



WINTER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Mini Devising Project, Teechers Script Work (Comp 3) Roles and Responsibilities, Blood Brothers (Comp 1)

Curriculum Intent	In addition to working further on objectives from Key Stage 3, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p>Pupils will be introduced to a number of new theatre Practitioners that they will be able to develop those skills and techniques as they move through the years and complete their GCSE Drama course.</p> <p>To be able to develop the following, teamwork, leadership skills, performance skills and communication skills.</p> <p>Create and use scenarios that link well with PSHE and English.</p> <p>To be respectful as an audience when other people are performing and be able to give constructed feedback to their peers in order to better their work.</p> <p>To explore the different themes and characters from 'Teechers' and 'Blood Brothers'</p> <p>To be able to explore Voice, Space and Levels in a play</p> <p>To understand the conventions of facing in and out, choral speaking, synchronised movement, and characterisation</p> <p>To understand the technical aspect of a play including costume, props, lighting and set</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Learning how to effectively work in a team, taking on board other people's suggestions to create a piece of drama. Developing confidence building skills both individually and in teams. Demonstrating leadership qualities to get the best out of each other.</p> <p>PSHE/British Values: Being able to express opinions and deliver this in the correct way taking into consideration the feelings of others. Effective use of key terminology</p> <p>Skills Builder: Teamwork, leadership, communication, performance, understanding</p>
Literacy	Understanding of keywords, effective communication, being able to read and learn lines from a script to then recite in a performance. Learn and understand the structure of the written exam paper and how to answer the exam questions, incorporating Tier 2 and Tier 3 Drama specific work. Completing devising log coursework
Becoming future ready	Careers/Employability: Students will be able to develop a range of interpersonal skills which they will be able to use in all different areas of their work and social life. Subject specific roles including Theatre, Event, TV or Media based industry related careers
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Learners are asked to produce work on a variety of different levels throughout this unit of work. Some will be group presentation / performances, Q&A, Teacher and peer feedback.</p> <p>By resource: By differentiated tasks given by teacher to meet needs of students, progressing levels of questioning again to suit and meet the needs of all students from low to high level order questions, practical activities in the classroom through the use of groupwork, rehearsal and performance</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation	<p>To be able to:</p> <ul style="list-style-type: none"> Be able to explore improvisation, flashback, script work, line learning and characters

Curriculum Delivery	<ul style="list-style-type: none"> • Understand the themes of Teechers • Know how to effectively collaborate with others • To understand the different themes of Blood Brothers • To understand the different characters within Blood Brothers • To read the story of Blood Brothers and be able to recall key events and moments from throughout the play • To understand the different roles within the Theatre • To understand the different responsibilities within the Theatre • To understand how to stage a play • To be able to understand and explore exaggerated characterisation and stereotypes • To understand the structure of a play
Learning Outcomes (Knowledge)	<p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Pupils will have a chance to hone the skills and knowledge when they revisit in year 11 when applying to exam technique.</p>
Assessment	<p>Observation of class Mini Plenary in lessons to check on progress and refer back to objective Evaluation at the end of the unit Interim assessed pieces where students learn the lines using the text. Assessment is rehearsal performance and evaluation. The student's ability to collaborate and offer ideas in rehearsal. The ability to create and sustain a role. The ability to reflect on work and see what worked and what could be improved.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>



SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Teachers & Theatre Practitioner Workshops

Curriculum Intent	<p>In addition to working further on objectives from Key Stage 3, pupils will be taught, following National Curriculum guidelines, the following this term:</p>
Skills/Assessment Objective Links	<p>Pupils will be introduced to a number of new theatre Practitioners that they will be able to develop those skills and techniques as they move through the years and complete their GCSE Drama course.</p> <p>To understand the theory and practical elements of Brecht, Berkoff, Stanislavski</p> <p>To be able to develop the following, teamwork, leadership skills, performance skills and communication skills.</p> <p>Create and use scenarios that link well with PSHE and English.</p> <p>To be respectful as an audience when other people are performing and be able to give constructed feedback to their peers in order to better their work.</p> <p>To be able to explore Voice, Space and Levels in a play</p> <p>To understand the conventions of facing in and out, choral speaking, synchronised movement, and characterisation</p> <p>To understand different roles and responsibilities within the Theatre</p> <p>To understand the technical aspect of a play including costume, props, lighting and set</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Learning how to effectively work in a team, taking on board other people's suggestions to create a piece of drama. Developing confidence building skills both individually and in teams. Demonstrating leadership qualities to get the best out of each other.</p> <p>PSHE/British Values: Being able to express opinions and deliver this in the correct way taking into consideration the feelings of others. Effective use of key terminology</p> <p>Skills Builder: Teamwork, leadership, communication, performance, understanding</p>
Literacy	<p>Understanding of keywords, effective communication, being able to read and learn lines from a script to then recite in a performance. Learn and understand the structure of the written exam paper and how to answer the exam questions, incorporating Tier 2 and Tier 3 Drama specific work. Completing devising log coursework</p>
Becoming future ready	<p>Careers/Employability: Students will be able to develop a range of interpersonal skills which they will be able to use in all different areas of their work and social life. Subject specific roles including Theatre, Event, TV or Media based industry related careers</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: Learners are asked to produce work on a variety of different levels throughout this unit of work. Some will be group presentation / performances, Q&A, Teacher and peer feedback.</p> <p>By resource: By differentiated tasks given by teacher to meet needs of students, progressing levels of questioning again to suit and meet the needs of all students from low to high level order questions, practical activities in the classroom through the use of groupwork, rehearsal and performance</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>

Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Be able to explore improvisation, flashback, script work, line learning and characters • Know how to effectively collaborate with others • To understand the different roles within the Theatre • To understand the different responsibilities within the Theatre • To understand how to stage a play • To be able to understand and explore exaggerated characterisation and stereotypes • To understand the structure of a play • Demonstrate a wide range of Theatre Styles and techniques • Understand Theatre Practitioners Principles on acting and building character
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	<p>Pupils will have a chance to hone the skills and knowledge when they revisit in year 11 when applying to exam technique.</p>
Assessment	<p>Observation of class Mini Plenary in lessons to check on progress and refer back to objective. Evaluation at the end of the unit Interim assessed pieces where students learn the lines using the text. Assessment is rehearsal performance and evaluation. The student's ability to collaborate and offer ideas in rehearsal. The ability to create and sustain a role. The ability to reflect on work and see what worked and what could be improved.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>



SUMMER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Real Devised Piece including Coursework (Comp 3)

Curriculum Intent	<p>In addition to working further on objectives from Key Stage 3, pupils will be taught, following National Curriculum guidelines, the following this term:</p>
Skills/Assessment Objective Links	<p>To understand how the marking system works for the Devising a Piece of Drama</p> <p>Pupils will be able to create and develop their own drama pieces using techniques from theatre practitioners.</p> <p>To be able to develop the following, teamwork, leadership skills, performance skills and communication skills.</p> <p>Create and use scenarios that link well with PSHE and English.</p> <p>To be respectful as an audience when other people are performing and be able to give constructed feedback to their peers in order to better their work.</p> <p>To incorporate a wide range of skills and techniques previously learnt to create their final Devised Performance</p> <p>To understand the technical aspect of a play including costume, props, lighting and set</p> <p>To be able to incorporate the technical skills previously learnt to aide the final performance</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Learning how to effectively work in a team, taking on board other people's suggestions to create a piece of drama. Developing confidence building skills both individually and in teams. Demonstrating leadership qualities to get the best out of each other.</p> <p>PSHE/British Values: Being able to express opinions and deliver this in the correct way taking into consideration the feelings of others. Effective use of key terminology</p> <p>Skills Builder: Teamwork, leadership, communication, performance, understanding</p>
Literacy	<p>Understanding of keywords, effective communication, being able to read and learn lines from a script to then recite in a performance. Learn and understand the structure of the written exam paper and how to answer the exam questions, incorporating Tier 2 and Tier 3 Drama specific work. Completing devising log coursework</p>
Becoming future ready	<p>Careers/Employability: Students will be able to develop a range of interpersonal skills which they will be able to use in all different areas of their work and social life. Subject specific roles including Theatre, Event, TV or Media based industry related careers</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: Learners are asked to produce work on a variety of different levels throughout this unit of work. Some will be group presentation / performances, Q&A, Teacher and peer feedback.</p> <p>By resource: By differentiated tasks given by teacher to meet needs of students, progressing levels of questioning again to suit and meet the needs of all students from low to high level order questions, practical activities in the classroom through the use of groupwork, rehearsal and performance</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation	<p>To be able to:</p> <ul style="list-style-type: none"> Be able to incorporate improvisation, flashback, script work, line learning and characters

Curriculum Delivery	<ul style="list-style-type: none"> • Know how to effectively collaborate with others • To understand the different roles within the Theatre • To understand the different responsibilities within the Theatre • To understand the creative process of creating a piece of drama, performing then evaluating it • To be able to create, develop, perform and analyse their work • To understand the mark scheme in order to achieve highest marks possible • To be able to perform a monologue they have written • To be able to complete associated coursework in line with Exam Board Requirements
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	Pupils will have a chance to hone the skills and knowledge when they revisit in year 11 when applying to exam technique.
Assessment	<p>Observation of class</p> <p>Mini Plenary in lessons to check on progress and refer back to objective</p> <p>Evaluation at the end of the unit</p> <p>Interim assessed pieces where students learn the lines using the text. Assessment is rehearsal performance and evaluation. The student's ability to collaborate and offer ideas in rehearsal. The ability to create and sustain a role. The ability to reflect on work and see what worked and what could be improved.</p>
Impact	Attainment and Progress – Refer to assessment results / data review documentation.