

Year 7 Drama

Yellow text = interleaving



							EOY Assessment Point
							HT6: Overarching unit Intent: Alone and Mime <ul style="list-style-type: none"> Are they able to identify character's feelings and identify them with others? Are pupils able to develop scenarios by use of mime? KNOWLEDGE <ul style="list-style-type: none"> Empathy Melodrama Cross-cutting ASSESSMENT Culture <ul style="list-style-type: none"> Single parents Materialism Feeling of loss and neglect Runaways and bullying.
							HT5: Overarching unit Intent: Improvisation and Duologues <ul style="list-style-type: none"> Are they able to identify key skills in a performance of a monologue and duologue? Are pupils able to show empathy through their drama presentation knowledge? KNOWLEDGE <ul style="list-style-type: none"> Use of duologues Empathy and ability to use historical facts as stimuli ASSESSMENT <ul style="list-style-type: none"> Performance-based assessment in pairs Culture <ul style="list-style-type: none"> Veganism War Computer games
							Assessment Point: Summative or AFL HT3 and HT4 Key disciplinary knowledge <ul style="list-style-type: none"> Soundscape Choral speaking Body language ALIENATION Key concepts <ul style="list-style-type: none"> Movement with music Character improvisation Conscience alley Off-script work ASSESSMENT <ul style="list-style-type: none"> Reflection and understanding Formative assessment in lesson- teacher and pupil assessment in partner and group performances.
							HT4: Overarching unit Intent: Brecht <ul style="list-style-type: none"> Are they able to understand the techniques used by Brecht? Are they able to appreciate different playwrights? KNOWLEDGE <ul style="list-style-type: none"> Use of placards Understanding of the plot concerning 'The Caucasian Chalk Circle'. Use of symbols Exploration of themes within play. Culture <ul style="list-style-type: none"> Parental care and attachment. Civil war
							HT3: Overarching unit Intent: 'A Midsummer Night's Dream' <ul style="list-style-type: none"> Are they able to appreciate the language used by Shakespeare? Are they able to understand the storyline of 'A Midsummer Night's Dream'? KNOWLEDGE <ul style="list-style-type: none"> Language Literacy skills Plot exploration Culture <ul style="list-style-type: none"> Relating to family relationships Unrequited love Parental control
							Assessment Point: Summative or AFL HT1 and HT2 Key disciplinary knowledge <ul style="list-style-type: none"> Spatial awareness Script storytelling Synchronisation Performance skills Key concepts <ul style="list-style-type: none"> Movement Tone Narration Polished performance Introduction of games BASELINE ASSESSMENT <ul style="list-style-type: none"> Summative Assessment – individual performance marked by teacher – written feedback given which pupils comment on. Graded in relation to KS3 target (+ = -) Reflection and understanding Formative assessment in lesson and teacher-pupil assessment
							HT2: Overarching unit Intent: ICT & STORYTELLING <ul style="list-style-type: none"> Are they able to produce a film trailer using ICT? Are they able to analyse how drama can be used to illustrate this? KNOWLEDGE <ul style="list-style-type: none"> STORYBOARD and ICT knowledge Soundscape Improvisation skills Hot seating Roams as abmadus Culture <ul style="list-style-type: none"> Historical nursery rhymes and questioning Rules of Fair Play.
							HT1: Overarching unit Intent: MOVEMENT <ul style="list-style-type: none"> Are they able to illustrate creativity in their own thoughts and show understanding of a performance? Are they able to experiment with music? KNOWLEDGE <ul style="list-style-type: none"> Body language Mirror work Creation of ensemble work Expression Culture <ul style="list-style-type: none"> Cross-Curricular English reading skills

Year 8 Drama

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								EOY Assessment Point
	HT2:		HT3:	HT4:			HT5:	HT6:
HT1:	Overarching unit Intent: MOVEMENT AND FRANTIC ASSEMBLY	Assessment Point: Summative or AFL	Overarching unit Intent: Our Day Out	Overarching unit Intent: Verbatim Theatre	Assessment Point: Summative or AFL	Overarching unit Intent: Romeo and Juliet/ Metamorphosis	Overarching unit Intent: Metamorphosis and Duologue	
<p>Overarching unit Intent: SCRIPT AND MOVEMENT</p> <ul style="list-style-type: none"> • Monologue- are they able to refine performance skills (interleaving) • Different skills • Are they able to understand the concept of body props? (revisited) <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Accent • Refinement of tone, facial expression and body language. <p>Interleaving</p> <ul style="list-style-type: none"> • Refinement of monologues 	<ul style="list-style-type: none"> • Are they able to distinguish and show understanding of naturalistic and non-naturalistic drama? • Are they able to appreciate the techniques used by 'Frantic Assembly'? <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Fluidity of movement • Recap: build on skills such as use of space, ensemble work and choreographed performance work. 	<p>HT1 and HT2 Key disciplinary knowledge</p> <ul style="list-style-type: none"> • NATURALISTIC AND NON-NATURALISTIC DRAMA <p>Key concepts</p> <ul style="list-style-type: none"> • Performance as baseline assessment in HT1 to show and underpin skills from Year 7. <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Peer and Teacher assessment in lesson based on individual performance plus written self-evaluation in response to teacher written feedback • Verbal evaluation in lesson 	<ul style="list-style-type: none"> • Are pupils able to realise the playwright's intentions in 'Our Day Out'? • Are they able to use script and develop performance and characterisation skills? • Are they able to examine relationships between characters? <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Education system and class • Contrast in characterisation • Revisit off-script work. 	<p>Overarching unit Intent: Verbatim Theatre</p> <ul style="list-style-type: none"> • Are they able to recognise and perform Verbatim Theatre? • Are they able to show empathy and use the correct tone when presenting their work? <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Self and group reliance: from written format script to performance level <p>Culture</p> <ul style="list-style-type: none"> • Explore bullying and terrorism • Revisit choral speaking, soundscape. 	<p>HT3 and HT4 Key disciplinary knowledge</p> <ul style="list-style-type: none"> • Playwright's intentions • Social media and literature used as stimulus <p>Key concepts</p> <ul style="list-style-type: none"> • Social comment within plays • Role on the wall • Hot seating • Sculpting • Off-text preparation • Soundscape • Tableaux • Context • Montage • Empathy • Transcript <p>Assessment</p> <ul style="list-style-type: none"> • Assessment of skills on observation in lesson by teacher 	<p>Overarching unit Intent: Romeo and Juliet/ Metamorphosis</p> <ul style="list-style-type: none"> • Are they able to explore the key themes of Romeo and Juliet and show appreciation of language? • Are they able to build on their knowledge from Year 7 and perform with confidence using Shakespearean language? <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Shakespearean society and parental control. • In-depth knowledge for Prologue. • Relevance of Shakespeare's themes in today's society. • Revisit Shakespearean language 	<p>Overarching unit Intent: Metamorphosis and Duologue</p> <ul style="list-style-type: none"> • Are they able to consider Berkoff's intentions and characters in his adaptation of 'Metamorphosis'? • Are they able to realise a stylised performance? • Are they able to appreciate the ideas and connections with Salvador Dali? • Are they able to identify and perform a duologue with confidence? <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Stylised • Movement • Formal assessment in pair work. • Differentiated duologue chosen by pairs. • Revisit script work. 	<p>Key Disciplinary knowledge</p> <ul style="list-style-type: none"> • Unrequited love • Duologue • Metamorphosis <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Stylised storytelling with music • Soundscape • Thought Tunnel • Exploration of Language • Choral Speaking • Ability to identify key points to a play. • Body movements with arguments <p>End of Year Assessment</p> <ul style="list-style-type: none"> • Pupil performance of duologue with partner of own choice. • Verbal feedback by Teacher. • Written assessment concerning self-evaluation.

GCSE Drama (Year 11)

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		(Dates can vary according to date of possible theatre visit)				
						HT5:
	HT2:	Assessment Point: Summative or AFL	HT3:	HT4:	Assessment Point: Summative or AFL	HT5:
HT1:	Overarching unit Intent:	HT1 and HT2 Key disciplinary knowledge	Overarching unit Intent:	Overarching unit Intent:	HT3 and HT4 Key disciplinary knowledge	Overarching unit Intent:
Overarching unit Intent:	COMPONENT 1	Key concepts	COMPONENT 2: SCRIPTED PERFORMANCE	Component 2	Key concepts	COMPONENT 3: An Inspector Calls and Theatre Review (REVISION)
'Time' / 'Madness' (can be interchangeable with other topics)	<ul style="list-style-type: none"> Are pupils, using this stimulus, able to transfer these skills and research topics suitable for presentation? Are pupils able to illustrate a comprehensive fully balanced and considered analysis evaluate group performance within their portfolio? Are pupils able to demonstrate a confident and accomplished use of Drama terminology? 	<ul style="list-style-type: none"> Refinement of performance skills Written evaluative and reflective development skills Revision techniques Familiarisation of pupils to exam structure 	<ul style="list-style-type: none"> Are pupils able to learn and work towards a developed, thoughtful performance which demonstrates energy and ease? Are pupils able to learn and demonstrate comprehensive characterization with confidence and commitment? Are pupils able to refine evaluative and analysis skills to enhance their portfolio? 	<ul style="list-style-type: none"> Are pupils able to show technical control in the use of physical techniques: <ul style="list-style-type: none"> → Gestures → Facial expressions → Stillness → Stance → Contrast → Use of space and spatial awareness Are pupils able to develop an assured rapport with the audience? Are pupils able to demonstrate an understanding of control in relation to style, genre and theatrical convention? 	<ul style="list-style-type: none"> Interpretation of script Vocal and physical skills Character & communication Style and Genre 	<ul style="list-style-type: none"> Are pupils able to understand the text in relation to theatre practitioners, designers and directors? Are pupils able to improve exam techniques? Are pupils able to provide in-depth information in controlled conditions?
Culture		ASSESSMENT			Assessment	
<ul style="list-style-type: none"> Treatment of the older generation in society 		<ul style="list-style-type: none"> Performance for component 1 filmed/ teacher marked and sent to GCSE board Mock examination on Theatre Makers in Practice-Teacher assessed 			<ul style="list-style-type: none"> Submission of portfolio which is teacher assessed Examination of scripted performance by visiting examiner. 	