



## CURRICULUM PLAN DRAMA

YEAR	TRINITY 2	MICHAELMAS 1	MICHAELMAS 2	LENT 1	LENT 2	TRINITY 1
7	X	<p><b>Prometheus</b></p> <p><b>Key Procedural Knowledge:</b> <b>Practical work:</b> Space, levels, Focus, body language , gesture, facial expression, Freeze-frame, slow motion, marking the moment, exaggeration.</p> <p><b>Written Work:</b> Describing performance skills</p> <p><b>Key Disciplinary Knowledge.</b> Greek origins of modern drama. Mime Style Types of stage. Lecoqu's states of tension Role and Character Spontaneous Improvisation</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager <b>Character / Christian Values</b> Creation, community, service</p>	<p><b>Prometheus</b></p> <p><b>Key Procedural Knowledge:</b> <b>Practical work:</b> Space, levels, Focus, body language , gesture, facial expression, Freeze-frame, slow motion, marking the moment, exaggeration.</p> <p><b>Written Work:</b> Describing performance skills</p> <p><b>Key Disciplinary Knowledge.</b> Greek origins of modern drama. Mime Style Types of stage. Lecoqu's states of tension Role and Character Spontaneous Improvisation</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager <b>Character / Christian Values</b> Creation, community, service</p>	<p><b>Pantomime</b></p> <p><b>Key Procedural Knowledge:</b> <b>Practical work:</b> Space, levels, focus, body language, gesture, facial expression, exaggeration, Exposition of action.</p> <p><b>Written Work:</b> Story Structure Costume Design</p> <p><b>Key Disciplinary Knowledge.</b> Story Structure. Audience expectations of style and genre. Pantomime Conventions Use of voice. Types of stage. Role and Character</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager <b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination. Grit</p>	<p><b>Pantomime</b></p> <p><b>Key Procedural Knowledge:</b> <b>Practical work:</b> Space, levels, focus, body language, gesture, facial expression, exaggeration, Exposition of action.</p> <p><b>Written Work:</b> Story Structure Costume Design</p> <p><b>Key Disciplinary Knowledge.</b> Story Structure. Audience expectations of style and genre. Pantomime Conventions Use of voice. Types of stage. Role and Character</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager <b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination. Grit</p>	<p><b>Pantomime</b></p> <p><b>Key Procedural Knowledge:</b> <b>Practical work:</b> Space, levels, focus, body language, gesture, facial expression, exaggeration, Exposition of action.</p> <p><b>Written Work:</b> Story Structure Costume Design</p> <p><b>Key Disciplinary Knowledge.</b> Story Structure. Audience expectations of style and genre. Pantomime Conventions Use of voice. Types of stage. Role and Character</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager <b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination. Grit</p>
8	<p><b>Improvisation Skills.</b></p> <p><b>Key Procedural Knowledge:</b> <b>Practical Work:</b> Accepting, Blocking, Trust,</p> <p><b>Key Disciplinary Knowledge:</b> What are you doing</p>	<p><b>Wacky Soap – Story Telling Skills</b></p> <p><b>Key Procedural Knowledge</b> <b>Practical Work:</b> Space, levels, Focus, body language , gesture, facial expression, Freeze Frame, Narration, Dialogue, Physical Theatre.</p>	<p><b>Wacky Soap – Improvisation Skills</b></p> <p><b>Key Procedural Knowledge</b> <b>Practical work:</b> Spontaneous improvisation, Hot seating to create character.</p>	<p><b>Tempest – Working with Script. – Set and Lighting</b></p> <p><b>Key Procedural Knowledge</b> <b>Practical Work: work:</b></p>	<p><b>Cautionary Tales – Political Theatre Devising Plays –</b></p> <p><b>Key Procedural Knowledge</b> <b>Practical work: Work:</b></p>	<p><b>Cautionary Tales – Political Theatre Devising Plays –</b></p> <p><b>Key Procedural Knowledge</b> <b>Practical work: Work:</b> Space, levels, Focus, body language , gesture, facial expression,</p>

Formatted: Font: Tahoma, 12 pt

Formatted: Font: 12 pt

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Bold



	<p>Freeze Game. Role of improvisation in devised work. <b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination. Grit</p>	<p>Energy <u>Performance Prep Time table</u></p> <p><b>Key Disciplinary Knowledge:</b> Exploration of an Issue through allegory. Laban's Key words – to create movement History purpose and use of the chorus in theatre.</p> <p>Written Work: Describing and Evaluating a performance.</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination. Grit , Tolerance</p>	<p><b>Key Disciplinary Knowledge:</b> Using Drama as a tool for social action. Spontaneous Improvisation Creating a role – Before page Zero. Playing the objective. <u>Hotseating/Hot-seating</u> Persuasive language techniques.</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination.</p> <p><b>Written work:</b> <u>Notes in preparation for a role play.</u></p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination. Grit , Tolerance</p>	<p><del>Creating physical action, Space, levels, Focus, focus, body language, gesture, facial expression, Freeze Frame, use of voice, Laban's key words for vocal expression.</del></p> <p><b>Key Disciplinary Knowledge:</b> <u>Analysis and presentation of the journey of Freeze Frames, Script analysis, Actioning a script.</u> <u>Set Design – Theatre architecture and types of stage.</u> <u>Lighting Design –</u> <u>Types of Set/terms building a set state and cue list. Using Magic Q.</u></p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination.</p> <p><u>Types of Stage</u> <u>Mechanics of a theatre and terminology.</u> <u>Operation of lighting and terminology</u> <u>Process of set and lighting design.</u></p> <p><b>Written work:</b> <u>Set design</u></p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p><b>Character / Christian Values</b></p>	<p>Space, levels, Focus, body language , gesture, facial expression, Freeze Frame, Narration, Dialogue, <u>Monologue/Physical Theatre.</u></p> <p><u>Vocal Skills</u> <u>Performance Prep timetable.</u> Energy, monologue, use of voice. – Production process.</p> <p><b>Key Disciplinary Knowledge:</b> <u>Skills Play structure and style, narrative conventions. Linear, cyclical, nonlinear plots.</u> <u>Theatrical conventions: Freeze Frame, Monologue, dialogue, Choral speaking, Physical, theatre, multirole play, Narration, simple Brechtian devices.</u></p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination.</p> <p><u>Using Drama as a tool for social action.</u> <u>Brechtian and Aqit Prop Theatre techniques.</u> <u>Spontaneous Improvisation</u> <u>Creating a role – Before page Zero.</u> <u>Playing the objective.</u> <u>Hotseating</u> <u>Persuasive language techniques.</u></p>	<p>Freeze Frame, Narration, Dialogue, <u>Monologue/Physical Theatre.</u> <u>Vocal Skills</u> <u>Performance Prep timetable.</u> Energy, monologue, use of voice. – Production process.</p> <p><b>Key Disciplinary Knowledge:</b> <u>Skills Play structure and style, narrative conventions. Linear, cyclical, nonlinear plots.</u> <u>Theatrical conventions: Freeze Frame, Monologue, dialogue, Choral speaking, Physical, theatre, multirole play, Narration, simple Brechtian devices.</u></p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination.</p> <p><u>Using Drama as a tool for social action.</u> <u>Brechtian and Aqit Prop Theatre techniques.</u> <u>Spontaneous Improvisation</u> <u>Creating a role – Before page Zero.</u> <u>Playing the objective.</u> <u>Hotseating</u> <u>Persuasive language techniques.</u></p>
--	--	---	---	---	--	---

Formatted: Font: 8 pt, Not Bold

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt, Bold

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt, Bold



				Creation, community, service, Resilience, Confidence, Determination. Grit , Tolerance <b>Grit , Tolerance</b>	<p><b>Written work:</b> <u>Notes in preparation for a role play. Monologue writing Development Analysis.</u></p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination. Grit , Tolerance <b>Grit , Tolerance</b></p> <p><b>Grit , Tolerance</b></p>	<p><b>Written work:</b> <u>Notes in preparation for a role play. Monologue writing Development Analysis.</u></p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Managers</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination. Grit , Tolerance <b>Grit , Tolerance</b></p>
9	<p><b>Improvisation Skills.</b></p> <p><b>Key Procedural Knowledge: Practical Work:</b> Accepting, Blocking, Trust, Trust exercises Simply be, character objective, Emotional subtexts, whole group role play,</p> <p><b>Key Disciplinary Knowledge:</b> Team building skills. Role of improvisation in devised drama.</p> <p>Key Procedural Knowledge:</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager</p> <p><b>Character / Christian Values</b></p>	<p><b>Continue Improvisation Skills, for 3-weeks then into Shakespeare's Theatre – Romeo and Juliet – Creating Tension .-), Context and Costumes</b></p> <p><b>Key Procedural Knowledge: Practical Work:</b> <u>Space, levels, Focus, body language, gesture, facial expression, Use of voice</u></p> <p><b>Key Substantive Knowledge:</b> <u>Facts about the Elizabethan theatre and its position within British Culture.</u></p>	<p>Shakespeare's Theatre – Romeo and Juliet. – Creating Conflict.</p> <p><b>Key Procedural Knowledge: Practical Work:</b> <u>Space, levels, Focus, body language, gesture, facial expression, Use of voice, Importance of the small, Monologue, Building Physical Theatre Motifs. Performance preparation timetable.</u></p> <p><b>Key Substantive Knowledge:</b> Facts about the Elizabethan theatre and its position within British Culture. Position of Romeo and Juliet as a canonical text and a signifier of division and social change.</p>	<p>1960's to Now – Conventions of Modern British Theatre</p> <p><b>Key Procedural Knowledge: Practical Work:</b> <u>Space, levels, Focus, body language, gesture, facial expression, Use of voice, Importance of the small, Monologue, Building Physical Theatre Motifs. Performance preparation timetable.</u></p> <p><b>Key Substantive Knowledge:</b> Overview of the progression of representation, style and genre in British Theatre from 1960 to the present.</p> <p><b>Key Disciplinary Knowledge:</b></p>	<p>1960's to Now – Conventions of Modern British Theatre</p> <p><b>Key Procedural Knowledge: Practical Work:</b> <u>Space, levels, Focus, body language, gesture, facial expression, Use of voice, Importance of the small, Monologue, Building Physical Theatre Motifs. Performance preparation timetable.</u></p> <p><b>Key Substantive Knowledge:</b> Overview of the progression of representation, style and genre in British Theatre from 1960 to the present.</p> <p><b>Key Disciplinary Knowledge:</b></p>	<p>Blood Brothers – Context and Creating Character.</p> <p><b>Key Procedural Knowledge: Practical Work:</b> <u>Space, levels, Focus, body language, gesture, facial expression, Use of voice, Analysis of the journey of a scene.</u></p> <p><b>Key Substantive Knowledge:</b> Work of Willy Russell Historical Context, dramatic mission.</p> <p><b>Key Disciplinary Knowledge:</b> Musical Theatre Realistic Style Stanislavsky Hotseating</p>

Formatted: Font: 12 pt, Not Bold

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 12 pt, Bold

Formatted: Font: (Default) Calibri

Formatted: Font: Bold

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri



	<p>Creation, community, service, Resilience, Confidence, Determination. Grit</p> <p><u>Position of Romeo and Juliet as a canonical text and a signifier of division and social change. Accepting, Blocking, Trust, Trust exercises</u> <u>Simply be, character-objective, Emotional subtexts, whole group role-play,</u></p> <p><b>Key Disciplinary Knowledge:</b> <u>Team building skills. Role of improvisation in devised drama.</u></p> <p><b>Key Procedural Knowledge:</b> <u>Architecture of the globe theatre, Generating tension. Laban techniques to govern style of movement and line delivery. Using costume to support plot and themes of a performance.</u></p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination. Grit, <u>Tolerance, Respect</u></p>	<p><b>Key Disciplinary Knowledge:</b> <u>Architecture of the globe theatre, Generating tension. Laban techniques to govern style of movement and line delivery. Empathy, Script analysis – punctuation, line endings and imagery</u></p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, <u>Determination, Grit, Tolerance, Respect</u></p>	<p>Realism, Stanislavsky Brecht Alienation, Physical theatre, Genre,</p> <p>Written Work: Theatre company research</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, <u>Determination, Grit, Tolerance, Respect</u></p>	<p>Realism, Stanislavsky Brecht Alienation, Physical theatre, Genre,</p> <p>Written Work: Theatre company research</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, <u>Determination, Grit, Tolerance, Respect</u></p>	<p>Interpreting Script to develop character,</p> <p><b>PLTs:</b> Creative Thinkers Team Workers Reflective Learners Self Manager</p> <p><b>Character / Christian Values</b> Creation, community, service, Resilience, Confidence, Determination, <u>Grit, Tolerance, Respect</u></p>	
10	<p>Introduction to Btec Performing Arts Tec Award.</p> <p><b>Key Procedural Knowledge:</b> <u>Space, levels, Focus, body language, gesture, facial expression, Use of voice.</u> The Role of a performer.</p>	<p>Introduction to performance support and design roles.</p> <p><b>Key Procedural Knowledge Practical Work: work:</b> <u>Creating physical action, Space, levels, Focus, body language, gesture, facial expression, Freeze Frame, use</u></p>	<p>Component One Exploring the Performing Arts Preparation</p> <p>Component Three Preparation – Responding to a Brief</p>	<p>Component One Assessment and Marking</p> <p>Component Three Preparation – Responding to a Brief</p>	<p>Component Two Developing Skills and Techniques in the Performing Arts. – Component Preparation</p>	<p>Component Two Preparation (Potential component one resit)</p> <p><b>Key Procedural Knowledge:</b> Development rehearsal and design</p>

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt

Formatted: Font: Tahoma, 8 pt, Bold

Formatted: Font: (Default) Calibri, 12 pt, Bold

Formatted: Font: Bold

Formatted: Font: Bold



	<p><b>Organising a rehearsal</b></p> <p><b>Disciplinary Skills:</b> Team building, the role and expectations of a performer, Rehearsal techniques</p> <p>Rehearsal organisation.</p> <p>How to be a successful member of a company.</p> <p><b>Substantive Knowledge:</b> Revise types of Style, Form, Genre,</p>	<p>of voice, laban's key words for vocal expression.</p> <p><b>Key Disciplinary Knowledge:</b> <a href="#">Analysis and presentation of the journey of Freeze Frames</a>, <a href="#">Script analysis</a>, <a href="#">Actioning a script</a>, <a href="#">Set Design — Theatre architecture and types of stage</a>, <a href="#">Lighting Design — Types of Set</a>, <a href="#">Interiors building a set state and cue list</a>, <a href="#">Using Magic Q</a>.</p> <p><b>PLTs:</b> <a href="#">Creative Thinkers</a> <a href="#">Team Workers</a> <a href="#">Reflective Learners</a> <a href="#">Self Managers</a></p> <p><b>Character / Christian Values</b> <a href="#">Creation, community, service, Resilience, Confidence, Determination—Types of Stage Mechanics of a theatre and terminology</a>, <a href="#">Operation of lighting and terminology</a>, <a href="#">Process of set and lighting design</a>, <a href="#">Process of costume design</a>, <a href="#">Process of make up and Mask design</a>.</p> <p><b>PLTs:</b> <a href="#">Creative Thinkers</a> <a href="#">Team Workers</a> <a href="#">Reflective Learners</a> <a href="#">Self Manager</a></p> <p><b>Character / Christian Values</b> <a href="#">Creation, community, service, Resilience, Confidence, Determination, Grit, Tolerance, Respect</a>.</p>	<p><b>Key Procedural</b></p> <p><b>Knowledge:</b> Response to a stimulus, Research and Context Development and rehearsal techniques. Development of vocal and physical skills.</p> <p><b>Key Disciplinary Knowledge:</b> Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles and Responsibilities, progress logs and personal skills audits</p> <p><b>PLTs:</b> <a href="#">Creative Thinkers</a> <a href="#">Team Workers</a> <a href="#">Reflective Learners</a> <a href="#">Self Manager</a></p> <p><b>Character / Christian Values</b> <a href="#">Creation, community, service, Resilience, Confidence, Determination, Grit, Tolerance, Respect</a></p>	<p><b>Key Procedural</b></p> <p><b>Knowledge:</b> Response to a stimulus, Research and Context Development and rehearsal techniques. Development of vocal and physical skills.</p> <p><b>Key Disciplinary Knowledge:</b> Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles and Responsibilities, progress logs and personal skills audit.</p> <p><b>PLTs:</b> <a href="#">Creative Thinkers</a> <a href="#">Team Workers</a> <a href="#">Reflective Learners</a> <a href="#">Self Manager</a></p> <p><b>Character / Christian Values</b> <a href="#">Creation, community, service, Resilience, Confidence, Determination, Grit, Tolerance, Respect</a></p>	<p><b>Key Procedural</b></p> <p><b>Knowledge:</b> Development rehearsal and design techniques. Development of vocal physical and skills. Preparation and recreation of existing texts.</p> <p><b>Key Disciplinary Knowledge:</b> Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles and Responsibilities. Progress Log Books, Evaluation</p> <p><b>PLTs:</b> <a href="#">Creative Thinkers</a> <a href="#">Team Workers</a> <a href="#">Reflective Learners</a> <a href="#">Self Manager</a></p> <p><b>Character / Christian Values</b> <a href="#">Creation, community, service, Resilience, Confidence, Determination, Grit, Tolerance, Respect</a></p>	<p>techniques.</p> <p>Development of vocal physical and skills. Preparation and recreation of existing texts.</p> <p><b>Key Disciplinary Knowledge:</b> Style, Genre, Form, narrative, creative intention, theme, influence of key practitioners, Company Roles and Responsibilities, progress log books, Evaluation</p> <p><b>PLTs:</b> <a href="#">Creative Thinkers</a> <a href="#">Team Workers</a> <a href="#">Reflective Learners</a> <a href="#">Self Manager</a></p> <p><b>Character / Christian Values</b> <a href="#">Creation, community, service, Resilience, Confidence, Determination, Grit, Tolerance, Respect</a></p>
--	--	---	--	--	--	---

Formatted: Font: 8 pt, Not Bold



		<p><u>Determination, Grit, Tolerance, Respect</u> <b>Introduction to Performance Support Skills</b></p>				
11	<p><b>Devising Theatre Workshop performance</b></p> <p><b>Key Procedural Knowledge:</b> <u>Creating physical action</u>, Space, levels, <u>Focus/focus</u>, body language, gesture, facial expression, <u>Freeze Frame</u>, <u>use of voice</u>, <u>laban's key words for vocal expression</u>.</p> <p><b>Key Disciplinary Knowledge:</b> Hot seating, creating physical theatre, evaluation skills, rehearsal strategies.</p> <p><b>Practical Skills</b> Development of a practical devised piece in response to the teacher lead workshop. Work devised self-consciously in a particular non-realistic style</p> <p><b>Written Skills:</b> Log Book Activities Script Writing Annotation and Evaluation</p> <p><b>Assessment:</b></p>	<p><b>Performance of the Devised Piece During the first three weeks then:</b></p> <p><b>Inspector Calls Performance Support Preparation</b></p> <p><b>Key Procedural Knowledge:</b> <u>Creating physical action</u>, Space, levels, <u>Focus/focus</u>, body language, gesture, facial expression, <u>Freeze Frame</u>, <u>use of voice</u>, <u>laban's key words for vocal expression</u>.</p> <p><b>Key Disciplinary Knowledge:</b> Set Design Process Costume Design Process Lighting Design Process</p> <p><b>Key Substantive Knowledge:</b> History and context of An Inspector Calls. Practical Skills and Written Skills. Research into period Set Design Costume Design Lighting Design</p>	<p><b>Inspector calls Performance Skills Preparation Live Theatre Evaluation</b></p> <p><b>Inspector Calls Performance Preparation:</b></p> <p><b>Key Procedural Knowledge:</b> Space, levels, <u>Focus/focus</u>, body language, gesture, facial expression Hot seating Blocking Rehearsing Polishing Key Scenes from an Inspector Calls.</p> <p><b>Key Disciplinary Knowledge:</b> Set Design Process Costume Design Process Lighting Design Process Sound Design Process</p> <p><b>Written Skills</b> Annotating scripts Describing performance skills. Exam questions and technique</p> <p><b>Exam Preparation Review Writing:</b> The teaching of this will be dependent upon which performance is selected for</p>	<p><b>Scripted Exam Preparation Practical Skills</b> Adaptation of extracts for performance. Development of scripted and technical work. Hot seating and in-role improvisation activities</p> <p><b>Key Procedural Knowledge:</b> <u>Creating physical action</u>, Space, levels, <u>Focus/focus</u>, body language, gesture, facial expression, <u>Freeze Frame</u>.</p> <p><b>Key Disciplinary Knowledge:</b> Style, Genre, Form, Actioning a script, Rehearsal strategies and organisation</p> <p><b>Key Substantive Knowledge:</b> History and context of An Inspector Calls.</p> <p><b>Written Skills:</b> Design project records</p> <p><b>Assessment:</b></p>	<p><b>Inspector calls Live Theatre Evaluation Concentrated Written Preparation</b></p> <p><b>Inspector Calls Performance Preparation:</b></p> <p><b>Key Procedural Knowledge:</b> Space, levels, <u>Focus/focus</u>, body language, gesture, facial expression Hot seating Blocking Rehearsing Polishing Key Scenes from an Inspector Calls.</p> <p><b>Key Disciplinary Knowledge:</b> Set Design Process Costume Design Process Lighting Design Process Sound Design Process</p> <p><b>Written Skills</b> Annotating scripts Describing performance skills. Exam questions and technique</p> <p><b>Exam Preparation Review Writing:</b> The teaching of this will be dependent upon which performance is selected for review and when it can be seen locally by the group.</p>	Exam preparation and revision

Formatted: Font: 8 pt, Not Bold

Formatted: Font: 8 pt, Not Bold



	<p>Performance of a devised piece marked in accordance with GCSE specifications.</p> <p><b>PLTS:</b> Team Workers Reflective Learners Creative Thinkers</p>	<p><b>Written Skills</b> Research Descriptions and explanations of designs. In preparation for the written exam</p> <p><b>Exam Preparation Review Writing:</b> The teaching of this will be dependent upon which performance is selected for review and when it can be seen locally by the group.</p> <p><b>PLTS:</b> Team Workers Reflective Learners Creative Thinkers</p> <p><b>Character / Christian Values</b> <a href="#">Creation, community, service, Resilience, Confidence, Determination, Grit, Tolerance, Respect</a></p>	<p>review and when it can be seen locally by the group.</p> <p><b>PLTS:</b> Team Workers Reflective Learners Creative Thinkers</p> <p><b>Character / Christian Values</b> <a href="#">Creation, community, service, Resilience, Confidence, Determination, Grit, Tolerance, Respect</a></p>	<p>Continuous assessment of progress, Peer assessment, and teacher mock exam preparation.</p>	<p><b>PLTS:</b> Team Workers Reflective Learners Creative Thinkers</p> <p><b>Character / Christian Values</b> <a href="#">Creation, community, service, Resilience, Confidence, Determination, Grit, Tolerance, Respect</a></p>	
--	---	---	---	---	---	--