 

|   |  |  | **(Dates can vary according to 2nd date of theatre visit)** |  |  |  | **EOY Assessment****Point** |
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|  |  |  | **Key Disciplinary knowledge*** Historical emphasis in stylised performance

**KNOWLEDGE*** Essence machine
* Thought tracking
* Use of language
* Role-play
* Soundscape
* Conscience alley
* Hot-seating

**ASSESSMENT*** Written portfolio
* Teacher assessed and marked throughout each component
* Practical work assessed vocally and in written format by teacher and pupils
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|  | **Overarching unit Intent:****WALLS AND PORTFOLIO EXAMINATION*** Are pupils able to examine psychological and physiological roles in society and create an extended drama improvisation?
* Are pupils able to create roles that support communication of creative intent to the audience?
* Are pupils able to secure a balanced analysis and evaluate their personal contribution to the creation, development and refinement processes?

**Culture*** Geographical and historical walls
* Emotional and physical walls

**Careers*** Actor
* Director
* Playwright/ screenwriter
* Costume designer
* Set designer
* Drama therapist
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| **Assessment Point:****Summative or AFL** | **Overarching unit Intent: MARRIAGE*** Are pupils able to explore the role of women in the 1950s in comparison to modern day women?
* Are pupils able to understand and explore literature and pictures in an empathetic manner, leading to their own stylised performance?

**Culture*** Emotional and physical abuse
* Female and male stereotypes
* Control within marriage

**Careers*** Actor
* Director
* Playwright/ screenwriter
* Costume designer
* Set designer
* Drama therapist
 |
|  | ***HT3 and HT4* Key disciplinary knowledge*** Historical context and political awareness
* Refinement of scripted performance skills
* Realisation of live theatre techniques

∙**Key concepts*** Evaluation skills
* Reasoned argument
* Social comment
* Controlled performance
* Understanding of genre
* Characterization of understanding
* Role and context
* Exam practice in line with marking assessment
* Teacher and pupil written feedback in line with GCSE boundaries.
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|  | **Overarching unit Intent:****AN INSPECTOR CALLS & THEATRE VISIT*** Are pupils confident with the exam structure and able to show written evaluation and analysis within their exam answers?
* Are pupils able to demonstrate a comprehensive and balanced knowledge of the chosen element in relation to the historical context?

**CHOICE OF SCRIPT WORK*** Are pupils able to show an effective contribution understanding in relation to genre and style?
* Are pupils able to illustrate technical control over physical gestures?

**Careers*** Actor
* Director
* Playwright/ screenwriter
* Costume designer
* Set designer
* Drama therapist
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| **Assessment Point:****Summative or AFL** | **Overarching unit Intent:****AN INSPECTOR CALLS*** Are pupils able to understand the context of the play and Priestley's political views?
* Are they able to perform extracts and comment in relation to roles as a performer, director and designer of the set text?
* Are they able to develop awareness and understanding of the roles and process undertaken in contemporary professional Theatre practice?

**Culture*** Political climate of 1900s
* Social issues of Edwardian culture

**Careers*** Actor
* Director
* Playwright/ screenwriter
* Costume designer
* Set designer
* Drama therapist
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|  | ***HT1 and HT2* Key disciplinary knowledge*** Structure of syllabus and components required:
* Use of specific Drama language which will be transferred to Component 3

 **Teacher Assessment/****Pupil Assessment*** Refinement of performance skills which show clear understanding of text
* Written evaluative skills which analyse the development of creating improvisation Opportunity to demonstrate skills to wider audience school play/ Christmas Showcase
* Assessment in written exam practice and practical work within lesson according to GCSE boundaries- both Teachers mark.
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| **Overarching unit Intent: DEVISING*** Are pupils able to evaluate and show a personal contribution to the creation development and refinement process?
* Are pupils able to present refinement of ideas that communicate meaning?
* Are pupils able to show individual performances which demonstrates an ability to apply characterisation and understanding of theatrical conventions?

**Careers*** Actor
* Director
* Playwright/ screenwriter
* Costume designer
* Set designer
* Drama therapist
 | **Overarching unit Intent:****BLOOD BROTHERS*** Are pupils able to explore and evaluate the text in its realisation according to staging, costume, set, lighting, sound and props?
* Are they able to realise and analyse exam structure and initial techniques required?
* Are they able to show appreciation for a live professional theatre performance?

**Careers*** Actor
* Director
* Playwright/ screenwriter
* Costume designer
* Set designer
* Drama therapist
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