 

|  |  |  | **(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 |
|  | **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 |
| **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. |
|  | **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 |
| **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 |
|  | ***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. |
| **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 |

 