

## Drama Curriculum Intent

<p><b>Years 7 and 8</b></p>	<p>All elements of Key Stage 3 drama will fully prepare students for GCSE drama and performing arts. Additionally our ultimate aim is to provide a safe environment for pupils who find expressing themselves creatively and publicly challenging. We endeavour to adapt our schemes to encourage pupils to participate and grow in self confidence whilst working in a variety of group types and sizes. In Year 7 Autumn term, students will begin by developing and learning drama skills working on characterisation, spatial relationships, the role of a performer, the role of the audience and staging. Each element will help students develop drama skills and rehearsal techniques. Students will use a stimulus to create a performance using and adding to the skills they have learned, in this scheme they will also consider how they can empathise with other people in situations different to their own. This will be followed by a written element (Theatre Review) which directly correlates with component three of the GCSE.</p> <p>In Spring, we will look at theatre styles including mime and naturalism and heightened performance styles whereby students begin to think about refining their skills and developing characters in depth. This will lead into script work in the Summer term where students will understand the features of a script and how to bring these to life in performance. This links directly with the GCSE course and allows students to practice their analytical and evaluative skills of the work of themselves and their peers.</p> <p>In Year 8, students will look at theatre genres, branching out from naturalistic performance styles to look at thriller theatre, building upon prior learning of skills and stimulus. The next unit will introduce Pantomime and elements of Musical Theatre to the students, allowing them to explore their options for theatre and performing ahead of choosing their GCSE options. Students will then study a unit on Outsiders and discrimination in society. This work allows students to discuss and explore themes of disability, neuro divergency and historical attitudes towards this through theatre. Having explored a range of theatre styles and techniques, students will complete a devising unit which is the first component completed at GCSE Level. Students will work together to create a performance based on themes and ideas from a given stimulus.</p>
<p><b>Year 9 Transition Year</b></p>	<p>Year 9 studies develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE studies. Some appropriate GCSE content will be covered from the spring term of Year 9 - this includes some written work tasks, set work study and devising and designing theatre tasks.</p>
<p><b>Years (9) 10 and 11</b></p>	<p>KS4 Drama is designed to unlock the use of imagination, intellect, empathy and courage. Through the study of the subject; ideas, responses and feelings can be expressed and communicated and whilst a largely practical subject it is an intellectual discipline requiring academic focus. Students will develop their understanding of both performance and technical theatre elements and be able to analyse and evaluate how these are used to shape ideas. Students will study a range of theatre practitioners styles, understanding the methodologies which they can use to further their own drama.</p> <p>Over the course of the 2-year programme, students start by recapping in greater focus the skills they have developed in KS3. In addition they are introduced to the written elements of the GCSE course and how to write analytically, descriptively and evaluatively.</p> <p>As they reach the higher years they complete the 3 components required for GCSE Drama. Component 1 is a written examination split into 3 sections. For section a, students are required to have a general knowledge of job roles and responsibilities of certain careers in theatre, different types of staging and information regarding a specific stage map. In section b students are required to study a set text, Blood Brothers by Willy Russell, which they will explore both practically and theoretically. For section c, students watch and review a live theatre performance. Students will apply the knowledge they have gained in Key Stage 3 to analyse the effect of how theatre makers have come together to enhance each other and how drama skills have been used to make a success of the performance.</p>

	<p>Component 2 is a devising unit which requires students to work collaboratively in groups to create a performance with clear artistic intentions using a stimulus as inspiration. Students will complete a written portfolio documenting their devising journey where they will need to demonstrate the processes, experimentation and decisions made for their performances, analysing their use of skills and techniques within their work. This component is internally marked and externally moderated.</p> <p>Component 3 is a scripted unit where students will rehearse and perform 2 extracts from one performance text, demonstrating their understanding of the play, their character and how to portray this in performance. This component is marked by a visiting examiner.</p>
<p><b>Year 12 and 13</b></p>	<p>KS5 Drama is designed to develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. It intends to allow students to:</p> <ul style="list-style-type: none"> <li>❖ understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre</li> <li>❖ develop an understanding and appreciation of how social, cultural and historical contexts of performance texts have influenced the development of drama and theatre</li> <li>❖ understand the practices used in 21st century theatre making</li> <li>❖ experience a range of opportunities to create theatre both published text-based and devised work</li> <li>❖ participate as a theatre maker and as an audience member in live theatre</li> <li>❖ understand and experience the collaborative relationship between various roles within theatre</li> <li>❖ develop and demonstrate a range of theatre making skills</li> <li>❖ develop the creativity and independence to become effective theatre makers</li> <li>❖ adopt safe working practices as a theatre maker</li> <li>❖ analyse and evaluate their own work and the work of others.</li> </ul> <p>Component 1 is a written examination split into 3 sections. For section A, students are required to have a detailed knowledge of performance of Ancient Greek theatre, comparing this to designing for modern theatre, acting or directing for a contemporary audience Antigone by Sophocles. In section B students are required to study the set text Our Country's Good by Timberlake Wertenbaker, which they will explore both practically and theoretically. For section c, students watch and review a live theatre performance. Students will apply the knowledge they have gained in Key Stage 4 to analyse the effect of how theatre makers have come together to enhance each other and how drama skills have been used to make a success of the performance.</p> <p>Component 2 is a devising unit which requires students to work collaboratively in groups to create a performance with clear artistic intentions using a stimulus and practitioner as inspiration. Students will complete a written portfolio documenting their devising journey where they will need to demonstrate the processes, experimentation and decisions made for their performances, analysing their use of skills and techniques within their work. This component is internally marked and externally moderated.</p> <p>Component 3 is a scripted unit where students will workshop two plays and prepare and perform a third extract for an examiner demonstrating the ideas and style of a theatre practitioner. This is accompanied by a working notebook of the process of an actor and the context and ideals of the playwright, in addition to the enhancement given by a suitable practitioner. This component is entirely marked by a visiting examiner.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p>Introduction to Theatre and Drama</p> <ul style="list-style-type: none"> <li>❖ Understanding the fundamentals of Drama.</li> <li>❖ Exploring a range of drama skills and techniques and how these are used to create practical work</li> <li>❖ Characterisation - applying skills</li> <li>❖ Staging</li> <li>❖ The role of a performer</li> <li>❖ The role of the audience</li> <li>❖ Basic improvisation</li> <li>❖ Basic Plotline</li> <li>❖ Rehearsal and development of work</li> <li>❖ Application of skills to a performance</li> </ul>	<p>The Party - kindness and considering other lives</p> <ul style="list-style-type: none"> <li>❖ Exploring a range of drama skills and techniques and how these are used to create practical work</li> <li>❖ Basic mime and narration</li> <li>❖ Using thought tracking to show subtext in developing an audience relationship</li> <li>❖ Creating work from a stimulus (Basic devising)</li> <li>❖ Using empathy to create believable characters</li> <li>❖ Links with unit of work at GCSE level.</li> </ul>	<p>Physical Theatre 1</p> <ul style="list-style-type: none"> <li>❖ Roles of actors considering physical theatre routes.</li> <li>❖ Role of performer (Skills)</li> <li>❖ Responding to direction</li> <li>❖ Characterisation – acting using movement, rhythm and tempo, introducing musicality</li> <li>❖ Ensemble physical work</li> <li>❖ Applying a text to physical theatre work</li> </ul>	<p>Introduction to Script - Ernie's Incredible Illucinations by Alan Ayckbourn</p> <ul style="list-style-type: none"> <li>❖ Understand the features and practices of working with a script</li> <li>❖ Creating characters and understanding context.</li> <li>❖ Analysis of scripts and how we interpret them making artistic decisions for performance</li> <li>❖ Understanding a key text in its entirety and planning, rehearsing and performing an extract from within.</li> <li>❖ Evaluating final performance focussing on the decisions made, the intent and the outcome.</li> <li>❖ Links with unit of work at GCSE level.</li> </ul>	<p>Ruislip Wood Manor</p> <ul style="list-style-type: none"> <li>❖ Understand different Drama genres - Thrillers</li> <li>❖ Understand elements of devising in a style</li> <li>❖ Selecting appropriate skills for performance.</li> <li>❖ Understanding the context of the genre, typical characters, tension building.</li> <li>❖ Using processes to create drama</li> <li>❖ Considering audience impact</li> </ul>	<p>Silent Movies</p> <ul style="list-style-type: none"> <li>❖ Understanding Silent Movies as a style of theatre looking closely at the key conventions with examples from Silent Movie actor Charlie Chaplin.</li> <li>❖ Focus on refining non-verbal skills for storytelling using the rules of mime.</li> <li>❖ Developing a clearer understanding of the audience allowing them to follow storylines and feel involved.</li> <li>❖ Use processes to create drama</li> <li>❖ Develop skills in rehearsal and collaboration.</li> </ul>
<b>Year 8</b>	<p>Thriller/Horror Theatre</p> <ul style="list-style-type: none"> <li>❖ Understand different Drama genres</li> <li>❖ Understand elements of devising in a style</li> </ul>	<p>Advanced acting skills</p> <ul style="list-style-type: none"> <li>❖ Exploring a range of advanced drama skills and techniques and how these are used to create practical work</li> </ul>	<p>Musical Theatre</p> <ul style="list-style-type: none"> <li>❖ Roles of musical theatre performers</li> <li>❖ Role of performer (Skills in Drama, dance &amp; Music - signing)</li> </ul>	<p>Devils and Witches - devising &amp; script work - The Crucible by Arthur Miller</p> <ul style="list-style-type: none"> <li>❖ Following a story as an outline with a focus on building a clear and developed character</li> </ul>	<p>Outsiders &amp; discrimination in society</p> <ul style="list-style-type: none"> <li>❖ What is it like to be treated differently through drama techniques (still image, thought</li> </ul>	<p>Devising from a stimulus</p> <ul style="list-style-type: none"> <li>❖ Stimulus types and use - how these are analysed and used to create work</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Select appropriate skills for performance.</li> <li>❖ Understand the context of the genre, typical characters, tension building.</li> <li>❖ Use processes to create drama</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use of stillness and silence</li> <li>❖ Transition skills</li> <li>❖ Using monologue and soliloquy developing subtext and dramatic irony to enhance an audience relationship</li> <li>❖ Creating work from a stimulus (advanced devising)</li> <li>❖ Using empathy to create believable characters</li> <li>❖ Links with unit of work at GCSE level.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Responding to direction &amp; choreography</li> <li>❖ Characterisation – acting using movement, acting through song</li> <li>❖ Rhythm and tempo, Musicality</li> <li>❖ Ensemble work</li> <li>❖ Genres of Musicals differences in style</li> <li>❖ Links to BTEC Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>❖ Applying skills and techniques to take on different characters and explore storylines.</li> <li>❖ Types and use of stimulus</li> <li>❖ Research the role of performer</li> <li>❖ Acting skills</li> <li>❖ Practical exploration of ideas</li> </ul>	<ul style="list-style-type: none"> <li>track, movement and dialogue)</li> <li>❖ Discussion on viewpoints and opinions of changes in opinions towards disability throughout history.</li> <li>❖ Exploring a range of stimulus from real life scenarios (photographs, newspaper clippings, videos and speeches)</li> <li>❖ Creating work with creative intentions.</li> <li>❖ Developing analysis and evaluation skills throughout the scheme.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Exploring ideas and techniques.</li> <li>❖ Personal management skills - collaboration</li> <li>❖ Meaning of work in relation to contextual influences - key themes and dramatic intentions of work.</li> <li>❖ Application of skills to performance</li> <li>❖ Evaluation of final performance.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>❖ Advanced skills introduction - devising using the topic 'I don't like Mondays'</li> <li>❖ Creating work from a variety of stimuli</li> <li>❖ Key Content Introducing students to the subject at GCSE/course and specification structure.</li> <li>❖ Develop enthusiasm and confidence in the new class.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Topic Introduction to GCSE Drama / Comp 1 Section A (Autumn Term) 'Missing' Play text / Plus performance through Component 3 introduction</li> <li>❖ Cross curricular links include: English analysing and interpreting play texts &amp; Citizenship/pastoral issues due to the subject matter of exploring underage drinking and its consequences.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduction to design elements, job roles and staging - Component 1 Section A</li> <li>❖ Develop knowledge of theatre roles and staging types (Component 1 Section A)</li> <li>❖ Introduction to practitioners - Stanislavski, Berkoff &amp; Frantic Assembly - Stylised theatre</li> <li>❖ Use Metamorphosis by Berkoff to explore</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduction to the set work Blood Brothers / Component 1</li> <li>❖ Cross Curricular links include: English - analysing and interpreting play text. History - an exploration of social, historical and political context of England/Liverpool 1960s/1980s. Other 'Arts' - sound, set, lighting &amp; costume design.</li> <li>❖ Analyse and explore the key themes of</li> </ul>	<ul style="list-style-type: none"> <li>❖ Live Theatre Review / Component 1 Section C (Spring Term)</li> <li>❖ Woman in Black/Curious Incident/A Monster Calls study</li> <li>❖ Students build on verbal evaluative and analytical skills developed at KS3 to review a live piece of theatre through written word.</li> <li>❖ Section B Prior Links Linking KS3</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduction to Component 3 - performance</li> <li>❖ Using practitioners - Stanislavski, Berkoff &amp; Frantic Assembly - to expand piece</li> <li>❖ Understanding process of rehearsal and improvement through refining and critical engagement</li> <li>❖ Assessed: Final Component 3 performances at end of scheme of work. Structured in the same way as</li> </ul>

<ul style="list-style-type: none"> <li>❖ Understand mark criteria for Component 3 examination.</li> <li>❖ Devising Project / Component 2 (Summer Term) Prior Links All devising practical work from KS3 and KS4 thus far culminates in students having necessary skills to develop a substantial piece of devised and original Drama.</li> <li>❖ Cross Curricular links with many subjects across the school dependent on 'theme/issue/stimulus' allocated to each group.</li> <li>❖ Key Content Develop skills of creating devised Drama.</li> <li>❖ Develop skills in analysis and evaluation of their own work through Devising Log.</li> <li>❖ Assessment Component 2</li> </ul>	<ul style="list-style-type: none"> <li>❖ Skills developed include: students accessing and analysing play text but in a different context to Comp 3.</li> <li>❖ Cross Curricular links: English analysing and evaluating through written word.</li> <li>❖ Develop skills in understanding issues a play text presents/themes of a play/how to interpret and perform script.</li> <li>❖ How to analyse and explore characters/characterisation in play text.</li> </ul>	<p>the style</p> <ul style="list-style-type: none"> <li>❖ Use Too Hard to Swallow by Mark Wheeler to explore the style</li> <li>❖ Use Bouncers/Shakers by John Godber to explore Physical Styles</li> <li>❖ Building key knowledge for students to be able to sit Component 1 Section A+B of written examination in Year 11</li> </ul>	<p>the play text.</p> <ul style="list-style-type: none"> <li>❖ Explore the context of the play (social, cultural, historical, political).</li> <li>❖ Learn how to write 4, 8, 12 and 20 markers in Component 1 Section B.</li> <li>❖ Explore the theme of social class/education.</li> <li>❖ Re-cap staging types for Component 1 Section A.</li> <li>❖ Assessed by Year 9 mock examination differentiated Component 1 Sections A &amp; B</li> </ul>	<p>knowledge to foundations of KS4 – building on KS3 Promoting enthusiasm, confidence and safe space.</p> <ul style="list-style-type: none"> <li>❖ Linking to 'scripts' scheme of work in Year 8. Students have foundations of working with scripts from KS3 through script schemes &amp; through writing in role exercises.</li> <li>❖ Develop understanding of 'design'.</li> <li>❖ Understand Section C aspect of Comp 1 written examination.</li> <li>❖ Familiarise students with the context of performance used for the review.</li> <li>❖ Understand structure/way in which it is assessed.</li> <li>❖ Develop skills of writing a critical/evaluative theatre evaluation.</li> <li>❖ Assessed by Live Theatre Review/Practice</li> </ul>	<p>exam in Year 11 – two extracts performed off text.</p> <ul style="list-style-type: none"> <li>❖ Re-cap on different styles and genres explored at KS3 and KS4 thus far.</li> <li>❖ Understanding of Component 2 examination mark criteria (performance and devising log).</li> </ul>
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	<p>Performance and Devising Logs.</p> <ul style="list-style-type: none"> <li>❖ Future Links: Students will have necessary skills to complete actual Component 2 examination in Spring Term of Year 10.</li> </ul>				<p>Component 1 Section C.</p> <ul style="list-style-type: none"> <li>❖ Future Links Foundations for starting GCSE course.</li> <li>❖ Introducing students to mark criteria and performance requirements of Component 3 (Texts in Practice) ready to sit examination in Year 11.</li> </ul>	
<b>Year 10</b>	<ul style="list-style-type: none"> <li>❖ Component 2 Responding to stimulus - a guide to devising Drama, using practitioner/stylised Drama to influence work, performance skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ Component 2 - Devised &amp; Log part 1</li> <li>❖ Teachers give checklist feedback as per examination board limit to feedback for non-examined assessments.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Devised &amp; Log Part 2 &amp; 3</li> <li>❖ Performance of Component 2 &amp; Written NEA completed (30% of final GCSE grade) completed.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Component 1 - Revision &amp; retrieval of Section A, B &amp; C</li> <li>❖ Section B focus - Blood Brothers and the Component 1 Section B examination.</li> <li>❖ Section A retrieval</li> <li>❖ Cross curricular links: English analysing and interpreting play text.</li> <li>❖ History exploration of social, historical and political context of England/Liverpool 1960s/1980s.</li> <li>❖ Collaboration with other theatre Arts:</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continued Component 1 - Revision &amp; retrieval of Section A, B &amp; C</li> <li>❖ Section B focus - Students spent substantial lesson time in Year 9 learning the foundations of Blood Brothers and the Component 1 Section B examination.</li> <li>❖ Section A is referred to in short, retrieval quizzes as a starter every lesson. (Section A multiple choice knowledge was also covered in Year 9.)</li> <li>❖ Cross curricular links: English</li> </ul>	<ul style="list-style-type: none"> <li>❖ Component 3 researching &amp; reading suitable plays for performance unit</li> <li>❖ Students explore at least three play texts all completely different styles/genres (Kindertransport, Bouncers, Curious Incident).</li> <li>❖ Assessment: Final Component 3 performances at end of scheme of work. Structured in same way as exam in Year 11 – two extracts performed off text. Marked using exam criteria.</li> </ul>

				<p>sound, set, lighting, costume design.</p> <ul style="list-style-type: none"> <li>❖ Continue to explore Blood Brothers practically with frequent reference and practice of the 4, 8, 12 and 20 marker written examination questions (with a specific focus on timed examination conditions).</li> <li>❖ Students will have specific lessons on the social and historical context of the play and design elements.</li> <li>❖ Assessed by: A complete Component 1 written examination covering Sections A, B and C. Structured exactly as 40% written examination will be in Year 11.</li> </ul>	<p>analysing and interpreting play text.</p> <ul style="list-style-type: none"> <li>❖ History exploration of social, historical and political context of England/Liverpool 1960s-1980s.</li> <li>❖ Collaboration with other theatre Arts: sound, set, lighting, costume design.</li> <li>❖ Continue to explore Blood Brothers practically with frequent reference and practice of the 4, 8, 12 and 20 marker written examination questions (with a specific focus on timed examination conditions).</li> <li>❖ Students will have specific lessons on the social and historical context of the play and design elements.</li> <li>❖ Assessed by: A complete Component 1 written examination covering Sections A, B and C. Structured exactly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Future Links: Students will sit the Component 3 examination in Year 11 which is worth 20% of their GCSE grade.</li> </ul>
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					as 40% written examination will be in Year 11.	
<b>Year 11</b>	<ul style="list-style-type: none"> <li>❖ Texts in Practice / Component 3 (Spring Term)</li> <li>❖ Read plays and make selection of two sections of one text to perform to an examiner.</li> <li>❖ Cross Curricular links with many subjects across the school dependent on 'theme/issue/stimulus' within the text chosen by each group.</li> <li>❖ Cross curricular links: English analysing and interpreting play text.</li> <li>❖ Cross Curricular links: English analysing and evaluating through written word.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students begin working in their final examination performance groups for Comp 3 from Oct/Nov</li> <li>❖ Revision of Material for Component 1 in preparation for Trial Exams</li> <li>❖ Examination planned for February. Component 3 is 20% of GCSE grade.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Component 1 Section A and Section B (Blood Brothers)</li> <li>❖ Live Theatre Review / Component 1 Section C</li> <li>❖ Retrieval of previous skills honed in Y10</li> <li>❖ Section A multiple choice knowledge was also covered in Year 9+10.</li> <li>❖ Cross curricular links: English - analysing and interpreting play text. History - exploration of social, historical and political context of England/Liverpool 1960s-1980s.</li> <li>❖ Collaboration with other theatre Arts: sound, set, lighting, costume design.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Component 1 Exam practice &amp; revision. Component 1 Section A and Section B (Blood Brothers)</li> <li>❖ Live Theatre Review / Component 1 Section C</li> <li>❖ Retrieval of previous skills honed in Y10</li> <li>❖ Section A multiple choice knowledge was also covered in Year 9+10.</li> <li>❖ Cross curricular links: English - analysing and interpreting play text. History - exploration of social, historical and political context of England/Liverpool 1960s-1980s.</li> <li>❖ Collaboration with other theatre Arts: sound, set, lighting, costume design.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Component 1 Exam practice &amp; revision. Component 1 Section A and Section B (Blood Brothers)</li> <li>❖ Live Theatre Review / Component 1 Section C</li> <li>❖ Retrieval of previous skills honed in Y10</li> <li>❖ Section A multiple choice knowledge was also covered in Year 9+10.</li> <li>❖ Cross curricular links: English - analysing and interpreting play text. History - exploration of social, historical and political context of England/Liverpool 1960s-1980s.</li> <li>❖ Collaboration with other theatre Arts: sound, set, lighting, costume design.</li> </ul>	
<b>Year 12</b>	<ul style="list-style-type: none"> <li>❖ Intro to Drama A-level</li> </ul>	<ul style="list-style-type: none"> <li>❖ Studying Antigone by Sophocles</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continue to learn design keywords</li> </ul>	<ul style="list-style-type: none"> <li>❖ Revision of Live Theatre Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continue to Study Antigone by Sophocles</li> </ul>	<ul style="list-style-type: none"> <li>❖ Focus on Trial/UCAS exam</li> </ul>



	<ul style="list-style-type: none"> <li>❖ Practitioner focus</li> <li>❖ Creating work with practitioner</li> <li>❖ Introduction to Antigone set work</li> <li>❖ Watch Live Theatre</li> </ul>	<ul style="list-style-type: none"> <li>❖ How to prepare to act/direct/design Antigone</li> <li>❖ Learning Ancient Greek Theatre History</li> <li>❖ Practice essay writing</li> <li>❖ Prepare for Component 2 Devised performance</li> </ul>	<ul style="list-style-type: none"> <li>❖ Revision of Costume, Lighting, Set design for Our Country's Good</li> <li>❖ Watch Live Theatre &amp; begin Evaluation work</li> <li>❖ Creating &amp; rehearsing devised performance (Component 2)</li> <li>❖ Continuing to write Working Notebook</li> </ul>	<ul style="list-style-type: none"> <li>❖ Creating &amp; rehearsing devised performance (Component 2)</li> <li>❖ Continuing to write Working Notebook</li> <li>❖ Perform Component 2</li> </ul>	<ul style="list-style-type: none"> <li>❖ How to prepare to act/direct/design Antigone</li> <li>❖ Learning Ancient Greek Theatre History</li> <li>❖ Practice essay writing</li> <li>❖ Continue to learn design keywords</li> <li>❖ Revision of Costume, Lighting, Set design for Our Country's Good</li> <li>❖ Complete Mock Component 1</li> </ul>	<ul style="list-style-type: none"> <li>❖ Practice essay writing</li> <li>❖ Continue to learn design keywords</li> <li>❖ Revision of Costume, Lighting, Set design for Our Country's Good</li> <li>❖ Start to prepare for Component 3, read play - TEXT ONE, study context &amp; Playwright</li> <li>❖ Pick section to workshop</li> <li>❖ Write about context and process of approaching text as a Performer</li> </ul>
<b>Year 13</b>	<ul style="list-style-type: none"> <li>❖ Start to prepare for Component 3, read play - TEXT TWO, study context &amp; Playwright</li> <li>❖ Pick section to workshop</li> <li>❖ Write about context and process of approaching text as a Performer</li> <li>❖ Continue to prepare Component 1 Sec C Theatre Review</li> </ul>	<ul style="list-style-type: none"> <li>❖ Start to prepare for Component 3, read play - TEXT THREE, study context &amp; Practitioner</li> <li>❖ Pick section to workshop</li> <li>❖ Research practitioner using books, clips, live theatre, podcasts, interviews</li> <li>❖ Write about context and process of approaching text</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rehearse to performance standard of TEXT THREE, including in the style of a practitioner</li> <li>❖ Complete the written report</li> <li>❖ Perform TEXT THREE to an examiner, producing the written report of all three texts studied</li> <li>❖ Continue to prepare</li> </ul>	<ul style="list-style-type: none"> <li>❖ Revision: Continue to prepare Component 1 Sec C Theatre Review</li> <li>❖ Revision: Continue to prepare Component 1 Sec B responses for Our Country's Good</li> <li>❖ Revision: Continue to prepare for Trial exams Component 1 Sec A Antigone</li> </ul>	<ul style="list-style-type: none"> <li>❖ Revision: Continue to prepare Component 1 Sec C Theatre Review</li> <li>❖ Revision: Continue to prepare Component 1 Sec B responses for Our Country's Good</li> <li>❖ Revision: Continue to prepare for Trial exams Component 1 Sec A Antigone</li> </ul>	

	<ul style="list-style-type: none"> <li>❖ Continue to prepare Component 1 Sec B responses for Our Country's Good</li> <li>❖ Continue to prepare for Trial exams Component 1 Sec A Antigone</li> </ul>	<p>as a Performer</p> <ul style="list-style-type: none"> <li>❖ Continue to prepare Component 1 Sec C Theatre Review</li> <li>❖ Continue to prepare Component 1 Sec B responses for Our Country's Good</li> <li>❖ Continue to prepare for Trial exams Component 1 Sec A Antigone</li> </ul>	<p>Component 1 Sec C Theatre Review</p> <ul style="list-style-type: none"> <li>❖ Continue to prepare Component 1 Sec B responses for Our Country's Good</li> <li>❖ Continue to prepare for Trial exams Component 1 Sec A Antigone</li> </ul>			
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[2022 Drama KS4](#)

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