



Wollaston School: 2023/24 Curriculum Map for Drama
Curriculum Lead: Sam Godge



Curriculum Aim and scope: To develop students' curiosity and understanding of how drama works, be able to apply their understanding practically to live performance and become confident in analysing and evaluating the success of their own performance work and the work of others, through the exploration of various dramatic genres and creative devising opportunities.

What are your aims for this subject?

- To encourage and embrace student's enthusiasm for drama
- To develop and establish skills and techniques required for success throughout all key stages
- To harness creativity, encourage imagination and establish good working practices in practical spaces
- To explore and understand a variety of styles and genres
- To perform to a live audience using confidence and skill
- To develop evaluative skills used for shaping own informed opinion

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7	1	Basic Drama Skills	Knowledge Students are taught the basic core techniques in the drama tool kit and their role in creating performance work.	Key Stage 2 English All pupils should be enabled to participate in	Still image Freeze frame Mime Role play Body propping Slow motion	As this is the first unit of learning in Key Stage 3 students will have a mixed level of experience.	Assessment Objective 2 Apply theatrical skills to realise artistic intentions in live performance Students are given starter activities to recall skills

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			<p>Skills Still image/freeze frame</p> <ul style="list-style-type: none"> The ability to hold still and pause the action for the purpose of highlighting a moment, starting or finishing a performance or represent a theme symbolically <p>Mime</p> <ul style="list-style-type: none"> The process of physically demonstrating an action without words for the purpose of communicating unseen props, a physical representation of a real life behaviour or representing symbolically through movement a concept <p>Role play</p> <ul style="list-style-type: none"> The exploration of a character or situation through conversation conducted in role, using GEMS (gesture, expression, movement, speech) with the purpose of uncovering a character's opinion or stance on a topic <p>Body Propping</p> <ul style="list-style-type: none"> A strategy used in physical theatre where the actor physicalises a piece of set or object with the purpose of aiding swift scene changes or personifying inanimate objects for dramatic or comic value <p>Slow Motion</p>	<p>and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse,</p>	<p>Thought tracking Gestures Expression Movement Speech</p>		<p>and knowledge from the previous lesson.</p> <p>End of unit assessment Students are required to create and perform a role play which includes all of the strategies taught during this unit. Their performance is assessed against the KS3 drama progress steps under AO2.</p>

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			<ul style="list-style-type: none"> A strategy used in physical theatre where actors perform movements incredibly slowly with precision, with the purpose of drawing attention to particularly important moments of action. <p>Thought Tracking</p> <ul style="list-style-type: none"> A strategy used in dramatic exploration whereby the facilitator may freeze the action (see freeze frame/still image) and the character speaks aloud to the audience their thoughts in this moment. This seeks to highlight the inner workings of the character in this specific moment. <p>Gestures</p> <ul style="list-style-type: none"> The hand movements employed by a character to communicate to the audience the mind set of the character in that particular moment, for example, banging a fist on the table to communicate anger. <p>Expressions</p> <ul style="list-style-type: none"> The vocal or facial communication employed by the character in order to communicate the motivation of the character in that moment, for example, a screwed up face to communicate disgust. <p>Movement</p> <ul style="list-style-type: none"> The way in which the actor uses their body language to communicate to the audience 	refine, share and respond thoughtfully to drama and theatre performances. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.			

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			<p>the motivation of the character in that moment, for example, a hurried walk away from an item on stage to communicate worry/being late.</p> <p>Speech</p> <ul style="list-style-type: none"> The choice of language employed by the playwright or actor to communicate their thoughts/social class/origin/opinion. <p>End Learning Goal</p> <p>By the end of the unit students will have learnt how to successfully execute each strategy, why they are used in drama and be able to show each one using self-awareness and control, use them at appropriate times within the dramatic work and be able to articulate their various uses within drama.</p>				
7	2	Theatre History	<p>Knowledge</p> <p>Students acquire a basic understanding of theatre at key moments in History (Greek, Commedia, Shakespeare, Melodrama), how they interrelate and affected each other's development and formed elements of modern theatre.</p> <p>Skills</p> <p>Choral Speech / Movement Physicalising Character Delivering Shakespearian Language Stock Characters</p>	As above	Choral Speech / Movement Physicalising Character Delivering Shakespearian Language Stock Characters Acting Style GEMS	<p>From Year 7 Term 1</p> <p>GEMS Role play Mime</p> <p>From KS2</p> <p>Shakespeare</p>	<p>Assessment Objective 3</p> <p>Acquire knowledge and understanding of drama/dance genres and performing skills.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning.</p>

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			Acting Style GEMS End Learning Goal By the end of the unit students will have learnt how to successfully communicate using the unique elements of each genre, why they are used in drama and be able to and be able to articulate their influence on modern theatre.				End of unit assessment (optional) Demonstrate understanding of the genre melodrama through the creation and performance of a script.
7	3	Live theatre review	Knowledge Students acquire a basic understanding of theatre craft required to stage a professional performance, using an existing piece of professional digital theatre to analyse. They learn to articulate their opinion regarding the success of the performance using verbal and written skills. Skills Identifying SFX and LFX in live theatre Analysing and evaluating design elements Analysing and evaluating vocal and physical skills Forming opinions End Learning Goal By the end of the unit students will have learnt how to successfully identify the theatre craft elements that work together to create live theatre, communicate using the language of each craft, why	As above	Analyse Evaluate Lighting effect Sound effect Costume Wash Symbolism Pitch Pace Tempo Pause Volume Posture Facial expression Gait Gesture Mood Atmosphere	From Year 7 Term 1 Basic drama terminology From Year 7 Term 2 Stock character and related acting style	Assessment Objective 4 Analyse and evaluate their own work and the work of others. Students are asked to recall prior learning through starter activities and cold call questioning. End of unit assessment Written assessment guided with a writing frame which allows students to identify, analyse and evaluate one moment in the live theatre production which

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			they are used in live theatre and be able to and be able to articulate their opinion of the success of the elements working together.				made and impact on them.
7	4	Wacky Soap	<p>Knowledge Students acquire a basic understanding of how to explore a theme through an existing script – ‘Wacky Soap’ by Mark Wheeler. They will learn empathy and why this is important in the success of character building and the process involved in devising drama.</p> <p>Skills Developing character using GEMS to assist Creating narrative through devising Empathy Decoding script</p> <p>End Learning Goal By the end of the unit students will have explored the narrative of the play/story and learnt how to use role play in their exploration and development of material for performance. They will have explored the morals surrounding the plays’ themes.</p>	As above	Devising Creating Role-Play Empathy Social drama Script Character GEMS Theme Moral Political	<p>From Year 7 Term 1 Basic drama terminology GEMS Strategies for devising and creating theatre.</p> <p>From Year 7 Term 2 Theatre craft which supports the creation of theatre.</p>	<p>Assessment Objective 1 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning.</p> <p>End of unit assessment Demonstrate creative skills through the development of a performed piece of drama which communicates an interpretation of events surrounding the narrative of the play ‘Wacky Soap’.</p>

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7	5	Darkwood Manor	<p>Knowledge Students start to use existing knowledge gained over previous 4 units and learn how to create a fully supported theatrical experience. Students acquire a basic understanding of immersive theatre and how it feels to be an audience member in this style of theatre.</p> <p>Skills Developing character using GEMS to assist Creating narrative through devising Applying SFX and LFX accurately Sustaining a role for an extended time Spontaneous improvisation</p> <p>End Learning Goal By the end of the unit students will have achieved the creation of an immersive piece of theatre using theatre craft and acting skills to sustain an extended piece of drama, understanding the impact this has on an audience.</p>	As above	Teacher in role Students in role Improvisation Spontaneous improvisation Mood Atmosphere Role play Immersive GEMS	<p>From Year 7 Term 1 Basic drama terminology</p> <p>From Year 7 Term 2 Stock character and related acting style – melodrama leading onwards to gothic horror in year 8</p> <p>From Year 7 Term 3 Understanding of SFX and LFX to support acting and create mood/atmosphere</p>	<p>Assessment Objectives 1,2,3 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning.</p> <p>Unit assessment Teacher judgement grade based on the ability to consistently demonstrate the AOs together in action to explore and create theatrical material.</p>

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7	6	Non-naturalism	<p>Knowledge Students acquire a basic understanding of the practitioner Brecht and his ideology the use of non-naturalistic techniques to communicate a political message to an audience and how this historical figure changed the face of theatre over time.</p> <p>Skills Direct address Multi role Using gestus to communicate meaning to an audience Creating political messages through theatre</p> <p>End Learning Goal By the end of the unit students will have explored Brecht's political theatre and be able to identify and perform each non-naturalistic technique, working them together to create, perform and evaluate their own political piece of theatre</p>	As above	Non-naturalistic Naturalistic Brecht 4 th wall Episodic Political theatre Multi role Gestus Epic theatre Distancing	<p>From Year 7 term 5 Immersive (opposite)</p> <p>From Year 7 term 4 Moral dilemma Political content</p>	<p>Assessment Objectives 1,2,3,4 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>Analyse and evaluate their own work and the work of others.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning. Students demonstrate recall of prior learning</p>

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							through the development of a performance. End of year assessment Create, perform and evaluate another group's political theatre piece performed in Brecht's epic theatre style.
8	1	Why did the Chicken ?	<p>Knowledge Students build on their basic understanding of how to explore a theme through an existing script – 'Wacky Soap' by reading and exploring the dialogue, themes and strategies in 'Why did the chicken cross the road?' a road safety play also by Mark Wheeller. They learn some of his strategies, writing style and theatre in education genre.</p> <p>Skills Developing character using GEMS to assist Creating narrative through devising Empathy Decoding script Precis theatre Choral speaking Script learning</p> <p>End Learning Goal</p>	As above	Theatre in education Precis theatre Script Character Role play Two-touch theatre	<p>From Year 7 Term 1 Basic drama terminology GEMS Strategies for devising and creating theatre.</p> <p>From Year 7 Term 2 Theatre craft which supports the creation of theatre.</p> <p>From Year 7 term 4 Moral dilemma Empathy Working from script</p>	<p>Assessment objective 2</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Students are asked to recall prior learning through starters, questioning, demonstration of skill from year 7 in creating and performing theatrical ideas</p> <p>End of unit assessment</p> <p>Perform a short extract from the play using theatrical skills,</p>

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			By the end of the unit students will have explored the narrative of the play/story and learnt how to use role play in their exploration and development of material for performance. They will have explored the morals surrounding the plays' themes, using unique Wheeler strategies outlined above and performed using a script.				demonstrating understanding of the taught Wheeler strategies through accurate performance.
8	2	Horror genre inc Woman in Black and The Night Circus	<p>Knowledge Students start to use existing knowledge gained in Year 7 term 5 and learn the strategies involved in constructing a piece in the genre of Gothic Horror. They will gain knowledge and understanding of tension, climax and anti-climax and how this is engineered in theatre.</p> <p>Skills Developing character using GEMS to assist Creating narrative through devising Applying SFX and LFX accurately Sustaining a role for an extended time Building and releasing of tension Body propping</p> <p>End Learning Goal By the end of the unit students will have explored through theoretical and practical methods the strategies used in creating theatre in a horror genre and be successful in demonstrating how tension is built and released.</p>	As above	Gothic Horror Climax Anti-climax Body propping Physical theatre SFX LFX	<p>From Year 7 term 5 Creation of mood and atmosphere</p> <p>From Year 7 Term 3 Understanding of SFX and LFX to support acting and create mood/atmosphere</p>	<p>Assessment Objective 3</p> <p>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>Unit assessment Teacher judgement grade Based on the ability of students to understand and demonstrate the strategies during their lessons</p>

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8	3	Live theatre review	<p>Knowledge Students build on their basic understanding of theatre craft required to stage a professional performance secured in year 7, using an existing piece of professional digital theatre to analyse. They learn to articulate their opinion regarding the success of the performance using verbal and written skills. Additionally, we explore the different stage types and the demands on the actors.</p> <p>Skills Analysing and evaluating design elements Analysing and evaluating vocal and physical skills Forming opinions Identifying stage types</p> <p>End Learning Goal By the end of the unit students will have developed their ability of how to successfully identify the theatre craft elements that work together to create live theatre, communicate using the language of each craft, why they are used in live theatre and be able to and be able to articulate their opinion of the success of the elements working together, as well as being able to identify different stage types.</p>	As above	Theatre in the round End-on Thrust Traverse Wings Cyclorama	<p>From Year 7 Term 2 Theatre craft which supports the creation of theatre.</p> <p>From Year 7 term 3 Articulate your opinion regarding the success of the performance using verbal and written skills.</p>	<p>Assessment Objective 4 Analyse and evaluate their own work and the work of others.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning and through their demonstration of building stage types with classroom resources.</p> <p>End of unit assessment Written assessment guided with a writing frame which allows students to identify, analyse and evaluate one moment in the live theatre production which made and impact on them. Students are also asked to identify stage types through ground plans and name the strengths and challenges of each type.</p>

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8	4	The identification	<p>Knowledge Students acquire a basic understanding of the practitioner Stanislavski and his ideology the use of naturalistic techniques to communicate a truthful and believable performance to an audience and how this historical figure changed the face of theatre over time.</p> <p>Skills Stanislavski's system Imagination What if? Given circumstances Belief and truth Performing a naturalistic role</p> <p>End Learning Goal By the end of the unit students will have explored Stanislavski's system and be able to identify and perform each naturalistic technique, working them together to create, perform and evaluate their own naturalistic performance.</p>	As above	Stanislavski's system Imagination What if? Given circumstances Belief and truth Stimulus Naturalism	<p>From Year 7 Term 6 Naturalistic and non-naturalistic</p> <p>From Year 7 Term 4 and Year 8 Term 2 Understanding what empathy is and to attempt to put yourself in someone else's shoes</p> <p>From Year 8 Term 2 Sustaining a role for a long period of time</p>	<p>Assessment Objective 1 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning.</p> <p>End of unit assessment Demonstrate creative skills through the development of a performed piece of drama which communicates an interpretation of events surrounding the poem 'The identification' by Roger McGough.</p>
8	5	Creative project	<p>Knowledge Students start to use existing knowledge gained over previous 4 units and learn how to create an original piece of theatre from a stimulus. Students gain an understanding of the devising process from</p>	As above	Devising Research Development Selection Rejection	<p>From Year 8 Term 4 Use a naturalistic style of acting to communicate character</p>	<p>Assessment Objectives 1,2,3 Create and develop ideas to communicate meaning</p>

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			<p>initial idea through research, development and refinement, resulting in an original performance.</p> <p>Skills Developing ideas from a stimulus Research, selecting and rejecting Developing character using GEMS to assist Creating narrative through devising Sustaining a role for an extended time Choosing strategies appropriately to communicate meaning effectively.</p> <p>End Learning Goal By the end of the unit students will have achieved the creation of an imaginative piece of theatre using research, theatre craft and acting skills to sustain an extended piece of drama, understanding their artistic intentions.</p>		Artistic intentions Structure	From Year 7 Term 2 Theatre craft which supports the creation of theatre.	<p>for theatrical performance.</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning.</p> <p>End of unit assessment Performance of an original piece using the AOs together in action to explore and create theatrical material.</p>
8	6	Hunger games	<p>Knowledge Students start to use existing knowledge gained over previous 2 years to develop plot, character, narrative structure, tension, climax and anti-climax</p>	As above	Plot Character Protagonist Villain	From Year 8 Term 5 Use select and reject to edit own work	<p>Assessment Objectives 1,2,3,4 Create and develop ideas to communicate meaning</p>

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			<p>using sections of the book 'The Hunger Games'. Using strategies learnt from all previous units, students explore character and relationships.</p> <p>Skills Developing narrative Developing character using GEMS to assist Sustaining a role for an extended time Choosing strategies appropriately to communicate meaning effectively.</p> <p>End Learning Goal By the end of the unit students will have achieved the creation of an imaginative and atmospheric piece of theatre using creativity, theatre craft and acting skills to sustain a character in a fictional piece.</p>		Climax Atmosphere Artistic intentions	<p>From Year 7 & 8 Term 3 Analyse and evaluate own work and the work of others</p> <p>From Year 8 Term 4 Use a naturalistic style of acting to communicate character</p>	<p>for theatrical performance.</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>Analyse and evaluate their own work and the work of others.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning. Students demonstrate recall of prior learning through the development of a performance.</p> <p>End of year assessment</p>

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							Create, perform and evaluate another group's performance
9	1	Face the play or DNA play	<p>Knowledge Students secure their understanding of how to explore a theme through an existing script, how to analyse language used by the playwright to create meaning. They also begin to examine the style of questions used by the Eduqas examining board for GCSE Drama in preparation for Year 10.</p> <p>Skills Analysing language, punctuation and dialogue to communicate character Design skills – costume hair and make up Set design Character development Analysing character function to drive narrative goals</p> <p>End Learning Goal By the end of the unit students will have explored the themes and issues of this play, addressed by the playwright's use of language and character journey. They will have explored the morals surrounding the plays' themes using learnt strategies from previous 2 years of drama study.</p>	As above	Power Status Hierarchy Character motivation Interaction Vocal skills Physical skills Rehearsal strategies	<p>All Year 7</p> <p>Year 8 Term 1 Decoding script</p> <p>Year 8 Term 4 Naturalistic acting</p>	<p>Assessment Objective 2</p> <p>Apply theatrical skills to realise artistic intentions in live performance</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning. Students demonstrate recall of prior learning through the development of a character through on and off script work</p>
9	2	Pantomime	<p>Knowledge</p>	As above	Commedia del arte	<p>Year 7 Term 2 Theatre History</p>	<p>Assessment Objective 2</p>

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		including Comedy, mask and commedia	<p>Students extend their knowledge of theatre history, linking their understanding of stock characters from year 7, adding commedia del arte, and pantomime and develop their appreciation for family entertainment.</p> <p>Skills Mask work Slapstick strategies Commedia del arte characterisation Physical comedy Pantomime traditional acting</p> <p>End learning goal To have a competent skill set in comedic acting ranging from mime in mask work to physical slapstick comedy, learning how to use the stock character physicality of commedia del arte to inform their comedy characters.</p>		Dame Principal boy Slapstick Word play Mischief theatre Trestle theatre Hero Villain Damsel	Stock Characters Melodrama	<p>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>Students are quizzed to allow for recall of stock characters from previous learning.</p> <p>Unit assessment Teacher judgement grade Based on the ability of students to understand and demonstrate the strategies during their lessons</p>
9	3	Too much punch for Judy	<p>Knowledge Students use their understanding of previously studied Wheeler plays to explore the drink driving theme.</p> <p>Skills Developing character using GEMS to assist Creating narrative through devising Empathy</p>	As above	Verbatim Physical theatre Moral compass Empathy	<p>All of Year 7</p> <p>Year 8 Term 1 Wheeller plays Physical theatre</p>	<p>Assessment objective 1 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Students are asked to recall prior learning</p>

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			<p>Decoding script Precis theatre Choral speaking Script learning</p> <p>End Learning Goal By the end of the unit students will have explored the narrative of the play/story and learnt how to use role play in their exploration and development of material for performance. They will have explored the morals surrounding the plays' themes, using unique Wheeler strategies outlined above and performed using a script. By using this verbatim piece students will be prepared for the KS4 prescribed script which is also by Mark Wheeler.</p>				<p>through starter activities and cold call questioning. Students demonstrate recall of prior learning through the development of a character through on and off script work</p> <p>End of Unit assessment Planning/creative activity which allows students to express ideas creatively without having to demonstrate</p>
9	4	Live theatre review – One Man two Guvnors	<p>Knowledge Students build on their understanding of theatre craft required to stage a professional performance, using an existing piece of professional digital theatre to analyse. They learn to articulate their opinion regarding the success of the performance using verbal and written skills. Additionally, we explore the genre of comedy using prior knowledge gained in term 2.</p> <p>Skills Analysing and evaluating vocal and physical skills Forming opinions Identifying comedic strategies</p>	As above	Comedy Slapstick Stereotypes Commedia Stooge 4 th Wall	<p>Year 9 Term 2 Comedic strategies</p> <p>Both Live Theatre units in year 7 & 8</p>	<p>Assessment Objective 4 Analyse and evaluate their own work and the work of others.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning.</p> <p>End of unit assessment Written assessment guided with a writing frame which allows</p>

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			<p>Writing in depth using terminology</p> <p>End Learning Goal By the end of the unit students will have developed their ability of how to successfully identify the theatre craft elements that work together to create live theatre, communicate using the language of each craft, why they are used in live theatre and be able to and be able to articulate their opinion of the success of the elements working together, as well as being able to identify different aspects of comedy witnessed in the performance.</p>				students to identify, analyse and evaluate one moment in the live theatre production which made and impact on them. Students are also asked to offer their opinion.
9	5	Hillsborough	<p>Knowledge Students start to use existing knowledge gained over previous 2 years to develop plot, character, narrative structure, tension, climax and anti-climax using historical content from the Hillsborough disaster. Using strategies learnt from all previous units, students explore character and relationships, naturalistic acting and empathy.</p> <p>Skills Developing narrative Developing character using GEMS to assist Sustaining a role for an extended time Choosing strategies appropriately to communicate meaning effectively. Empathy</p>	As above	Power Status Hierarchy Character motivation Interaction Vocal skills Physical skills Rehearsal strategies Naturalism Stanislavski 4 th Wall	All previous apart from Year 9 term 2	<p>Assessment Objectives 1,2,3 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>

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			<p>End Learning Goal By the end of the unit students will have achieved the creation of an imaginative and atmospheric piece of theatre using creativity, theatre craft and acting skills to sustain a character in a piece rooted in historical fact.</p>				<p>Students are asked to recall prior learning through starter activities and cold call questioning.</p> <p>Unit assessment Teacher judgement grade based on the ability to consistently demonstrate the AOs together in action to explore and create theatrical material.</p>
9	6	Devising	<p>Knowledge Students start to use existing knowledge gained over previous 2 years and learn how to create an original piece of theatre from a stimulus. Students gain an understanding of the devising process from initial idea through research, development and refinement, resulting in an original performance.</p> <p>Skills Developing ideas from a stimulus Research, selecting and rejecting Developing character using GEMS to assist Creating narrative through devising</p>	As above	All previous	All previous units	<p>Assessment Objectives 1,2,3,4 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Demonstrate knowledge and understanding of</p>

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			<p>Sustaining a role for an extended time Choosing strategies appropriately to communicate meaning effectively.</p> <p>End Learning Goal By the end of the unit students will have achieved the creation of an imaginative piece of theatre using research, theatre craft and acting skills to sustain an extended piece of drama, understanding their artistic intentions.</p>				<p>how drama and theatre is developed and performed.</p> <p>Analyse and evaluate their own work and the work of others.</p> <p>Students are asked to recall prior learning through starter activities and cold call questioning. Students demonstrate recall of prior learning through the development of a performance.</p> <p>End of year assessment Create, perform and evaluate another group's performance</p>