

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge & Skills	<ul style="list-style-type: none"> •Component 2 Devising Theatre •Introduction Teacher led activities •Workshops on practitioners •Brecht •The Paper Birds •Frantic Assembly •Devising from stimulus •Roles and responsibilities within the theatre 	<ul style="list-style-type: none"> •Component 1 •Blood Brothers-Set text •Context •Design •Vocal and Physical skills •Study of set play •Exam questions prep •Roles and responsibilities 	<ul style="list-style-type: none"> •Component 3 •Teechers- John Godber •Study of a play to perform extracts from •Line Learning •Analysis and Evaluation of skills 	<ul style="list-style-type: none"> •Component 1 •Section C Live Theatre Review •Peter Pan 2024/2025 •A Monster Calls 2025/2026 •Blood Brothers theory revisited 	<ul style="list-style-type: none"> •Component 2 •Explorative Strategies •Brecht, Frantic Assembly and The Paper Birds revisited. •Class based workshops on devising and generating material •Devising from stimulus 	<ul style="list-style-type: none"> •Component 2 •Devising Unit NEA •Devising from stimulus •Log Book
Links to prior learning	<ul style="list-style-type: none"> •Devising in KS3 built into curriculum 	<ul style="list-style-type: none"> •Blood Brothers studied in KS3 English •Key Extracts studied in KS3 Drama year 9 	<ul style="list-style-type: none"> •Scripted work studied in KS3 •Practitioner conventions-Bertolt Brecht •Learning lines encouraged from year 7 •Blocking and rehearsal techniques 	<ul style="list-style-type: none"> •Review writing in English •Analysing and evaluating a piece of live theatre •Watching and appreciating a piece of live theatre 	<ul style="list-style-type: none"> •Devising in KS3 built into curriculum •Autumn 1 skills development 	<ul style="list-style-type: none"> •Devising in KS3 built into curriculum •Autumn 1 in skills development •Summer 1 explorative strategies built on
Assessment	<ul style="list-style-type: none"> •Teacher led unit developing devising skills. •Workshops in devising delivered •Summative assessment of devising pieces performed 	<ul style="list-style-type: none"> •Practical assessment on key scenes •Written assessment using exam papers 	<ul style="list-style-type: none"> •Practical assessment on key scenes marked against AQA C3 marks scheme 	<ul style="list-style-type: none"> •Written assessment using exam papers 	<ul style="list-style-type: none"> •NEA assessment criteria teacher marked, sent to AQA for moderation 	<ul style="list-style-type: none"> •NEA assessment criteria teacher marked, sent to AQA for moderation
Home learning	<ul style="list-style-type: none"> •Mini devising scrap book project •Roles and responsibilities in the theatre booklet 	<ul style="list-style-type: none"> •Extract booklet •Character exploration of their golden moments highlighting the vocal and physical skills •Context research 	<ul style="list-style-type: none"> •Line learning •Rehearsing with a group outside of the lesson time 	<ul style="list-style-type: none"> •Live theatre booklet •Research using The Old Vic guide 	<ul style="list-style-type: none"> •Guided research each week •Log book entries 	<ul style="list-style-type: none"> •Guided research each week •Log book entries/drafting
Cultural Capital and extra-curricular opportunities	<ul style="list-style-type: none"> •Theatre trip to see set text in this term •Whole school musical •Runshaw performance •Open Evening 	<ul style="list-style-type: none"> •Theatre trip to see set text in this term •Whole school musical •Runshaw performance •Open Evening •Remembrance service •Carol Service 	<ul style="list-style-type: none"> •Blood Brothers workshop from StageEd •Whole school musical •Easter Service 	<ul style="list-style-type: none"> •Whole school musical •Theatre trip •Runshaw college trip 	<ul style="list-style-type: none"> •Whole school musical •Runshaw college trip 	<ul style="list-style-type: none"> •Whole school musical
Literacy	<ul style="list-style-type: none"> •Subject specific terminology embedded •Endless oracy opportunities •Writing scripts •Creating characters •Fluency with rehearsal 	<ul style="list-style-type: none"> •Subject specific terminology embedded •Endless oracy opportunities •Writing scripts •Creating characters •Language, form and structure •Theme, tone subtext •Active reading •Fluency with rehearsal •Learners understand the cultural and social contexts of the language used 	<ul style="list-style-type: none"> •Subject specific terminology embedded •Endless oracy opportunities •Writing scripts •Creating characters •Language, form and structure •Theme, tone subtext •Active reading •Fluency with rehearsal •Learners understand the cultural and social contexts of the language used 	<ul style="list-style-type: none"> •Subject specific terminology embedded •Endless oracy opportunities •Writing scripts •Creating characters •Language, form and structure •Theme, tone subtext •Active reading •Fluency with rehearsal •Academic writing •Reading reviews 	<ul style="list-style-type: none"> •Subject specific terminology embedded •Endless oracy opportunities •Writing scripts •Creating characters •Language, form and structure •Theme, tone subtext •Active reading •Fluency with rehearsal 	<ul style="list-style-type: none"> •Subject specific terminology embedded •Endless oracy opportunities •Writing scripts •Creating characters •Language, form and structure •Theme, tone subtext •Active reading •Academic writing
Numeracy	<ul style="list-style-type: none"> •Re-enforcing time concepts •Time management and organisation 	<ul style="list-style-type: none"> •Blood Brothers context Thatcher’s Britain, unemployment statistics, economic considerations in context •Set design and logistics 	<ul style="list-style-type: none"> •Context of Teechers the economy in the 1980’s and the effect on the education sector •Schedules and timelines for rehearsals and assessment 	<ul style="list-style-type: none"> •Schedules and timelines for rehearsals and assessment •Weighting of high tariff questions and the impact on outcomes •Working with assessment outcomes and banding 	<ul style="list-style-type: none"> •Schedules and timelines for rehearsals and assessment • 	<ul style="list-style-type: none"> •Re-enforces time concepts •Time management and organisation •Schedules and timelines
Careers Information, Education, Advice and Guidance (CEIAG)	<ul style="list-style-type: none"> •Practitioner studies •Roles and responsibilities within the theatre 	<ul style="list-style-type: none"> •Role of the playwright •Career pathways in technical theatre: •Set designer •Costume and make up •Lighting designer •Theatre technician 	<ul style="list-style-type: none"> •Role of the playwright •Exposure to writing, analysis and media careers 	<ul style="list-style-type: none"> •Exposure to writing, analysis and media careers 	<ul style="list-style-type: none"> •Careers in the arts such as directing, marketing, set design 	<ul style="list-style-type: none"> •Collaboration •Discipline •Problem solving •All essential for any career
Spirituality	<ul style="list-style-type: none"> •Moral concepts •Ethical choices •Connection to others and the world •Social Empathy •Social awareness •Using drama as a didactic movement 	<ul style="list-style-type: none"> •Moral concepts •Ethical choices •Connection to others and the world •Social Empathy •Social awareness 	<ul style="list-style-type: none"> •Connection to others and the world •Social Empathy •Social awareness 	<ul style="list-style-type: none"> •Moral concepts •Ethical choices •Connection to others and the world •Social Empathy •Social awareness 	<ul style="list-style-type: none"> •Moral concepts •Ethical choices •Connection to others and the world •Social Empathy •Social awareness •Using drama as a didactic movement 	<ul style="list-style-type: none"> •Moral concepts •Ethical choices •Connection to others and the world •Social Empathy •Social awareness •Using drama as a didactic movement
How can parents support the curriculum?	<ul style="list-style-type: none"> •Financially support the theatre trips we offer, where possible especially watching Blood Brothers •Support extra-curricular rehearsals •Practical support such as help with learning lines •Watch streamed theatre together-we have access to The National Theatre online library 	<ul style="list-style-type: none"> •Support extra-curricular rehearsals •Practical support such as help with learning lines 	<ul style="list-style-type: none"> •Practical support such as help with learning lines 	<ul style="list-style-type: none"> •Encourage learning and exposure-watch streamed theatre-we have school access to The National Theatre online library which is free, watch a film together, visit the theatre. 	<ul style="list-style-type: none"> •Support extra-curricular rehearsals •Practical support such as help with learning lines 	<ul style="list-style-type: none"> •Support extra-curricular rehearsals •Practical support such as help with learning lines