

Drama

Year 12						
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives) What do Yr12/13 need to know and be able to do by the time they leave TENC? How do you sequence the teaching? How do you revisit, revise and reinforce?		New Skill = NS Revisit = R Revision = RV	<u>Stretch and Challenge</u> (Differentiation – how will you stretch the most able to achieve top grades?) Is your curriculum challenging?	<u>CIEAG/Extension</u> <u>Enrichment</u> Trips, workshops, speakers, local environment and experiences	<u>KS4 PRIOR LEARNING</u> How will GCSE knowledge, skills & experience across 3 schools link to and support KS5 new knowledge and skills? This needs to show how you build links across the experiences of the different schools
Term Plan	<u>KNOWLEDGE & SKILLS</u>	Assessment Objective		Band 5 = Informed Band 6 = Mature		
	Transition Task Monologue Performance & Essay Response Monologue: Choose a play different to those studied at GCSE. Prepare a monologue demonstrating the character in the context of the play. Essay: Select and research two practitioners, one from a prescribed list and one of own choice. 2000-word response on similarities and difference in the practitioners' use of the themes of light and darkness.	AO1 AO2 AO3	R Application of performance skills NS/R Research and application of practitioner techniques	This challenge will not be differentiated – this will communicate the students' ability to apply practical skills and willingness to develop new theoretical skills.		Practical performance skills will be applied and developed upon by using new texts. Practitioner knowledge should be at least have covered the basics: Stanislavski, Brecht, Frantic Assembly and possibly Berkoff. The ability to apply the techniques of the practitioners will be developed and built through the process of research and exploration.

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Term 1	<p>Introduction to a range of practitioners.</p> <p>Application and analysis of practitioner techniques.</p> <p>Introduction to Component 1- Theatre Workshop</p>		NS	<p>Differentiation through tutor observation and facilitation of learning.</p> <p>Students will be pushed to achieve highest grades via teacher using AO's to guide them</p>	<p>Use of Digital Theatre + which we have now purchased as a department</p>	<p>Practical performance skills will be applied and developed upon by using new texts.</p> <p>Practitioner knowledge should be at least have covered the basics: Stanislavski, Brecht, Frantic Assembly and possibly Berkoff. The ability to apply the techniques of the practitioners will be developed and built through the process of research and exploration.</p> <p>Initial assessment to ascertain if students have any gaps in knowledge. Gaps will be addressed in lessons and will inform planning.</p>
Term 2	<p>Focus on Component 1 completion- Theatre Workshop</p>		NS	<p>Differentiation through tutor observation and facilitation of learning.</p> <p>Students will be pushed to achieve highest grades via teacher using AO's to guide them</p>	<p>Use of Digital Theatre + which we have now purchased as a department</p>	

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Term 3	Focus on Component 3 exploration and exam practice – Saved, Machinal & Curious Incident of the Dog in the Night-time as well as the Live Performance Review.	AO3 AO4	NS	Differentiation through tutor observation and facilitation of learning. Students will be pushed to achieve highest grades via teacher using AO's to guide them	Theatre trip if covid allows. Expressive Arts planned trip to Edinburgh Fringe to perform the Component 1 piece.... If covid allows.	
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Year 13						
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)	New Skill = NS	<u>Stretch and Challenge</u> (Differentiation – how will you	<u>CIEAG/Extension</u>	<u>KS4 PRIOR LEARNING</u>	<u>IDENTIFY LINKS</u>

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			Revisit = R Revision = RV	stretch the most able to achieve top grades?)	Trips, workshops, speakers, local environment and experiences	How will GCSE knowledge support new skills & knowledge	How will you link learning between schools? What common threads do you have?
Term Plan	<u>KNOWLEDGE & SKILLS</u>	Assessment Objective		Band 5 = Informed Band 6 = Mature			
	<u>Transition Task</u>						
Term 1	Component 2 – research, preparation and exploration.	AO1, AO2, AO3	R & NS	Choice /research of practitioner. Quality of analysis. Deeper analysis of stimuli.	Trip to be arranges for the Live Performance Review	Application of devising and basic application of practitioner.	NA
	Component 2 – realisation	AO4	R & NS		An aim to take students to the Edinburgh Fringe as a part of this process.	Progressing forwards from GCSE standard to A level – through depth of analysis and breadth of experience.	
	Live Performance Review - Preparation	AO4	R	Depth of analysis – compare and contrast with other live			

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				performances seen.			
Term 2	Focus on Component 3 exploration and exam practice – Saved, Machinal & Curious Incident of the Dog in the Night-time as well as the Live Performance Review.	AO3 AO4	NS	Depth of exploration and quality of analysis. The range and choice of alternative performances to use as comparison and contrast.	None in this term	LPR and some design elements will have been studied at GCSE.	