

KS3 Drama

Curriculum Overview 2021-2022

Core intent of the subject at key stage 3

We believe that students deserve a broad, balanced and ambitious Drama curriculum, rich in skills and knowledge, which immerses students in a range of styles. Drama is an important component in educating a well rounded individual, giving essential opportunities for growth and challenge beyond the mere subject content. The Drama Department has a firm philosophy founded on preparing the minds of young people to cope with the outside world as well as educating students about theatre and its history and developing their SMSC.

Every pupil is entitled to work creatively and explore areas that interest them, both 'in' and 'through' the medium of Drama are vital to SMSC and subject that is accessible to all. The drama curriculum is spiral in nature; essential drama and social skills are built into the curriculum. Pupils have the right to express themselves, be creative and be given the opportunity for play whilst working to achievable and tailored goals - Drama gives these opportunities in a safe, encouraging environment. The future of the children we are educating now is uncertain and challenging. The greatest skills we can give them is the ability to achieve whilst harnessing their own creativity, whilst communicating this with others in order to become independent learners and thinkers. Drama helps pupils to improve peer relationships, confidence and resilience. All of this is in addition to giving them the tools they need to continue to enjoy, through participation or appreciation, their rich Dramatic heritage throughout the rest of their lives as part of their life-long learning.

The curriculum will encourage students to become confident and independent thinkers, who will be able to take on challenging opportunities to create original work and critically analyse professional and non-professional repertoire. Students will have an appreciation of their own work and that of others, always demonstrating respect and empathy.

Students at Brine Leas will explore their creativity through a variety of styles, themes and topics. Students will become confident and independent thinkers and strong communicators. They will participate in an engaging and motivational practical curriculum that supports their personal development alongside the development of new acting skills, as well nurturing existing talent.

This means:

- They will study a range of practitioners, plays and styles of theatre, in order to develop their practical and theoretical understanding of Drama.
- Through verbal and written evaluations, they will confidently articulate and analyse inspirational live productions and their own performances. Within this, they will identify drama techniques and skills and form a critical opinion.
- They will regularly make, perform and respond to Drama, in order to develop their own practice, through the delivery of a broad and exciting curriculum which develops breadth and depth of drama knowledge
- They will develop core transferable skills, such as communication, co-operation and confidence that will be motivational and assist them with future preparation for any chosen career path

The department will give students the opportunity to share work in the local community, for example with the Crewe Lyceum Theatre where high quality school productions are performed. Performance work is also shared with the community through performance events such as the 'School Spectacular' Festival at Brine Leas School. This is where students can facilitate community involvement and showcase their hard work and performance pieces which they have produced in extra-curricular clubs such as dance and drama.

Finally, students are expected to approach the course with a high level of maturity and are encouraged to embrace the holistic study of the theatre. Students are assessed on the ideas that they contribute to discussion, the process of creating drama and performance.

Assessment

Assessment and self- evaluation will be fluid as the students will be encouraged to become reflective practitioners. Teacher assessment will inform planning in the cycle of plan, do and review. Students will receive formative feedback throughout their learning experience and a summative grade at the end of the specific units of learning.

Homework

Homework will support the learning in class; consolidation, lesson preparation and extended research.

Clubs and/or intervention

Drama club is encouraged at all Key Stages. Other extra-curricular opportunities include Musical theatre Club, Dance Clubs and annual school productions. Students are encouraged to see as much Live Theatre as possible to support their learning.

Parental/Carer support

Helpful sources of information

<https://www.bbc.com/bitesize/subjects/zbckjxs>

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
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‘Getting to know You’

To enable all teachers to get to know the child behind the data with a view to informally assessing prior capability.

Autumn

- To understand what is drama; trust and cooperation in drama; rules for performance
- Basic performance skills (vocals, physicality)
- Methods of evaluation
- Basic drama techniques (mime, freeze, improvisation, thought tracking)

- Group, solo, pair demonstrations
- Practical group assessment (formative verbal feedback)
- Peer and selfassessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)
- Retrieval practice using Kos

- To introduce drama as an art form
- Pupils will develop social skills and build relationships within the group
- Allows for a baseline assessment and to plan for their pathway appropriately
- RSE 2: Respectful relationships a

Careers

- Creative Industries
- Transferable skills

Future Learning

- Links to GCSE, BTEC and A Level – Performance Skills
- Performance based courses

From Page to Stage: 'Charlie and the Chocolate Factory' script

To enable teachers to assess students ability to interpret texts for performance. To develop contextual knowledge of historical and contemporary works with contextual links and understand that Performance texts have been at the core of drama since the inception of theatre

	<ul style="list-style-type: none"> ➤ To understand script work in performance ➤ To develop knowledge of script conventions (plot, structure, narrative, role, characterisation, genre, set, blocking, Subtext) ➤ How to amend and refine work ➤ To develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes. 	<ul style="list-style-type: none"> ➤ This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher. Students will perform in groups but be assessed as individuals. A summative grade will be given for GCSE forecast. ➤ As the unit progresses, formative assessment will be on-going with verbal feedback ➤ Peer and selfassessment will be used every lesson ➤ KOs will be used to develop theoretical knowledge and in retrieval practice ➤ Celebration and sharing of successful work and outcomes – OSCAR awards given 	<ul style="list-style-type: none"> ➤ Building on or giving knowledge to students from their previous knowledge either from English lessons or primary school ➤ The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5. ➤ The students will understand the process of using a script to inspire their own creative outcome. ➤ The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice. 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Performance based courses ➤ Creative Industries ➤ Transferable skills ➤ Director ➤ Performer ➤ Designer ➤ Script writer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Links to GCSE, BTEC and A Level – Performance Skills and written exam
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Spring	Introduction to Devising
	<p>Inuit Story (Based on Skeleton Woman an Inuit Legend (from <i>Women who run with Wolves</i> by Clarissa Pinkola Estes)</p> <p>To enable teachers to assess students ability to explore a stimulus in order to create original performance pieces - Devising is essential for the development of new theatre and performance; it allows for personal development and exploration</p>

<ul style="list-style-type: none"> ➤ To understand different forms of communication in drama and everyday life; ➤ To look at Inuit fables in relation to storytelling; ➤ To understand And practically use the drama strategies of still image, improvisation, thought tracking, mime, key role taking, teacher/pupil in role, hot seating, occupational mime and physical theatre. 	<ul style="list-style-type: none"> ➤ Assessment will focus on three key areas: <ol style="list-style-type: none"> 1. Creating and developing ideas 2. Performance 3. Analysis and evaluation ➤ Group, solo, pair demonstrations ➤ Practical group assessment (formative verbal feedback) ➤ Peer and selfassessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) 	<ul style="list-style-type: none"> ➤ Developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3, 4 and 5 ➤ K&U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs. 	<p>Career</p> <ul style="list-style-type: none"> ➤ Performer ➤ Writer ➤ Director ➤ Designer ➤ Creative Industries ➤ Transferrable skills <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Links to GCSE and A Level performance Skills
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From Page to Stage 2: Script Work 'Return to the City'

To further develop students' ability to interpret texts for performance.

To develop contextual knowledge of historical and contemporary works with contextual links and understand that Performance texts have been at the core of drama since the inception of theatre. To introduce theatre makers (Lighting, Sound, Set, Costume)

<ul style="list-style-type: none"> ➤ To understand issues and themes surrounding World War Two in relation to evacuees ➤ To explore and develop script work ➤ To develop knowledge of script conventions (plot, structure, narrative, role, characterisation, genre, set, blocking, Subtext) ➤ How to amend and refine work ➤ To develop empathy skills, as they consider 	<ul style="list-style-type: none"> ➤ To fall during Y7 exam time ➤ This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher. ➤ Students will perform in groups but be assessed as individuals. A summative grade will be given for GCSE forecast. ➤ As the unit progresses, formative assessment will be on-going with verbal feedback ➤ Peer and selfassessment will be used every lesson ➤ KOs will be used to develop theoretical knowledge and in retrieval practice 	<ul style="list-style-type: none"> ➤ Building on or giving knowledge to students from their previous Page to Stage unit ➤ The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5. ➤ The students will understand the process of using a script to inspire their own creative outcome. ➤ The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice. 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Performer ➤ Director ➤ Writer ➤ Designer ➤ Researcher ➤ Historian ➤ Lighting designer ➤ Sound Designer ➤ Set Designer ➤ Costume Designer ➤ Stage Manager ➤ ➤ Creative Industries <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Links to GCSE and A Level –Performance work & written exam
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different
characters

➤ Celebration and
sharing

	and develop methods of communicating ideas and themes ➤ To develop theatre makers for Lighting, Sound, Set, Costume	of successful work and outcomes – OSCAR awards given		
	<p align="center">Devising 2: Theatre in Education – Transition project including Mask work</p> <p align="center">Devising is essential for the development of new theatre and performance; it allows for personal development and exploration</p>			
Summer	➤ To understand the genre of Theatre in Education; ➤ To explore mime and movement techniques in relation to mask ➤ To work within a variety of roles and situations; ➤ To look at different perspectives ➤ To understand the following characteristics	➤ Assessment will focus on three key areas: 1. Creating and developing ideas 2. Performance 3. Analysis and evaluation ➤ Group, solo, pair demonstrations ➤ Practical group assessment (formative verbal feedback) ➤ Peer and selfassessment (Students are encouraged to become reflective practitioners)	➤ Building on developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3, 4 and 5 ➤ K&U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs ➤ Further development of Theory skills – genres and styles of theatre (Mask and TIE) & key practitioners ➤ Development of performance skills ➤ RSE 2: Respectful relationships a, e	Careers ➤ Mask maker ➤ Writer ➤ Performer ➤ Education based careers ➤ Creative Industries Future Learning Links to GCSE and A Level Performance skills – Devising

	<p>of dramatic work including genre, structure, character, form, style, and language</p> <p>➤ To understand how meaning is communicated and interpreted through:</p> <ul style="list-style-type: none"> ○ Performance convention ○ Use of space and spatial relationships on stage ○ Relationships between performer and audience 	evaluating the success of their work as it progresses)		
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Year 8 Overview

Term	Learning Objectives	Assessment	Connections to learning	Connections to future pathways
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Autumn	<p>From Page to Stage: Script work</p> <p>The Tempest exploration</p>
	<p>To further develop students' ability to interpret texts for performance. To develop contextual knowledge of historical and contemporary works with contextual links and understand that Performance texts have been at the core of drama since the inception of theatre. To further develop knowledge of different theatre makers (Lighting, Sound, Set, Costume)</p>

<ul style="list-style-type: none"> ➤ To introduce Shakespeare – context and language ➤ To develop off text exploration ➤ To develop further page to stage skills ➤ To develop design knowledge and understanding ➤ To develop knowledge of script conventions (plot, structure, narrative, role, characterisation, genre, set, blocking, Subtext); ➤ How to amend and refine work ➤ To develop empathy skills, as they consider different characters and 	<ul style="list-style-type: none"> ➤ To fall during Y8 exam time. ➤ This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher. ➤ Students will perform in groups but be assessed as individuals. ➤ A summative grade will be given for GCSE forecast. ➤ As the unit progresses, formative assessment will be on-going with verbal feedback ➤ Peer and selfassessment will be used every lesson ➤ KOs will be used to develop theoretical knowledge and in retrieval practice ➤ Celebration and sharing of successful 	<ul style="list-style-type: none"> ➤ Building on or giving knowledge to students from their previous Page to Stage unit ➤ The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5. ➤ The students will understand the process of using a script to inspire their own creative outcome. ➤ The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice. 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Performance Degree ➤ Performer ➤ Director ➤ Designer <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Links to GCSE and A Level Performance & theory Skills - A Level set text
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	develop methods of communicating ideas and themes; ➤ To develop theatre makers for Lighting, Sound, Set, Costume	work and outcomes – OSCAR awards given		
	<p align="center">The Tempest – final performance Assessment</p> <p align="center">To assess students' performance and design skills</p>			
	➤ To understand how to work towards a final assessment – learning lines, making directorial decisions	As above	As above	As above

Spring	<p align="center">Genres and styles of theatre (Horror, Naturalism, Greek Theatre)</p> <p align="center">To teach performance disciplines and styles in order to understand the requirements of being a performer and/or designer across a range of performances and performance styles</p>			
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➤ To introduce a range of styles and genres of theatre	➤ See below – ongoing formative assessment then a formal final	➤ Building on developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3, 4 and 5	Careers ➤ Performer ➤ Director ➤ Writer ➤ Designer
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➤ To understand communication and storytelling ➤ To use improvisation skills to explore key concepts of the genre ➤ To understand the role of a performer and o designer	assessment of final performance ➤ GCSE Grade generated	➤ K&U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs ➤ Further development of Theory skills – genres and styles of theatre (Greek Theatre, Soap Opera and Naturalism, Horror Genre) & key practitioners Development of performance skills Historical context of where theatre comes from ➤ SMSC 4: Cultural development a, d	➤ Researcher ➤ Historian ➤ Lighting designer ➤ Sound Designer ➤ Set Designer ➤ Costume Designer ➤ Stage Manager ➤ Creative Industries Future Learning ➤ Links to GCSE and A Level –Performance work & written exam ➤ Links to Greek theatre & Naturalism taught at GCSE and A Level
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Devised Project

To enable teachers to assess students' ability to reproduce repertoire or responding to Stimuli
 To teach the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance

	<ul style="list-style-type: none"> ➤ To develop devising skills, looking at different approaches, styles, planning and research. ➤ To understand target audience and communicating to such an audience appropriately 	<ul style="list-style-type: none"> ➤ Assessment will focus on three key areas: <ol style="list-style-type: none"> 1. Creating and developing ideas 2. Performance 3. Analysis and evaluation ➤ Group, solo, pair demonstrations ➤ Practical group assessment (formative verbal feedback) 	<ul style="list-style-type: none"> ➤ Develops improvisation skills learnt in Y7 ➤ Develops an understanding of explorative strategies and theatrical conventions that can be applied to devising work (links to GCSE and A Level spec) ➤ Develops design skills 	As above
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		<ul style="list-style-type: none"> ➤ Peer and selfassessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) 		
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Summer	<p style="text-align: center;">From Page to Stage Script work 'Blood Brothers' by Willy Russell</p> <p>To teach existing performance material in acting, dance or musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. To give students an insight into how texts may be brought to life for an audience and the creative roles within this process.</p>			
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<ul style="list-style-type: none"> ➤ To introduce context, character plot, themes and language ➤ To develop off-text exploration ➤ To develop further page to stage skills ➤ To develop design knowledge and understanding ➤ To develop written drama skills (analysis) 	<ul style="list-style-type: none"> ➤ This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher. ➤ Students will perform in groups but be assessed as individuals. ➤ A summative grade p will be given for GCSE forecast. ➤ As the unit progresses, formative assessment will be 	<ul style="list-style-type: none"> ➤ Building on or giving knowledge to students from their previous Page to Stage unit ➤ The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5 – Blood Brothers is often used as a set text for practical exam/BTEC work and or Live Theatre if touring. ➤ The students will understand the process of using a script to inspire their own creative outcome. ➤ The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice. ➤ GCSE style written exam questions to be assessed using spec criteria 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Performer ➤ Writer ➤ Director ➤ Police Detective ➤ Scientist ➤ Criminal Psychologist ➤ Counsellor <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Links to GCSE – set text, Tech Award work
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	and evaluation skills)	<p>on-going with verbal feedback</p> <ul style="list-style-type: none"> ➤ Peer and selfassessment will be used every lesson ➤ KOs will be used to develop theoretical knowledge and in retrieval practice ➤ Written GCSE style questions will be set for homework to develop analysis and evaluation skills and the ways in which different performance and production elements are brought together to create theatre ➤ Celebration and sharing of successful work and outcomes – OSCAR awards given 	<ul style="list-style-type: none"> ➤ SMSC 2: Moral development a 4: Cultural development d ➤ RSE 2: Respectful relationships c, ➤ HE 1 Mental Wellbeing d 	
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Year 9 Overview

Term	Learning Objectives	Assessment	Connections to learning	Connections to future pathways
Autumn	Exploring a Stimulus through Themes – ASBO			

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	To enable teachers to assess students' ability to respond to Stimuli. To teach the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
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<ul style="list-style-type: none"> ➤ To explore idea of cause and effect in relation to Anti-Social behaviour; ➤ To work in role and look at different perspectives and effects on local community. ➤ To use poetry to explore and develop a range of skills and dramatic strategies ➤ To develop devising skills, looking at different approaches, styles, planning and research. ➤ To understand target audience and communicatin 	<ul style="list-style-type: none"> ➤ Group, solo, pair demonstrations ➤ Practical group assessment (formative verbal feedback) ➤ Peer and selfassessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) 	<ul style="list-style-type: none"> ➤ HE 1 Mental Wellbeing d ➤ RSE 2 Respectful relationships c,f ➤ SMSC 2 Moral development a, c ➤ BV b,e,f 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Performer ➤ Writer ➤ Director ➤ Police Detective ➤ Criminal Psychologist ➤ Counsellor ➤ Social worker ➤ Family member ➤ Judge <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Links to GCSE, Tech Award, A Level devisin work
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	g to such an audience appropriately			
	<p style="text-align: center;">From Page to Stage: ASBO script assessment</p> <p style="text-align: center;">To give students an insight into how texts may be brought to life for an audience and the creative roles within this process</p>			
	<ul style="list-style-type: none"> ➤ To understand context, character plot, themes and language ➤ To develop off-text exploration ➤ To develop further page to stage skills ➤ To develop design knowledge and understanding 	<ul style="list-style-type: none"> ➤ This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher. ➤ Students will perform in groups but be assessed as individuals. ➤ A summative grade will be given for GCSE forecast. 	<ul style="list-style-type: none"> ➤ Building on or giving knowledge to students from their previous Page to Stage unit ➤ The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5 – Blood Brothers is often used as a set text for practical exam/BTEC work and or Live Theatre if touring. ➤ The students will understand the process of using a script to inspire their own creative outcome. ➤ The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice. 	As above
Spring	<p style="text-align: center;">Genres and styles of theatre (Commedia dell'arte, Frantic Assembly, Brecht)</p> <p style="text-align: center;">To teach performance disciplines and styles in order to understand the requirements of being a performer) and/or designer across a range of performances and performance styles</p>			

	➤ To introduce a range of styles and	➤ See below – ongoing formative assessment then a formal final	➤ Building on developing an understanding of how to devise (create original work) is an essential	Careers ➤ Performer ➤ Director ➤ Writer
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genres of theatre ➤ To understand communication and storytelling ➤ To use improvisation skills to explore key concepts of the genre ➤ To understand the role of a performer and or designer	assessment of final performance. ➤ GCSE Grade generated	skill that will be used through KS3, 4 and 5 ➤ K&U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs ➤ Further development of Theory skills – genres and styles of theatre (Commedia Dell’arte, Frantic Assembly, Brecht & non- naturalism, & key practitioners ➤ Development of performance skills ➤ Historical context of where theatre comes from	➤ Designer ➤ Researcher ➤ Historian ➤ Lighting designer ➤ Sound Designer ➤ Set Designer ➤ Costume Designer ➤ Stage Manager ➤ Creative Industries Future Learning ➤ Links to GCSE and A Level –Performance work & written exam ➤ Links to Greek theatre & Naturalism taught at GCSE and A Level
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Devised project

To enable teachers to assess students’ ability to reproduce repertoire or responding to Stimuli. To teach the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance

	<ul style="list-style-type: none"> ➤ To develop devising skills, looking at different approaches, styles, planning and research. ➤ To understand target 	<ul style="list-style-type: none"> ➤ Assessment will focus on three key areas: <ol style="list-style-type: none"> 1. Creating and developing ideas 2. Performance 3. Analysis and evaluation ➤ Group, solo, pair demonstrations 	<ul style="list-style-type: none"> ➤ Develops improvisation skills learnt in Y7 ➤ Develops an understanding of explorative strategies and theatrical conventions that can be applied to devising work (links to GCSE and A Level spec) Develops design skills ➤ SMSC 4: Cultural development a 	As above
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	audience and communicating to such an audience appropriately	<ul style="list-style-type: none"> ➤ Practical group assessment (formative verbal feedback) ➤ Peer and selfassessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) 		
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Summer	<p style="text-align: center;">Theatre Makers in Practice ‘DNA’ by Dennis Kelly</p> <p>To teach existing performance material in acting, dance or musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. To give students an insight into how texts may be brought to life for an audience and the creative roles within this process</p>			
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<ul style="list-style-type: none"> ➤ To introduce context, character plot, themes and language ➤ To develop off-text exploration ➤ To develop further page to stage skills ➤ To develop design 	<ul style="list-style-type: none"> ➤ This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher. ➤ Students will perform in groups but be assessed as individuals. ➤ A summative grade will be given for GCSE forecast. 	<ul style="list-style-type: none"> ➤ Building on or giving knowledge to students from their previous Page to Stage units ➤ The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5 – DNA is A GCSE set text and students can prepare for KS4I exam/BTEC work. ➤ The students will understand the process of using a script to inspire their own creative outcome. ➤ The theoretical contextual knowledge of the script will be 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Performer ➤ Writer ➤ Director ➤ Designer ➤ Police Detective ➤ Scientist ➤ Criminal Psychologist ➤ Counsellor <p>Future Learning</p> <ul style="list-style-type: none"> ➤ Links to GCSE – set text, Tech Award work
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	<p>knowledge and understanding</p> <p>➤ To develop written drama skills (analysis and evaluation skills)</p>	<p>➤ As the unit progresses, formative assessment will be on-going with verbal feedback</p> <p>➤ Peer and selfassessment will be used every lesson</p> <p>➤ KOs will be used to develop theoretical knowledge and in retrieval practice</p> <p>➤ Written GCSE style questions will be set for homework to develop analysis and evaluation skills and the ways in which different performance and production elements are brought together to create theatre</p> <p>➤ Celebration and sharing of successful work and outcomes – OSCAR awards given</p>	<p>applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice.</p> <p>➤ GCSE style written exam questions to be assessed using spec criteria</p> <p>➤ RSE 2 Respectful relationships c,</p> <p>➤ SMSC 2: Moral development a</p> <p>➤ HE 1 Mental Wellbeing d</p>	
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