



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>7</b>	<p>Blood Brothers and Skills</p> <p><b>Scripted</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Characterisation</li> <li>Use of voice and movement</li> <li>Learning lines</li> <li>Preparing for performance</li> <li>Evaluating peers and self</li> </ul>	<p>Horror</p> <p><b>Scripted</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Historical examples of Horror</li> <li>Bringing a script to life</li> <li>Experimenting with Shakespearian language</li> <li>Audience awareness</li> </ul>	<p>The Red Shoes</p> <p><b>Devised</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Improvisation</li> <li>Discrimination</li> <li>Still image, dialogue and monologue</li> <li>Using letters as stimulus</li> <li>Propaganda film</li> <li>Thought tracking</li> </ul>	<p>Conflict - West Side Story</p> <p><b>Scripted</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Characterisation</li> <li>Accent and tone</li> <li>Spatial awareness</li> <li>Levels</li> <li>Learning lines</li> </ul>	<p>Hillsborough Disaster</p> <p><b>Devised</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Historical Knowledge of Disaster</li> <li>Movement with no words</li> <li>Working with poetry stimulus</li> <li>Emotion from different view points</li> </ul>	<p>Prospero's Island</p> <p><b>Scripted</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Status</li> <li>Characterisation</li> <li>Physical theatre</li> <li>Sound scape</li> <li>Monologue</li> <li>Shakespearian language</li> </ul>
<b>8</b>	<p>Teachers</p> <p><b>Scripted</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Political context of education system in the 80s</li> <li>Cross Cutting</li> <li>Role Play</li> <li>Contrast</li> <li>Multirole</li> </ul>	<p>Too Much Punch for Judy</p> <p><b>Devised</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Characterisation</li> <li>Learning lines</li> <li>Developing scripted performance</li> <li>Abstract techniques</li> </ul>	<p>'Johnnie and Temba.'</p> <p><b>Devised / scripted</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Historical knowledge of Apartheid</li> <li>Narration</li> <li>Slow motion</li> <li>Marking the moment</li> <li>Climax</li> <li>Stylised movement</li> </ul>	<p>Lockdown 2020</p> <p><b>Devised</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>News reporting using abstract skills</li> <li>Non verbal communication</li> <li>Chair duets</li> <li>Role Play</li> <li>Cross Cutting</li> </ul>	<p>Exploring Theatrical Drama</p> <p><b>Scripted</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Greek chorus</li> <li>Melodrama</li> <li>Mask work</li> <li>Commedia Dell'arte</li> <li>Mime</li> <li>Stock characters</li> </ul>	<p>Holidays</p> <p><b>Devised</b></p> <p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Still image</li> <li>Documentary drama</li> <li>Environmental impacts of tourism</li> <li>Cross cutting</li> </ul>

9	<p>Gender</p> <p><i>Exploration and Scripted</i></p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Stereotypes</li> <li>• Learning lines</li> <li>• Developing scripted performance</li> <li>• Abstract techniques</li> </ul> <p><i>Inclusion of questions on equality</i></p>	<p>Component 1 MOCK - Devising from a Stimulus project</p> <p><i>Devised</i></p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Developing original theatre</li> <li>• Working with a stimulus</li> <li>• Collaboration</li> <li>• Target audience</li> <li>• Research to inform performance</li> </ul>	<p>Blackout whole class Drama / Live Review Cookies</p> <p><i>Scripted/ C3 written</i></p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Discipline of ensemble work</li> <li>• Stylised movement</li> <li>• Learning lines</li> <li>• Analysing performance</li> <li>• Developing live review vocab</li> <li>• Approaching C3 live review content</li> <li>• Summative written review</li> </ul>	<p>I don't like Mondays</p> <p><i>Devised / Technical</i></p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Non-verbal communication</li> <li>• Role play</li> <li>• Still image</li> <li>• Cross Cutting</li> <li>• Hot Seating</li> <li>• Using a stimulus</li> <li>• Developing technical knowledge</li> </ul>	<p>Component Two MOCK</p> <p><i>Scripted</i></p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Ensemble work</li> <li>• Stylised movement</li> <li>• Choral character</li> <li>• Collaboration</li> <li>• Directing</li> <li>• Performance skills</li> </ul>	<p>The Crucible</p> <p><i>Set Text Exploration</i></p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Witchcraft</li> <li>• Learning the story of the play</li> <li>• Developing awareness of character</li> <li>• Introduction to technical elements</li> </ul>
10	<p>Introduction to practitioners</p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Practitioner style and influence</li> <li>• Working within a chosen style</li> <li>• Bring a text to life</li> <li>• Technical aspects of performance</li> </ul>	<p>The Crucible</p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Historical context: 17<sup>th</sup> Century witch trials</li> <li>• 1950s America</li> <li>• McCarthyism</li> <li>• Knowledge of the play</li> </ul>	<p>Component One –Devising Exam</p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Resilience</li> <li>• Creating original drama</li> <li>• Using stimulus</li> <li>• Creating emotional impact</li> <li>• Written portfolio – review of devising process</li> </ul>	<p>Live Review / technical project</p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Exploring live performance</li> <li>• Analytical writing</li> <li>• Forming critical opinion</li> <li>• Understanding theatre making</li> </ul>	<p><i>The Crucible Performing the text</i></p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge of plot, character, themes, use of space, director's vision</li> <li>• Awareness of stage directions and playwright's intent</li> </ul>	
11	<p><b><u>MOCK MONOLOGUE</u></b></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Developing performance skills</li> <li>• Learning lines</li> <li>• Engaging audience</li> <li>• Understanding context</li> </ul>	<p>Component Two – Performance from Text</p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Monologues</li> <li>• Ensemble performances – All post 1954</li> </ul>	<p>Component Two – Performance from Text</p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Monologues</li> <li>• Ensemble performances – All post 1954</li> </ul>	<p>Component Three Exam preparation</p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Exploring live performance</li> <li>• Analytical writing</li> </ul>	<p>Component Three Exam preparation</p> <p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Exam technique</li> <li>• Responding to live theatre experience</li> <li>• Collaboration</li> <li>• Time management</li> </ul>	

	<ul style="list-style-type: none"><li>• <i>Applying theatrical knowledge to performance outcomes</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Time management</i></li><li>• <i>Line learning</i></li><li>• <i>Theatrical context</i></li><li>• <i>Refining performance</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Time management</i></li><li>• <i>Line learning</i></li><li>• <i>Theatrical context</i></li><li>• <i>Refining performance</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Forming critical opinion</i></li><li>• <i>Understanding theatre making</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Preparation for written exam</i></li><li>• <i>Text analysis</i></li><li>• <i>Director's vision</i></li><li>• <i>Elements of performance</i></li></ul>	
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