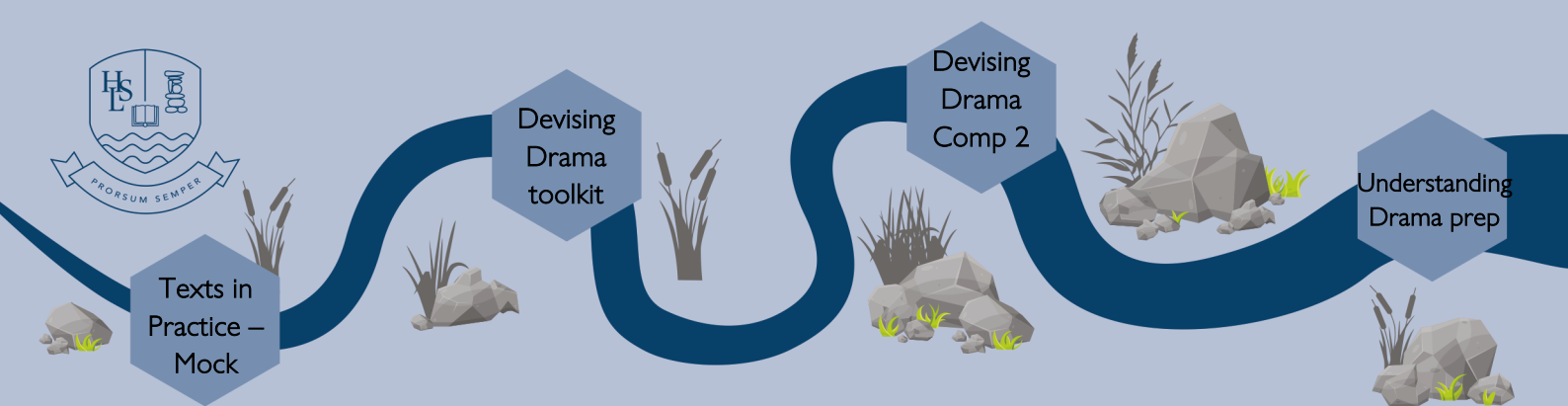
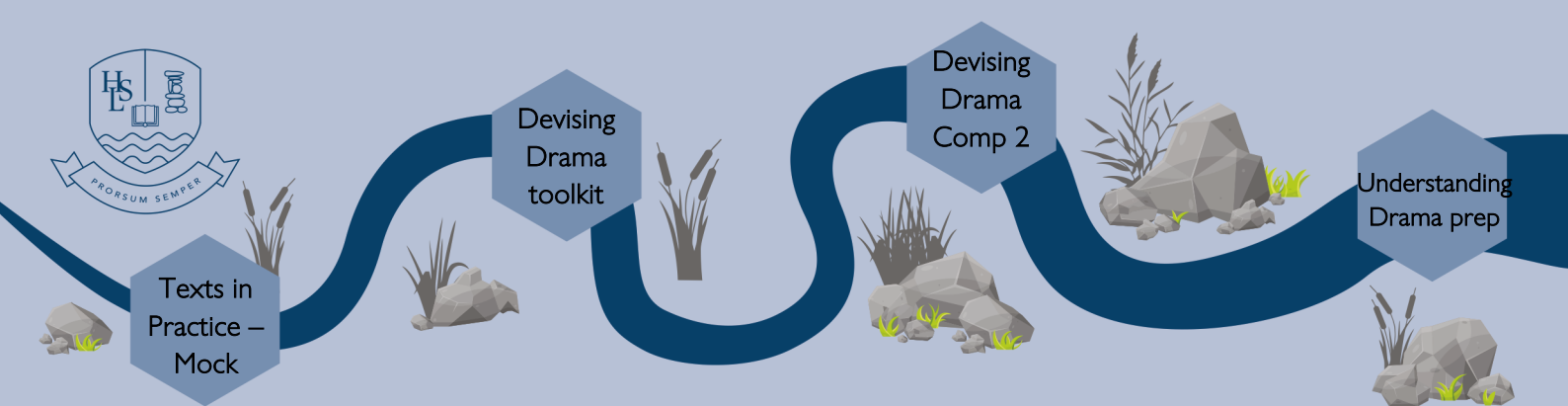


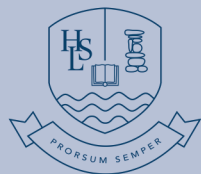
Subject: Drama		Year Group: 10		Term: 1	
Module/Theme: Texts in Practice – Mock					
<b>Topic Outline &amp; Aims (Intent)</b> During this module students will complete a mock exam of Component 3 – Texts in Practice. This module encourages the group to bond and work collaboratively from the very start of the course to build an ensemble piece of Drama using a script that the students will learn. Students will be encouraged to take directorial leadership for the piece and this will help provide information for exam groupings later in the course. Completing this mock will set the standards around line learning, attending additional rehearsals and overall ownership of their practical work.					
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> Knowledge: students will understand the demands of Component 3 and what is expected of them when they complete this component in Year 11. They will be familiar with the mark scheme and will understand the process of ‘page to stage’. Skills: Students will build on their basic Drama skills covered at KS3 including the non-negotiables, PEPPAVITA and characterisation. Students will be expected to consider staging positioning, costume and props as part of this mock exam and they will develop their teamwork and communication skills.					
<b>Prior Learning: (Context)</b> <b>KS3: (within the English National Curriculum)</b> Pupils should be taught to speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, They should be taught improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		<b>Future Learning: (Context)</b> This module prepares the students for Component 3 in Year 11 and scripted components they may study at A Level if they opt.		<b>National Curriculum Links: (Context)</b> As a school, at least one subject should be offered from ‘The Arts’ at GCSE to provide students with a broad and far reaching curriculum opportunity at GCSE.	
<b>RRSA Links:</b> Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			<b>Assessment of Learning: (Impact)</b> Students will be assessed using the official AQA Component 3 mark scheme for performance. This will be provided summatively and students will be able to reflect on their work by watching the recording and making clear action points for Year 11.		
<b>British Values Links:</b> Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
<b>Eco Schools Links:</b> Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Folders are kept by students and only necessary sheets are printed.					
<b>Reading / Enrichment:</b> <ul style="list-style-type: none"><li>Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon</li><li>Attending a variety of extra-curricular to develop skills</li><li>Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips</li></ul>		<b>Key Vocabulary: (Literacy)</b> <ul style="list-style-type: none"><li>Non-negotiables</li><li>PEPPAVITA</li><li>Characterisation</li><li>Configuration</li><li>Positioning</li><li>Intention</li><li>Ensemble</li></ul>		<b>Numeracy Opportunities:</b> Dividing lines between group members. Reviewing the size of the space and how far they can move in terms of width and length.	
				<b>Career Links:</b> Having a presence and commanding a room in an engaging way is vital to any work environment. Developing public speaking, communication and collaboration are all vital transferrable skills utilised regularly at GCSE.	



Subject: Drama		Year Group: 10		Term: 2 + 3	
Module/Theme: Devising Drama toolkit					
<b>Topic Outline &amp; Aims</b> (Intent) During this module students will complete a variety of practical workshops that develop their devising skills that were introduced at KS3. Students will learn what a stimulus is and how to use it to create a piece of Drama in an interesting and innovative way that goes ‘beyond the obvious’. Students will be able to use a variety of non-naturalistic techniques to create Drama in new and exciting ways.					
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) Knowledge: students will understand the demands of Component 2 and what is expected of them. They will know how to use a stimulus to inspire their work and what helps to achieve high marks when it comes to initial responses. They will learn how to draw on their current knowledge of both modern life and historical events and develop their own opinions. Skills: Students will build on their basic Drama skills covered at KS3 in how movement and dialogue can be used to create Drama. They will learn physical theatre techniques, writing techniques and movement techniques to prompt visual, exciting work.					
<b>Prior Learning:</b> (Context) <b>KS3: (within the English National Curriculum)</b> Pupils should be taught to speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, They should be taught improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		<b>Future Learning:</b> (Context) This module prepares the students for Component 2 in Year 10 and devising components they may study at A Level if they opt.		<b>National Curriculum Links:</b> (Context) As a school, at least one subject should be offered from ‘The Arts’ at GCSE to provide students with a broad and far-reaching curriculum opportunity at GCSE.	
<b>RRSA Links:</b> Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			<b>Assessment of Learning:</b> (Impact) Students will formatively assessed and provided verbal feedback regularly when exploring devising techniques. Students will take part in mini practical performances and receive peer feedback about successes and areas for improvement.  Students will watch previous devising exams to review the standard of devising in reference to the mark scheme.		
<b>British Values Links:</b> Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
<b>Eco Schools Links:</b> Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Folders are kept by students and only necessary sheets are printed.					
<b>Reading / Enrichment:</b> <ul style="list-style-type: none"><li>Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon</li><li>Attending a variety of extra-curricular to develop skills</li><li>Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips</li></ul>		<b>Key Vocabulary:</b> (Literacy) <ul style="list-style-type: none"><li>Non-negotiables</li><li>PEPPAVITA</li><li>Characterisation</li><li>Configuration</li><li>Positioning</li><li>Intention</li><li>Ensemble</li><li>Devising</li><li>Physical theatre</li><li>Movement</li><li>Non-naturalism</li></ul>		<b>Numeracy Opportunities:</b> Dividing lines between group members. Reviewing the size of the space and how far they can move in terms of width and length.	
				<b>Career Links:</b> Having a presence and commanding a room in an engaging way is vital to any work environment. Developing public speaking, communication and collaboration are all vital transferrable skills utilised regularly at GCSE.	



Subject: Drama		Year Group: 10		Term: 4, 5 + 6		
Module/Theme: Devising Drama Component 2						
<b>Topic Outline &amp; Aims</b> (Intent) During this module students will create, rehearse and perform their original devised piece of Drama based on a given stimulus. Combined with the coursework which will be completed throughout the process, students will completed 40% of their GCSE by the end of Year 10. Students will have successfully worked in a given group, picked a stimulus and devised a meaningful piece of theatre.						
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) Knowledge: students will be clear on the mark scheme for this component and how to achieve the highest practical marks. They will know how to maximise their work with excellent creative choices and will understand the need to go above and beyond for practical work. They will be clear on how to document their practical work to inform their coursework too. Skills: Students will utilise the techniques covered during the ‘Devising Drama toolkit’ module to create their work. They will use KS3 Drama skills with ease and will push creative boundaries through using the new techniques covered. They will learn how to articulate their ideas in a written format to access the highest possible marks for the coursework element of this component.						
<b>Prior Learning:</b> (Context) <b>KS3: (within the English National Curriculum)</b> Pupils should be taught to speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, They should be taught improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		<b>Future Learning:</b> (Context) This module prepares the students for Component devising components they may study at A Level if they opt.		<b>National Curriculum Links:</b> (Context) As a school, at least one subject should be offered from ‘The Arts’ at GCSE to provide students with a broad and far-reaching curriculum opportunity at GCSE.		
<b>RRSA Links:</b> Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			<b>Assessment of Learning:</b> (Impact) Students will be assessed using the official AQA Component 2 mark scheme as this forms part of their overall GCSE mark. Coursework will be reviewed at regular intervals and feedback provided for students to action. Interventions are also available for extra support.			
<b>British Values Links:</b> Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together						
<b>Eco Schools Links:</b> Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Folders are kept by students and only necessary sheets are printed.						
<b>Reading / Enrichment:</b> <ul style="list-style-type: none"><li>Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon</li><li>Attending a variety of extra-curricular to develop skills</li><li>Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips</li></ul>		<b>Key Vocabulary:</b> (Literacy) <ul style="list-style-type: none"><li>Non-negotiables</li><li>PEPPAVITA</li><li>Characterisation</li><li>Configuration</li><li>Positioning</li><li>Intention</li><li>Ensemble</li><li>Devising</li><li>Physical theatre</li><li>Movement</li><li>Non-naturalism</li></ul>		<b>Numeracy Opportunities:</b> Dividing lines between group members. Reviewing the size of the space and how far they can move in terms of width and length.		<b>Career Links:</b> Having a presence and commanding a room in an engaging way is vital to any work environment. Developing public speaking, communication and collaboration are all vital transferrable skills utilised regularly at GCSE.



Devising  
Drama

Texts in  
Practice  
workshops

Component 3  
Texts in  
Practice

Component 1  
Understanding  
Drama

Subject: Drama		Year Group: 11		Term: 1	
Module/Theme: Devising Drama					
<b>Topic Outline &amp; Aims (Intent)</b> During this module students will complete their coursework for the practical component completed in the summer term of Year 10. They will be able to articulate their practical ideas, explain how their work was developed and refined and evaluate their final performance.					
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> Knowledge: students will understand the demands of the coursework and understand the requirements of the mark scheme. Skills: Students will build on their basic Drama skills covered at KS3 in how movement and dialogue can be used to create Drama. They will learn physical theatre techniques, writing techniques and movement techniques to prompt visual, exciting work and be able to articulate this in written format.					
<b>Prior Learning: (Context)</b> <b>KS3: (within the English National Curriculum)</b> Pupils should be taught to speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, They should be taught improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		<b>Future Learning: (Context)</b> This module prepares the students for devising components they may study at A Level if they opt.		<b>National Curriculum Links: (Context)</b> As a school, at least one subject should be offered from ‘The Arts’ at GCSE to provide students with a broad and far-reaching curriculum opportunity at GCSE.	
<b>RRSA Links:</b> Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			<b>Assessment of Learning: (Impact)</b> Students will be summatively assessed in line with AQA and JCQ regulations on completion of this coursework. Students will be provided with regular written and verbal feedback to help improve their work.		
<b>British Values Links:</b> Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
<b>Eco Schools Links:</b> Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Folders are kept by students and only necessary sheets are printed.					
<b>Reading / Enrichment:</b> <ul style="list-style-type: none"><li>Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon</li><li>Attending a variety of extra-curricular to develop skills</li><li>Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips</li></ul>		<b>Key Vocabulary: (Literacy)</b> <ul style="list-style-type: none"><li>Intention</li><li>Evaluate</li><li>Motivation</li><li>Characterisation</li><li>Symbolism</li><li>Representation</li><li>Vocal skills</li><li>Physical skills</li><li>Develop</li><li>Communicate</li><li>Refine</li></ul>		<b>Numeracy Opportunities:</b> Dividing lines between group members. Reviewing the size of the space and how far they can move in terms of width and length.	
				<b>Career Links:</b> Write coherently and concisely using appropriate terminology will be beneficial in all lines of work.	



Devising  
Drama

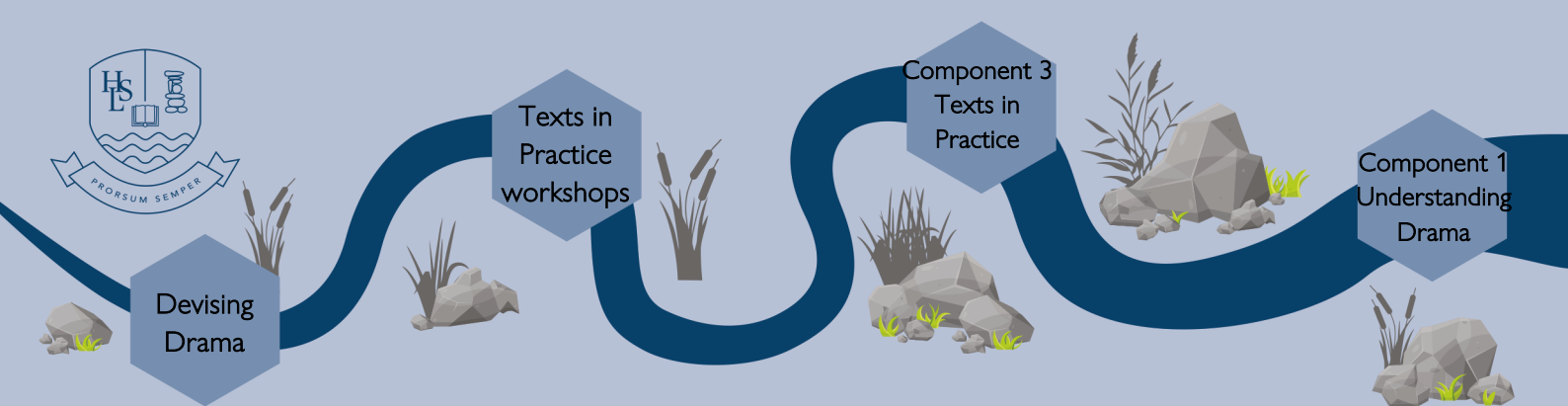
Texts in  
Practice  
workshops

Component 3  
Texts in  
Practice

Component 1  
Understanding  
Drama

Subject: Drama		Year Group: 11		Term: 2	
Module/Theme: Texts in Practice workshops					
<b>Topic Outline &amp; Aims</b> (Intent) During this module students will complete a variety of workshops to introduce them to Component 3 -Texts in Practice. This module develops their teamwork and communication skills and builds on their experience of the Year 10 ensemble performance. Students will read a full play, learn to extracts and perform them with a confident variety of performance skills.					
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) Knowledge: students will understand the demands of Component 3 and what is expected of. They will be familiar with the mark scheme and will understand the process of ‘page to stage’. Skills: Students will build on their basic Drama skills covered at KS3 including the non-negotiables, PEPPAVITA and characterisation and will draw on all performance opportunities at GCSE to influence their work. Students will be expected to consider staging positioning, costume and props as part of this exam.					
<b>Prior Learning:</b> (Context) <b>KS3: (within the English National Curriculum)</b> Pupils should be taught to speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, They should be taught improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		<b>Future Learning:</b> (Context) This module prepares the students for scripted components they may study at A Level if they opt.		<b>National Curriculum Links:</b> (Context) As a school, at least one subject should be offered from ‘The Arts’ at GCSE to provide students with a broad and far-reaching curriculum opportunity at GCSE.	
<b>RRSA Links:</b> Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			<b>Assessment of Learning:</b> (Impact) Students will be assessed using the official AQA Component 3 mark scheme for performance by an external visiting examiner. Teachers in school have no input in the marking of this component but formative assessments will take place practically at regular intervals to monitor progress and quality of work.		
<b>British Values Links:</b> Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
<b>Eco Schools Links:</b> Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Folders are kept by students and only necessary sheets are printed.					
<b>Reading / Enrichment:</b> <ul style="list-style-type: none"><li>Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon</li><li>Attending a variety of extra-curricular to develop skills</li><li>Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips</li></ul>		<b>Key Vocabulary:</b> (Literacy) <ul style="list-style-type: none"><li>Non-negotiables</li><li>PEPPAVITA</li><li>Characterisation</li><li>Configuration</li><li>Positioning</li><li>Intention</li><li>Ensemble</li></ul>		<b>Numeracy Opportunities:</b> Dividing lines between group members. Reviewing the size of the space and how far they can move in terms of width and length.	
				<b>Career Links:</b> Having a presence and commanding a room in an engaging way is vital to any work environment. Developing public speaking, communication and collaboration are all vital transferrable skills utilised regularly at GCSE.	





Subject: Drama		Year Group: 11		Term: 3 + 4	
Module/Theme: Component 3 – Texts in Practice					
<b>Topic Outline &amp; Aims</b> (Intent) During this module students will complete the final practical component of the GCSE course. They will have read a full play, learnt two extracts and will be able to perform them in a convincing and confident way. By the end of the topic, students will have completed 20% of their overall GCSE.					
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) Knowledge: students will understand the demands of Component 3 and what is expected of. They will be familiar with the mark scheme and will understand the process of ‘page to stage’. Skills: Students will build on their basic Drama skills covered at KS3 including the non-negotiables, PEPPAVITA and characterisation and will draw on all performance opportunities at GCSE to influence their work. Students will be expected to consider staging positioning, costume and props as part of this exam. Students will utilise the workshops from term 2 to influence their rehearsals.					
<b>Prior Learning:</b> (Context) <b>KS3: (within the English National Curriculum)</b> Pupils should be taught to speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, They should be taught improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		<b>Future Learning:</b> (Context) This module prepares the students for scripted components they may study at A Level if they opt.		<b>National Curriculum Links:</b> (Context) As a school, at least one subject should be offered from ‘The Arts’ at GCSE to provide students with a broad and far reaching curriculum opportunity at GCSE.	
<b>RRSA Links:</b> Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			<b>Assessment of Learning:</b> (Impact) Students will be assessed using the official AQA Component 3 mark scheme for performance by an external visiting examiner. Teachers in school have no input in the marking of this component but formative assessments will take place practically at regular intervals to monitor progress and quality of work.		
<b>British Values Links:</b> Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
<b>Eco Schools Links:</b> Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Folders are kept by students and only necessary sheets are printed.					
<b>Reading / Enrichment:</b> <ul style="list-style-type: none"><li>• Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon</li><li>• Attending a variety of extra-curricular to develop skills</li><li>• Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips</li></ul>		<b>Key Vocabulary:</b> (Literacy) <ul style="list-style-type: none"><li>• Non-negotiables</li><li>• PEPPAVITA</li><li>• Characterisation</li><li>• Configuration</li><li>• Positioning</li><li>• Intention</li><li>• Ensemble</li></ul>		<b>Numeracy Opportunities:</b> Dividing lines between group members. Reviewing the size of the space and how far they can move in terms of width and length.	
				<b>Career Links:</b> Having a presence and commanding a room in an engaging way is vital to any work environment. Developing public speaking, communication and collaboration are all vital transferrable skills utilised regularly at GCSE.	