1. Rationale: to include:

A learner in Year 11 will know what the Drama Conventions are. How to use the Drama Conventions. Why to use the Drama Conventions. The difference between Naturalistic and Non-Naturalistic Theatre. What the Vocal & Physical Skills are. How to use the Vocal & Physical Skills. The different types of Theatre Staging and Set. How to use the different types of Theatre Staging and Set. The positives and negatives to each of the different types of Theatre Staging and Set. How to perform a scripted piece of Contemporary Theatre and show an understanding of the language and characters. The plot, characters, themes, genres and context, of a given set play/performance text. How to use costume, sound, lighting, set and props throughout the given set play performance text. How to answer exam style questions and get full marks.

2.A learner in Year 11 will be able to:

Develop their characters and performance by confidently using a wide variety of Vocal & Physical/ Characterisation & Performance Skills. Develop their characters and performance by confidently using a wide variety of Drama Conventions. Confidently perform in front of an audience. Analyse & Evaluate own and peer performances – thinking and discussing strengths and areas for development. Work in a group cooperatively to create a performance. Take on a leadership role as a Director or Designer and help others in the group with their performance. Perform a scripted piece of Contemporary Theatre, showing an understanding of the language and characters. Understand the plot, characters, themes, genres and context, of a given set play performance text. Use costume, sound, lighting, set and props throughout the given set play performance text. Answer exam style questions and get full marks.

and Section marks.						
Term 1:		Term 2:		Term 3:		
1:1: C3 Theatre Makers in	1:2: C3 Theatre Makers in	2:1: C3 Theatre Makers	2:2: C3 Theatre Makers in	3:1: C3 Theatre Makers in	3:2: X	
Practice – 'DNA'	Practice – 'DNA'	in Practice – 'DNA'	Practice – Exam: 'DNA' & Live	Practice – Exam: 'DNA' &		
C2 Performance from Text –	C2 Performance from Text –	C2 Performance from	Theatre Evaluation	Live Theatre Evaluation		
Extract 1	Extract 2	Text – Extract 1 & 2				

Term 1

Topic Coverage

1:1: C3 Theatre Makers in Practice – 'DNA'

C2 Performance from Text – Exploring Scripts: Extract 1

Knowledge: Recap of 'DNA' including: Plot, Characters, Themes, Genres and Context. The uses of costume, set, lighting, sound and props within the play. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them. How to act in, direct and design a scene(s) from 'DNA'.

The Plot, Characters, Themes, Genres and Context of Contemporary scripted plays (Pre 2000). The uses of costume, set, lighting, sound and props within the plays. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them.

<u>Skills</u>: Increased knowledge of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director and Designer and the ability to write about it. Knowing & Understanding the Plot, Characters, Themes,

1:2: C3 Theatre Makers in Practice – 'DNA' Recap C2 Performance from Text – Exploring Scripts: Extract 2

Knowledge: Recap of 'DNA' including: Plot, Characters, Themes, Genres and Context. The uses of costume, set, lighting, sound and props within the play. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them. How to act in, direct and design a scene(s) from 'DNA'.

The Plot, Characters, Themes, Genres and Context of Contemporary scripted plays (Pre 2000). The uses of costume, set, lighting, sound and props within the plays. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them.

Skills: An increase in confidence when performing to an audience. Working together, building on Teamwork & Cooperation skills. Increasing levels of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating and Developing Characters from a Script.

Autumn % Assessment

Knowledge coverage: Plot, characters, themes, genres and context of 'DNA' and scripted performance text. The use of costume, set, lighting, sounds and props within the plays. Vocal & Physical/ Characterisation & Performance Skills. Types of Staging.

Skills tested: Confidence in performing to an audience.
Teamwork & Cooperation.
Characterisation & Performance
Skills. Leadership & Directing.
Knowledge & Understanding of
Drama & Theatre, the set play text
'DNA' and the scripted
performance text. Ability to write

	Common and Combon of (DNIA) and the latter of the common o		ala a de la companya
	Genres and Context of 'DNA' and the ability to communicate	Assessment: Formative Assessment Exam & Performances.	about how to act, direct and
	these to an audience through performance.	Formative Exam Assessment. Ongoing Low Stakes keyword/skills	design a scene(s).
	Assessment: Formative Assessment Exam & Performances.	tests. Ability to analyse & evaluation own and peer performances –	
	Formative Exam Assessment. Ongoing Low Stakes keyword/skills	thinking and discussing WWW & EBI.	
	tests. Ability to analyse & evaluation own and peer performances	How can you use Vocal & Physical Skills to develop your character	
	- thinking and discussing WWW & EBI.	further?	
	How can you use Vocal & Physical Skills to develop your character	Performance Intentions: What role(s) are you playing? What is	
	further?	happening to your character(s) in the key extract? What are your	
	Performance Intentions: What role(s) are you playing? What is	characters objectives/motivations/feelings? How are you	
	happening to your character(s) in the key extract? What are your	interpreting this character(s) in performance?	
	characters objectives/motivations/feelings? How are you	What characterisation skills would you use for a given character in	
	interpreting this character(s) in performance?	given scene? How would direct the actor(s) playing a given	
	What characterisation skills would you use for a given character	character(s) in a given scene? How would you design a given	
	in given scene? How would direct the actor(s) playing a given	scene?	
	character(s) in a given scene? How would you design a given		
	scene?		
	Reading/Literacy/Oracy:	Reading/Literacy/Oracy:	
	Home Learning:	Home Learning:	
Term 2	2:1: C3 Theatre Makers in Practice – 'DNA' & Live Theatre Review	2:2: C3 Theatre Makers in Practice – 'DNA' & Live Theatre Review	Spring % Assessment
Tonio	C2 Performance from Text – Exploring Scripts: Extract 1 &2	C2 Performance from Text – Exploring Scripts: Extract 1 & 2	
Topic Coverage	Knowledge: Recap of 'DNA' including: Plot, Characters, Themes,	Knowledge: Recap of 'DNA' including: Plot, Characters, Themes,	Knowledge coverage: Plot,
Coverage	Genres and Context. The uses of costume, set, lighting, sound and	Genres and Context. The uses of costume, set, lighting, sound and	characters, themes, genres and
	props within the play. What are Vocal & Physical/	props within the play. What are Vocal & Physical/ Characterisation	context of a contemporary play
	Characterisation & Performance Skills and How and Why to use	& Performance Skills and How and Why to use them. What the	text. The use of costume, set,
	them. What the different types of Theatre Staging are and How	different types of Theatre Staging are and How and Why to use	lighting, sounds and props within
	and Why to use them. How to act in, direct and design a scene(s)	them. How to act in, direct and design a scene(s) from 'DNA'.	the play. Vocal & Physical/ Characterisation & Performance
	from 'DNA'.	The Diet Characters Thomas Convey and Contact of	
	The Plot, Characters, Themes, Genres and Context of	The Plot, Characters, Themes, Genres and Context of Contemporary scripted plays (Pre 2000). The uses of costume, set,	Skills. Types of Staging.
	Contemporary scripted plays (Pre 2000). The uses of costume,	lighting, sound and props within the plays. What are Vocal &	Skills tests: Confidence in
	set, lighting, sound and props within the plays. What are Vocal &	Physical/ Characterisation & Performance Skills and How and Why	performing to an audience.
	Physical/ Characterisation & Performance Skills and How and	to use them. What the different types of Theatre Staging are and	Teamwork & Cooperation.
	Why to use them. What the different types of Theatre Staging are	How and Why to use them.	Characterisation & Performance
	and How and Why to use them.	The same tring to due them.	Skills. Leadership & Directing.
			Knowledge & Understanding of
		Skills: An increase in confidence when performing to an audience.	Drama & Theatre.
		Skills. All increase in confidence when performing to an addience.	Diama & meatre.

	Skills: An increase in confidence when performing to an audience. Working together, building on Teamwork & Cooperation skills. Increasing levels of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating and Developing Characters from a Script. Assessment: Formative & Summative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse & evaluation own and peer performances — thinking and discussing WWW & EBI. Performance Intentions: What role(s) are you playing? What is happening to your character(s) in the key extract? What are your characters objectives/motivations/feelings? How are you	Increasing levels of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating and Developing Characters from a Script. Assessment: Formative & Summative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse & evaluation own and peer performances – thinking and discussing WWW & EBI. Performance Intentions: What role(s) are you playing? What is happening to your character(s) in the key extract? What are your characters objectives/motivations/feelings? How are you interpreting this character(s) in performance?	
	interpreting this character(s) in performance? Reading/Literacy/Oracy:	Reading/Literacy/Oracy:	
	Home Learning:	Home Learning:	
Term 3	3:1: C3 Theatre Makers in Practice – 'DNA' & Live Theatre Review		Summer % Assessment
Topic Coverage	Knowledge: Recap of 'DNA' including: Plot, Characters, Themes, Gerwithin the play. What are Vocal & Physical/ Characterisation & Pert types of Theatre Staging are and How and Why to use them. How to skills: Increased knowledge of Vocal & Physical/ Characterisation & being a Director and Designer and the ability to write about it. Knowledge of Vocal & Physical/ Characterisation & Designer and the ability to write about it.	Knowledge coverage: Plot, characters, themes, genres and context of 'DNA'. The use of costume, set, lighting, sounds and props within the play. Vocal &	
	Context of 'DNA' and the ability to write in detail about each. Assessment: Formative and Summative Exam Assessment. Ongoing live theatre performance – thinking and discussing WWW & EBI. How can you use Vocal & Physical Skills to develop a character furt What characterisation skills would you use for a given character in character(s) in a given scene? How would you design a given scene Reading/Literacy/Oracy: Home Learning:	s Low Stakes keyword/skills tests. Ability to analyse & evaluation a her? given scene? How would direct the actor(s) playing a given	Physical/ Characterisation & Performance Skills. Types of Staging. Skills tested: Confidence in performing to an audience. Teamwork & Cooperation. Characterisation & Performance Skills. Leadership & Directing. Knowledge & Understanding of Drama & Theatre and the set play text 'DNA'. Ability to write about how to act, direct and design a