>Style Exploration</b> <ul style="list-style-type: none"> <li>Theatre in Education key stylistic features: target audience/ topic/ multi-rolling/ educational information/ direct address/ narrator/ message/ audience participation.</li> <li>Other key techniques: Show &amp; Tell/ Verbatim/ Chorus/ Physical Theatre Etc.</li> <li>Practitioner Exploration: Mark Wheeler – examine key texts to apply to piece: 'Chicken', 'I Love you, Mum', 'Too Much Punch for Judy' Etc.</li> </ul>		<b>Significant Moment (Supporting Evidence) Coursework 2:</b> 'how ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning'		
<b>Coursework – 30 Marks of 60</b>  <b>Performance – 15 Marks of 60</b>  <b>Evaluation – 15 Marks of 60</b>	Autumn 2	<b>Devising Process</b> Students to create their first draft of the performance or design Individuals will be marked on creating... <ul style="list-style-type: none"> <li>Ideas for piece</li> <li>Plot and characters / design ideas and concepts</li> <li>Structure</li> </ul> Individuals will be marked on... <ul style="list-style-type: none"> <li>Their contribution to the process</li> <li>Creating and communicating meaning in the piece</li> <li>Their use of the performance space</li> </ul>	<b>AO1</b>	<i>'AO1: assessed through the performance and the portfolio of supporting evidence'</i>  <b>Formative Assessment throughout process, notes made on assessment sheet sent to WJEC</b>	- Understanding - Application - Creating - Verbal communication - Devising - Designing	- Relationship - Reflection - Readiness - Resourcefulness - Resilience - Collaboration - Personal management - Confidence - Listening - Challenge - Engagement - Feedback

	Spring 1	<p><b>Development Process</b></p> <ul style="list-style-type: none"> <li>• Tweaking, adapting, scrapping ideas for performance/ design</li> <li>• Applying feedback and development of piece/ design</li> <li>• Developing character/ design concept through rehearsal process</li> <li>• Showing regular drafts of performance piece/ design</li> </ul>	A01	<p><b>Significant Moment (Supporting Evidence) Coursework 3:</b></p> <p>'how ideas have been developed, amended and refined during the development of the devised piece.'</p>	<ul style="list-style-type: none"> <li>- Understanding</li> <li>- Examining</li> <li>- Analysing</li> <li>- Evaluation</li> <li>- Editing</li> <li>- Creating</li> <li>- Development</li> <li>- Verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>- Relationship</li> <li>- Reflection</li> <li>- Readiness</li> <li>- Resilience</li> <li>- Resourcefulness</li> <li>- Collaboration</li> <li>- Personal management</li> <li>- Confidence</li> <li>- Listening</li> <li>- Autonomy</li> <li>- Challenge</li> <li>- Engagement</li> <li>- Feedback</li> </ul>
	Spring 2	<p><b>Rehearsal Process</b></p> <ul style="list-style-type: none"> <li>• Rehearsing piece</li> <li>• Creating designs practically</li> <li>• Improving piece/ character/ ideas through rehearsal</li> <li>• Collaborating and creating cohesive piece through both design and performance</li> </ul> <p><b>Final Performance</b></p> <ul style="list-style-type: none"> <li>• Performance to the camera – deadline set dependant on group</li> <li>• Realising design and performance</li> </ul>	<p>A01</p> <p>A02</p> <p>'Apply theatrical skills to realise artistic intentions in live performance'</p>	<p><b>Performance Acting or Design</b></p>	<ul style="list-style-type: none"> <li>- Remembering</li> <li>- Realising</li> <li>- Examining</li> </ul>	<ul style="list-style-type: none"> <li>- Relationship</li> <li>- Reflection</li> <li>- Resilience</li> <li>- Readiness</li> <li>- Resourcefulness</li> <li>- Collaboration</li> <li>- Personal management</li> <li>- Confidence</li> <li>- Listening</li> <li>- Autonomy</li> <li>- Challenge</li> <li>- Engagement</li> <li>- Feedback</li> </ul>



	<p>Summer 1 <i>(Double Lessons)</i></p>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Students to reflect on their final performance or final design</li> <li>Analysing the performance/ design</li> <li>Evaluating the performance/ design</li> <li>Students to then write the piece – 1hour 30min examination</li> </ul> <p><b>Coursework</b></p> <ul style="list-style-type: none"> <li>Students to have time to develop and improve their coursework following the final performance</li> <li>Editing, tweaking and improvement process</li> <li>Students to then hand in final draft of the coursework portfolio</li> </ul>	<p><b>AO4</b> 'Analyse and evaluate their own work and the work of others.'</p>	<p><b>Evaluation:</b> '1. analyse and evaluate <b>either</b> their interpretation of character/role <b>or</b> their interpretation of the extract in design. 2. analyse and evaluate how <b>either</b> their own performance skills <b>or</b> their own design skills contributed to the effectiveness of the final performance 3. analyse and evaluate the final performance, including how effectively they fulfilled their initial aims and objectives (referring to stimulus and practitioner/genre)'</p>	<ul style="list-style-type: none"> <li>- Analysing</li> <li>- Evaluating</li> <li>- Tweaking and editing process</li> <li>- Written communication</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection</li> <li>- Resilience</li> <li>- Readiness</li> <li>- Time management</li> <li>- Personal management</li> <li>- Autonomy</li> <li>- Challenge</li> <li>- Engagement</li> <li>- Feedback</li> </ul>
<p><b>Unit Three: Section B</b></p> <p>40% - 60 Marks</p> <p>-----</p> <p>Breakdown of Assessment: <b>25% of unit</b> <b>15 marks of 60</b></p>	<p>Summer 1 &amp; Summer 2 <i>(Single Lessons)</i></p>	<p><b>Live Theatre Review</b></p> <ul style="list-style-type: none"> <li>Reflect on the two skills – analysing &amp; evaluating</li> <li>Examine context to the performance</li> <li>Study themes, plot, character etc.</li> <li>Students to watch a streamed performance – DVD or on National Theatre</li> <li>Learners must analyse and evaluate the role of the _____ in a piece of live theatre: <ul style="list-style-type: none"> <li>actor <ul style="list-style-type: none"> <li>o interpretation of character</li> <li>o character interaction</li> <li>o vocal skills</li> <li>o movement skills</li> </ul> </li> <li>designer <ul style="list-style-type: none"> <li>o creation of mood and atmosphere</li> <li>o use of performance space</li> <li>o lighting</li> <li>o sound</li> <li>o set and props</li> <li>o costume and make-up</li> </ul> </li> <li>director <ul style="list-style-type: none"> <li>o interpretation and style</li> <li>o performance conventions</li> <li>o spatial relationships onstage</li> <li>o relationship between performer and audience</li> </ul> </li> </ul> </li> </ul>	<p><b>AO4</b></p>	<p><b>Preparation for Unit 3 Examination</b></p> <p>Students to create essays answering each of the potential Section B questions – these can be used during the revision process in Year 11 ahead of Unit 3 examination</p> <p><b>May/June Year 11</b></p>	<ul style="list-style-type: none"> <li>- Analysing and evaluating work of others</li> <li>- Written communication</li> <li>- Understanding various roles</li> <li>- Understanding context and message</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection</li> <li>- Remembering</li> <li>- Readiness</li> <li>- Personal management</li> <li>- Autonomy</li> <li>- Engagement</li> <li>- Feedback</li> <li>- Challenge</li> </ul>

<p><b>Unit Three: Section A</b></p> <p>40% - 60 Marks</p> <p>-----</p> <p>Breakdown of Assessment:  <b>75% of unit</b>  <b>45 marks of 60</b></p>	<p>Summer 2  <i>(Double Lessons)</i></p>	<p><b>Interpreting Theatre (Blue Remembered Hills)</b></p> <ul style="list-style-type: none"> <li>• Reading the play and gaining understanding of the context of the play – social context, historical context, plot, themes, messages etc.</li> <li>• Creating overview of the piece – big ideas: <ul style="list-style-type: none"> <li>- Character understanding/ journey</li> <li>- Staging</li> <li>- Set &amp; props</li> <li>- Costumes</li> </ul> </li> </ul>	<p><b>AO3</b></p> <p>'Demonstrate knowledge and understanding of how drama and theatre is developed and performed'</p>	<p><b>Preparation for Unit 3 Examination</b></p> <p><b>May/June Year 11</b></p>	<ul style="list-style-type: none"> <li>- Creating concept</li> <li>- Understanding context to play <ul style="list-style-type: none"> <li>- Writing about performance</li> <li>- Sketching</li> </ul> </li> <li>- Understanding various roles</li> <li>- Understanding context and message</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection</li> <li>- Remembering</li> <li>- Resourcefulness</li> <li>- Resilience</li> <li>- Relationships</li> <li>- Readiness</li> <li>- Personal management</li> <li>- Autonomy</li> <li>- Engagement</li> <li>- Feedback</li> <li>- Challenge</li> </ul>
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# Curriculum and Skills Mapping Template

Subject: Drama    Key Stage: 4    Year: 11

Unit	Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
<p><b>Unit Three: Interpreting Theatre</b></p> <p>40% - 60 Marks</p> <p>-----</p> <p>Breakdown of Assessment:</p> <p><b>Section A – 45 Marks of 60</b></p> <p><b>Section B – 15 Marks of 60</b></p>	Autumn 1	<p><b>Interpreting Theatre (Blue Remembered Hills)</b></p> <p>Students will begin analysing and interpreting the set text studied in Summer 2 of Year 10 with more depth.</p> <p>Students will approach the study of the text <b>practically</b> as an actor, designer and director.</p> <p>Students will consider how the text chosen is constructed and how performances create meaning through:</p> <ul style="list-style-type: none"> <li>the characteristics of the performance text, including: <ul style="list-style-type: none"> <li>- Genre</li> <li>- Structure</li> <li>- Character (including interpretation and function within an extract)</li> <li>- Form and Style</li> <li>- Language/ Dialogue</li> <li>- Stage Directions</li> </ul> </li> <li>the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created</li> <li>how meaning is interpreted and communicated through: <ul style="list-style-type: none"> <li>- Performance Conventions</li> <li>- Use of performance space</li> <li>- Spatial relationships onstage</li> <li>- Impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene</li> </ul> </li> <li>Relationships between performer and audience</li> <li>The design of lighting, sound, set (including props) and costume, hair and make-up</li> <li>The actor's vocal and physical interpretation of character.</li> </ul>	<p><b>AO3</b></p> <p>'Demonstrate knowledge and understanding of how drama and theatre is developed and performed'</p>	<p>Formative Assessment - Preparation for Unit 3 Mock Examination &amp; Final Examination in May/June</p>	<ul style="list-style-type: none"> <li>- Understanding</li> <li>- Examining</li> <li>- Analysing</li> <li>- Application</li> <li>- Creating</li> <li>- Researching</li> <li>- Written communication</li> <li>- Verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>- Relationship</li> <li>- Reflection</li> <li>- Readiness</li> <li>- Resourcefulness</li> <li>- Collaboration</li> <li>- Personal management</li> <li>- Confidence</li> <li>- Listening</li> <li>- Challenge</li> <li>- Engagement</li> <li>- Feedback</li> </ul>

	Autumn 2	<p><b>Double Lessons:</b> <b>Interpreting Theatre</b> <b>(Blue Remembered Hills)</b></p> <p><b>Single Lessons:</b> <b>Live Theatre Review</b></p> <p>Students to begin approaching examination papers:</p> <ul style="list-style-type: none"> <li>• Structuring responses</li> <li>• Timing</li> <li>• Process of paper</li> <li>• Approaching questions</li> <li>• Applying understanding to written questions</li> <li>• Practice and feedback</li> <li>• Application of feedback</li> <li>• Take Two</li> <li>• Drafting and editing</li> </ul> <p>Mock Examination – December</p>	<p><b>AO3</b></p> <p><b>AO4</b> 'Analyse and evaluate their own work and the work of others.'</p>	<p>Formative Assessment - Preparation for Unit 3 Mock Examination &amp; Final Examination in May/June</p> <p><b>Summative Assessment – Mock Examination (December)</b></p>	<ul style="list-style-type: none"> <li>- Understanding</li> <li>- Examining</li> <li>- Analysing</li> <li>- Evaluating</li> <li>- Application</li> <li>- Creating</li> <li>- Researching</li> <li>- Written communication</li> <li>- Verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>- Relationship</li> <li>- Reflection</li> <li>- Readiness</li> <li>- Resourcefulness</li> <li>- Collaboration</li> <li>- Personal management</li> <li>- Confidence</li> <li>- Listening</li> <li>- Challenge</li> <li>- Engagement</li> <li>- Feedback</li> </ul>
	Spring 2	<p><b>Revision Process</b></p> <ul style="list-style-type: none"> <li>• Developing from feedback given after mock</li> <li>• Structuring responses</li> <li>• Timing</li> <li>• Process of paper</li> <li>• Approaching questions</li> <li>• Applying understanding to written questions</li> <li>• Practice and feedback</li> <li>• Application of feedback</li> <li>• Take Two</li> <li>• Drafting and editing</li> </ul>	<p><b>AO3</b></p> <p><b>AO4</b></p>	<p><b>Summative Assessment – Final Examination (May/June)</b></p>	<ul style="list-style-type: none"> <li>- Understanding</li> <li>- Examining</li> <li>- Remembering</li> <li>- Analysing</li> <li>- Evaluating</li> <li>- Application</li> <li>- Creating</li> <li>- Researching</li> <li>- Written communication</li> <li>- Verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection</li> <li>- Readiness</li> <li>- Resilience</li> <li>- Remembering</li> <li>- Resourcefulness</li> <li>- Collaboration</li> <li>- Personal management</li> <li>- Confidence</li> <li>- Listening</li> <li>- Challenge</li> <li>- Engagement</li> <li>- Feedback</li> </ul>

<p><b>Unit Two: Performing Theatre</b></p> <p>20% - 60 Marks</p>	<p>Spring 1</p>	<p><b>Creating Interpretation for the Performance</b></p> <p>Studying whole play</p> <p>Choosing extracts to perform / design</p> <ul style="list-style-type: none"> <li>- Study two 10-minute sections</li> <li>- Choose what to perform within these sections within time limit</li> </ul> <p>Creating practical performance/ design</p> <ul style="list-style-type: none"> <li>- Blocking / Design concept</li> <li>- Meaning</li> <li>- Message</li> <li>- Showing journey/ contrast</li> </ul> <p>Rehearsal process</p> <ul style="list-style-type: none"> <li>- Getting feedback</li> <li>- Developing piece / character / designs</li> <li>- Collaboration between actors and designers</li> </ul>	<p><b>AO2</b></p> <p>'Apply theatrical skills to realise artistic intentions in live performance'</p>	<p>Formative Assessment - Preparation for Unit 2 Examination</p>	<ul style="list-style-type: none"> <li>- Studying and analysing text - Understanding character, plot, theme, message, context</li> <li>- Text and line analysis</li> <li>- Creating piece or design concept</li> <li>- Interpreting text and character/ design</li> <li>- Researching into previous interpretations and applying</li> <li>- Applying understanding to create piece</li> <li>- Rehearsal technique</li> <li>- Practical skills</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection</li> <li>- Remembering</li> <li>- Readiness</li> <li>- Relationship</li> <li>- Personal management</li> <li>- Autonomy</li> <li>- Engagement</li> <li>- Feedback</li> <li>- Challenge</li> <li>- Creativity</li> </ul>
	<p>Spring 2</p>	<p><b>Artistic Intention and Performance Examination</b></p> <p>Students to create and submit to the examiner a brief account of approximately 150 words (i.e., half a side of A4) outlining their <b>artistic intentions</b> for the piece.</p> <p>This should include:</p> <ul style="list-style-type: none"> <li>- for performance learners, a brief account of how they aim to interpret their chosen character</li> <li>- for design learners, a brief account of how they aim to interpret the chosen scene(s) through design</li> <li>- for all learners, a brief indication of how the 20 minutes of text studied for the unit was edited to</li> </ul>	<p><b>AO2</b></p>	<p><b>Summative Assessment – Final Performance Examination</b></p> <p><b>(Date between January-May)</b></p>	<ul style="list-style-type: none"> <li>- Studying and analysing text - Understanding character, plot, theme, message, context</li> <li>- Creating piece or design concept</li> <li>- Interpreting text and character/ design</li> <li>- Researching into previous</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection</li> <li>- Remembering</li> <li>- Readiness</li> <li>- Relationship</li> <li>- Personal management</li> <li>- Autonomy</li> <li>- Engagement</li> <li>- Feedback</li> <li>- Challenge</li> <li>- Creativity</li> <li>- Confidence</li> </ul>

		<p>create the final performance to realise their own artistic intentions.</p> <p>Students to perform their work/ realise their designs in the final piece for the examiner</p>			<p>interpretations and applying</p> <ul style="list-style-type: none"><li>- Applying understanding to create piece</li><li>- Rehearsal technique</li><li>- Practical skills</li><li>- Written work</li></ul>	
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# Key Stage 5

## Programme of Study for 2023-2024

	Year 12			Year 13		
	CRHS	QE2		CRHS	QE2	
<b>Autumn 1</b> Sept-Oct	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK (PRESENTATION) Learning Aim A: Understand acting styles and techniques for performance</p> <p>REST OF LESSON Learning Aim B: Develop acting styles, skills and techniques for performance Workshops on: Brecht // Stanislavski // Boal</p>	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK (LOGS) Learning Aim D: Review personal development and own performance</p> <p>REST OF LESSON Learning Aim B: Develop acting styles, skills and techniques for performance Workshops on: Brook // Berkoff // Grotowski</p>		<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK (PRESENTATION) Learning Aim A: Understand acting styles and techniques for performance</p> <p>REST OF LESSON Learning Aim B: Develop acting styles, skills and techniques for performance Workshops on: Brecht // Stanislavski // Boal</p>	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK (LOGS) Learning Aim D: Review personal development and own performance</p> <p>REST OF LESSON Learning Aim B: Develop acting styles, skills and techniques for performance Workshops on: Brook // Berkoff // Grotowski</p>	
<b>Autumn 2</b> Nov-Dec	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK (PRESENTATION) Learning Aim A: Understand acting styles and techniques for performance</p> <p>REST OF LESSON (REHEARSAL) Learning Aim B: Develop acting styles, skills and techniques for performance</p>	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK (REHEARSAL) Learning Aim B: Develop acting styles, skills and techniques for performance</p>	<p><b>Unit 1</b></p> <p>Part A Preparation</p> <p>Investigating contextual factors</p> <p>The relationships between contextual factors, creative intentions and themes</p> <p>Critical analysis of the work of performing arts practitioners</p> <p>Be able to present conclusions and independent judgements through effective investigation</p>	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK (PRESENTATION) Learning Aim A: Understand acting styles and techniques for performance</p> <p>REST OF LESSON (REHEARSAL) Learning Aim B: Develop acting styles, skills and techniques for performance</p>	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK (REHEARSAL) Learning Aim B: Develop acting styles, skills and techniques for performance</p>	<p><b>Unit 1</b></p> <p>Part A Preparation</p> <p>Investigating contextual factors</p> <p>The relationships between contextual factors, creative intentions and themes</p> <p>Critical analysis of the work of performing arts practitioners</p> <p>Be able to present conclusions and independent judgements through effective investigation</p> <p><b>Pre-release: 28<sup>th</sup> November</b></p>
<b>DEADLINE</b>	<p><b>Unit 19 Performance - Tuesday 12<sup>TH</sup> December - Performance</b></p> <p><b>YEAR 13 RESIT Unit 1 Exam – Wednesday 10<sup>th</sup> January</b></p>					



# Key Stage 5

## Programme of Study for 2023-2024

	Year 12				Year 13			
	CRHS		QE2		CRHS		QE2	
<b>Spring 1</b> Jan-Feb	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK UNTIL DEADLINE BELOW - (PRESENTATION)</p> <p>Learning Aim A: Understand acting styles and techniques for performance</p>	<p><b>Unit 1</b></p> <p>REST OF LESSON - H.Greenlees to set weekly tasks for Year 12</p>	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK UNTIL DEADLINE BELOW - (LOGS)</p> <p>Learning Aim D: Review personal development and own performance</p>	<p><b>Unit 1</b></p> <p>Part A Preparation</p> <p>Investigating contextual factors</p> <p>The relationships between contextual factors, creative intentions and themes</p> <p>Critical analysis of the work of performing arts practitioners</p> <p>Be able to present conclusions and independent judgements through effective investigation</p>	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK UNTIL DEADLINE BELOW - (PRESENTATION)</p> <p>Learning Aim A: Understand acting styles and techniques for performance</p>	<p><b>Unit 3</b></p> <p>Generating and exploring ideas from stimulus</p>	<p><b>Unit 19</b></p> <p>30 MIN EACH WEEK UNTIL DEADLINE BELOW - (LOGS)</p> <p>Learning Aim D: Review personal development and own performance</p>	<p><b>Unit 3</b></p> <p>REST OF LESSON – J.Duggan to set weekly tasks for Year 13</p>
<b>DEADLINE</b>	<p><b>Unit 19 - Tuesday 16<sup>th</sup> January – Presentation Deadline</b></p> <p><b>Unit 19 - Tuesday 23<sup>rd</sup> January – Logs and Evaluation Deadline</b></p> <p><b>Year 13 - Unit 3 – Milestone 1 W/B: 5<sup>th</sup> February</b></p>							
<b>Spring 2</b> Mar-Apr	<p><b>Unit 1</b></p> <p>REST OF LESSON - H.Greenlees to set weekly tasks for Year 12</p>		<p><b>Unit 1</b></p> <p>Part A Preparation</p> <p>Investigating contextual factors</p> <p>The relationships between contextual factors, creative intentions and themes</p> <p>Critical analysis of the work of performing arts practitioners</p> <p>Be able to present conclusions and independent judgements through effective investigation</p>		<p><b>Unit 3</b></p> <p>Develop and realise creative ideas for a group performance in response to stimulus</p> <p>Personal management and collaborative skills</p>		<p><b>Unit 3</b></p> <p>REST OF LESSON – J.Duggan to set weekly tasks for Year 13</p>	
<b>DEADLINE</b>	<p><b>Pre-Release Date TBC</b></p>				<p><b>Unit 3 – Milestone 2 W/B: 11<sup>th</sup> March</b></p> <p><b>Unit 3 – Milestone 3 W/B: 1<sup>st</sup> April</b></p>			





## Key Stage 5

### Programme of Study for 2023-2024

	Year 12		Year 13	
	CRHS	QE2	CRHS	QE2
<b>Summer 1</b> May-Jun	<b>Unit 1</b> REST OF LESSON - H.Greenlees to set weekly tasks for Year 12	<b>Unit 1</b> Part A Preparation until Exam	<b>Unit 3</b> Communicate creative intentions through group workshop performance  Review and reflect on the effectiveness of the working process and the workshop performance	<b>Unit 3</b> REST OF LESSON – J.Duggan to set weekly tasks for Year 13
<b>DEADLINE</b>	Exam Date TBC		Performance Date TBC – first week in May  Milestone 4 W/B: 6 <sup>th</sup> May	
<b>Summer 2</b> Jun-Jul	<b>Unit 2</b> Preparation	<b>Unit 2</b> Preparation		

**Curriculum and Skills Mapping    Subject : Performing Arts    Key Stage: 5    Year: 12 & 13**

Topic	Objectives	Assessment	Academic Skills	Personal Skills
<p><b>Unit 1</b> Investigating Practitioners' Work  (Year 12 Only)</p>	<ul style="list-style-type: none"> <li><b>AO1</b> Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners</li> <li><b>AO2</b> Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners</li> <li><b>AO3</b> Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire</li> <li><b>AO4</b> Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</li> </ul>	<p><b>Unit type:</b> External</p> <p><b>Guided learning hours:</b> 90</p> <p><b>Summary of assessment:</b></p> <ul style="list-style-type: none"> <li>This mandatory unit will be assessed through a task and completed under supervised conditions.</li> <li>The task is formed of two parts, Part A and Part B.</li> <li>Part A will be issued to learners four weeks before the timetabled session for Part B.</li> <li>Part B is taken under supervised conditions in a single session of 3 hours timetabled by Pearson.</li> <li>The number of marks for both versions of the task in 60.</li> <li>The assessment availability is December/January and May/June each year.</li> </ul>	<ul style="list-style-type: none"> <li>Investigating contextual factors of a range of Theatre Practitioners</li> <li>Investigation process - Selecting relevant sources to access information.</li> <li>The relationships between contextual factors, creative intentions and themes</li> <li>Critical analysis of the work of performing arts practitioners</li> <li>How performance styles and methods that characterise practitioner work are used to create and communicate meaning and style</li> <li>Be able to present conclusions and independent judgements through effective investigation</li> </ul>	<ul style="list-style-type: none"> <li>Summarise key information to support independent judgements</li> <li>Consider validity of material collected.</li> <li>Analyse selected material.</li> <li>Consider alternative viewpoint.</li> <li>Refer to contextual influences in the material selected.</li> <li>Make connections and links between theme(s), creative intentions, influences in the materials selected.</li> <li>Consider genre and style.</li> <li>Use of appropriate format, structure and tone.</li> <li>Use of language and subject-specific terminology.</li> <li>Use of referencing information, citation and bibliography.</li> <li>Use of critical analysis.</li> <li>Explaining views and interpretations.</li> <li>Presenting structured arguments, conclusions and judgements.</li> <li>Use of relevant examples to support arguments, conclusions and judgements.</li> </ul>
<p><b>Unit in Brief:</b>  <i>Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.</i></p>				

**SPECIFICATION:** [https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938362\\_BTEC\\_Nat\\_ExtCert\\_PA\\_Spec\\_Iss2C.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938362_BTEC_Nat_ExtCert_PA_Spec_Iss2C.pdf)

Topic	Objectives	Assessment	Academic Skills	Personal Skills
<p><b>Unit 2</b></p> <p>Developing Skills and Techniques for Live Performance</p> <hr/> <p><b>Unit in Brief:</b></p> <p><i>Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.</i></p>	<ul style="list-style-type: none"> <li><b>Learning Aim A</b> Understand the role and skills of a performer</li> <li><b>Learning Aim B</b> Develop performance skills and techniques for live performance</li> <li><b>Learning Aim C</b> Apply performance skills and techniques in selected styles</li> <li><b>Learning Aim D</b> Review and reflect on development of skills and techniques for live performance.</li> </ul>	<p><b>Unit type:</b> Internal</p> <p><b>Guided learning hours:</b> 90</p> <p><b>Summary of assessment:</b></p> <ul style="list-style-type: none"> <li>Explore the roles and skills of a performer <b>Submit:</b> A report or presentation demonstrating knowledge and understanding of the roles and skills of a performer with reference to examples of disciplines, such as acting, dance and singing.</li> <li>Explore and develop physical, vocal and interpretative skills, performance disciplines and styles. Personal management and discipline skills for performance. <b>Submit:</b> Recorded footage of their application of skills and techniques developed during practical exercises and workshops. Practical exploration and development work. Self- and peer evaluation.</li> <li>Application of performance &amp; interpretative skills to performance material, disciplines and styles. <b>Submit:</b> A recorded performance.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and skills of a performer</li> <li>Develop performance skills and techniques for live performance</li> <li>Explore and develop physical &amp; vocal skills, performance disciplines and styles</li> <li>Develop interpretative skills, performance disciplines and styles</li> <li>Apply performance skills and techniques in selected styles</li> <li>Application of interpretative, physical and vocal skills to performance material, disciplines and styles</li> <li>Review and reflect on development of skills and techniques for live performance</li> </ul>	<ul style="list-style-type: none"> <li>Personal management and discipline skills for performance</li> <li>Attendance and punctuality</li> <li>Being ready to work, warming up and cooling down</li> <li>Wearing correct attire and presentation</li> <li>Concentration and focus</li> <li>Learning dialogue and actions</li> <li>Listening and responding positively to direction, instruction and feedback</li> <li>Willingness to experiment and try things out</li> <li>Sensitivity and empathy towards others.</li> </ul>

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Topic	Objectives	Assessment	Academic Skills	Personal Skills
<p><b>Unit 3</b></p> <p>Group Performance Workshop</p> <hr/> <p><i>Unit in Brief:</i></p> <p><i>Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.</i></p>	<ul style="list-style-type: none"> <li><b>AO1</b> Understand how to interpret and respond to stimulus for a group performance</li> <li><b>AO2</b> Develop and realise creative ideas for a group performance in response to stimulus</li> <li><b>AO3</b> Apply personal management and collaborative skills to a group performance workshop process</li> <li><b>AO4</b> Apply performance skills to communicate creative intentions during performance workshop</li> <li><b>AO5</b> Review and reflect on the effectiveness of the working process and the workshop performance</li> </ul>	<p><b>Unit type:</b> External</p> <p><b>Guided learning hours:</b> 120</p> <p><b>Summary of assessment:</b></p> <ul style="list-style-type: none"> <li>This mandatory unit will be assessed through a task worth 60 marks and completed under supervised conditions.</li> <li>The supervised assessment period will be completed in five hours and should be arranged by the centre over a number of sessions in the week timetabled by Pearson.</li> <li>Before the assessment period, learners will have the opportunity to prepare for the development and completion of the group performance and their digital process log.</li> <li>For assessment, learners will be given a stimulus to create performance material. In groups that consist of a minimum of three and a maximum of seven members, learners will respond to the stimulus and develop the performance workshop for an invited audience.</li> <li>Learners will submit a digital process log completed at four milestone stages during the development process, responding to prompts provided by Pearson.</li> <li>Learners will submit a video recording of the group workshop performance, between 10 and 20 minutes in duration.</li> <li>The assessment availability is May/June only.</li> </ul>	<ul style="list-style-type: none"> <li>Generating and exploring ideas from stimulus</li> <li>Understand how to use stimulus for developing performance</li> <li>Artistic intention.</li> <li>Target audience.</li> <li>Form and style of the performance.</li> <li>Creative and staging possibilities.</li> <li>Developing performance roles (casting).</li> <li>Primary and secondary research</li> <li>Practical exploration and shaping of creative ideas</li> <li>Use of appropriate performance skills</li> <li>Development and realisation of creative ideas</li> <li>Communicate creative intentions through group workshop performance</li> <li>Review and reflect on the effectiveness of the working process and the workshop performance</li> </ul>	<ul style="list-style-type: none"> <li>Personal management</li> <li>Attendance.</li> <li>Punctuality.</li> <li>Meeting group and individual deadlines.</li> <li>Learning and absorbing material.</li> <li>Applying, developing and refining performance skills.</li> <li>Teamwork and collaboration</li> <li>Giving and taking instruction and direction.</li> <li>Trust and cooperation.</li> <li>Contributing ideas.</li> <li>Receptiveness and responsiveness to the ideas of others.</li> </ul>

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Topic	Objectives	Assessment	Academic Skills	Personal Skills
<p><b>Unit 19</b></p> <p>Acting Styles</p>	<ul style="list-style-type: none"> <li><b>Learning Aim A</b> Understand acting styles and techniques for performance</li> <li><b>Learning Aim B</b> Develop acting styles, skills and techniques for performance</li> <li><b>Learning Aim C</b> Apply acting styles, skills and techniques in rehearsal and performance</li> <li><b>Learning Aim D</b> Review personal development and own performance.</li> </ul>	<p><b>Unit type:</b> Internal</p> <p><b>Guided learning hours:</b> 60</p> <p><b>Summary of assessment:</b></p> <ul style="list-style-type: none"> <li>Explore and understand the key features of acting styles for performance. Understanding processes and practices in theatre performance. <b>Submit:</b> A report or presentation that demonstrates knowledge and understanding of acting styles and techniques with reference to key features and examples of processes and practices in theatre performance.</li> <li>Acting styles, skills and techniques. <b>Submit:</b> Research notes. Logbook with workshop and rehearsal notes. Recordings of practical exploration and development work, including workshops and rehearsals. Observation records.</li> <li>Apply acting styles, skills and techniques in rehearsals. Apply acting styles, skills and techniques to a performance. <b>Submit:</b> Recorded footage that demonstrates the development and application of acting styles and techniques for a performance (10–20 minutes).</li> <li>Review and evaluate development of acting styles and theatrical techniques. Review and evaluate the application of acting styles and theatrical techniques. <b>Submit:</b> Performance log that reviews and evaluates the development and application of acting styles and techniques for a performance, with reference to knowledge developed from learning aim A, presented using relevant techniques, for example digital, recorded.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and understand the key features of acting styles for performance</li> <li>Understanding processes and practices in theatre performance</li> <li>Processes and practice, such as research, observation, analysis/deconstruction of text, experimentation, improvisation, role play, developing imagination, developing character.</li> <li>Actors’ mental, vocal, movement preparation.</li> <li>Apply theatre practitioners’ techniques.</li> <li>Apply key features of the acting style.</li> <li>Develop physical and vocal action of character(s).</li> <li>Interpret text, characters, journey, relationships.</li> <li>Exploration and understanding of the text – contextual factors.</li> <li>Review and evaluate development of acting styles and theatrical techniques</li> <li>Review and evaluate the application of acting styles and theatrical techniques</li> </ul>	<ul style="list-style-type: none"> <li>Time management</li> <li>Physical, vocal and mental preparation for productive work</li> <li>Concentration and focus</li> <li>Trust</li> <li>Respect for others</li> <li>Respect for the work</li> <li>Co-operation</li> <li>Work collaboratively</li> <li>Communication</li> <li>Commitment</li> <li>Take direction and respond positively to feedback.</li> </ul>