

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Half Term 1	<b>Understanding Drama: Blood Brothers</b> <ul style="list-style-type: none"> <li>Recap plot and characters</li> <li>Context</li> <li>Genre/style</li> <li>Themes</li> <li>Influence of Brecht</li> <li>Recap 4 mark question-costume</li> <li>Explore 4 mark question-set</li> <li>Explore 4 mark question-lighting</li> <li>Explore 4 mark question-sound</li> <li>Recap 8 mark question-delivery of a line.</li> <li>Recap 12 mark question-vocal and physical skills</li> <li>Recap 20 mark question interpretation-acting</li> <li>Costume, lighting, sound and set design 20 mark answer</li> </ul>	<p>Pupils will regularly answer exam questions under timed conditions. These will be assessed via a range of methods including self, peer and teacher assessment. Pupils will be made aware of their strengths and next steps for future development. The class teacher will regularly give whole class feedback by focussing on common areas of development and use the visualiser to model live answers.</p>	<p>This builds on from the work pupils completed on Blood Brothers in year 10.</p> <p><b>Declarative:</b> Pupils learn the terminology to describe acting, use of space and theatre design. Pupils learn facts about the social and historical context of the play.</p> <p><b>Procedural:</b> Pupils learn how to structure their answers and how to interpret command words and how to apply their learning to various different characters and extracts.</p> <p><b>Disciplinary:</b> Pupils analyse how their ideas communicate meaning to an audience</p>	<p><b>Reading</b></p> <p>Various reading strategies will be used such as echo reading, mumble reading and choral reading to read key extracts from Blood Brothers and WAGOLLS.</p>
	<b>Understanding Drama: Theatre Roles and Terminology</b> <ul style="list-style-type: none"> <li>Recap theatre roles and responsibilities</li> <li>Recap staging areas</li> <li>Recap stage types</li> </ul>			<p><b>Vocabulary</b></p> <p>Glossaries will be given. Pupils will be introduced to key terminology and how to use it in context. Low stakes key words tests embed.</p> <p><b>Oracy</b></p> <p>Pupils will discuss their opinions on the characters using talk tactics. Pupils will be encouraged to verbalise their answers before writing. Voice 21 bullseye activities will be used to encourage pupils to use a range of theatre terminology when describing their ideas.</p> <p><b>Writing</b></p> <p>Pupils will be given scaffolding such as sentence starters and structures which will slowly be taken away. WAGOLLS will be shared.</p>

<p><b>Autumn Half Term 2</b></p>	<p><b>Texts in Practice: Girls Like That</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Character</li> <li>• Artistic Intentions</li> <li>• Style</li> </ul> <p><b>Extract 1</b></p> <ul style="list-style-type: none"> <li>• Blocking</li> <li>• Drama Strategies</li> <li>• Vocal Skills</li> <li>• Physical skills</li> <li>• Characterisation</li> </ul> <p><b>Understanding Drama: Blood Brothers</b></p> <p><b>Exploring key extracts</b></p> <ul style="list-style-type: none"> <li>• Character development</li> <li>• Character motivations</li> <li>• Character interactions</li> <li>• Contrasts</li> <li>• Mood and atmosphere</li> <li>• Subtext</li> <li>• Language</li> </ul>	<p>Verbal and written feedback will be provided to students in line with JCQ instructions. This will focus on the suitability of the pupils response to the task .</p>	<p>This links to the devising unit in year 10 as many aspects of performance mirror the performance requirements of that unit. It also links to the extract based work pupils completed in KS3 which prepared pupils to interpret and perform extracts from published plays. Pupils also completed a unit on stylised theatre at ks3 introducing them to techniques and strategies which they may choose to use in this unit.</p> <p><b>Declarative:</b> Develop knowledge of the play studied, style, genre and playwright.</p> <p><b>Procedural:</b> Recap blocking, interpretation, style and characterisation.</p> <p><b>Disciplinary:</b> Evaluating Drama. Evaluating their success and areas of development</p>	<p><b>Reading:</b> Various reading strategies will be used such as echo reading, mumble reading and choral reading to read key extracts from Girls Like That. Pupils will also be given background reading about the play, context and playwright to read using Reading Progress on Teams. Pupils will learn their lines by reading the play outloud.</p> <p><b>Vocabulary:</b> Glossaries will be given. Pupils will be introduced to key terminology and how to use it in context. Low stakes key words tests embed.</p> <p><b>Oracy:</b> Pupils will use oracy skills to make group decisions about their interpretation and to evaluate their success and areas for development and set targets.</p> <p><b>Written:</b> The written work for this unit is not assessed but pupils are required to explain their artistic intentions. This will be explored verbally first and by looking an exemplar examples.</p>
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<p><b>Spring Half Term 3</b></p>	<p><b>Texts in Practice: Girls Like That</b></p> <p><b>Extract 2</b></p> <ul style="list-style-type: none"> <li>• Performing monologues</li> <li>• Blocking</li> <li>• Drama Strategies</li> <li>• Vocal Skills</li> <li>• Physical Skills</li> <li>• Characterisation</li> </ul> <p><b>Extract 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Dress rehearsal</li> <li>• Technical rehearsal</li> </ul> <p><b>Understanding Drama:</b> Practice questions and model answers</p>	<p>Verbal and written feedback will be provided to students in line with JCQ instructions. This will focus on the suitability of the pupil's response to the task</p> <p>Pupils will complete practice questions under exam conditions and then will be given teacher feedback on strengths and areas for development.</p>	<p>This links to the devising unit in year 10 as many aspects of performance mirror the performance requirements of that unit. It also links to the extract based work pupils completed in KS3 which prepared pupils to interpret and perform extracts from published plays. Pupils also completed a unit on stylised theatre at ks3 introducing them to techniques and strategies which they may choose to use in this unit.</p> <p><b>Declarative:</b> Develop knowledge of the play studied, style, genre and playwright.</p> <p><b>Procedural:</b> Recap blocking, interpretation, style and characterisation.</p> <p><b>Disciplinary:</b> Evaluating Drama. Evaluating their success and areas of development</p>	<p><b>Reading:</b> Various reading strategies will be used such as echo reading, mumble reading and choral reading to read key extracts from Girls Like That. Pupils will also be given background reading about the play, context and playwright to read using Reading Progress on Teams. Pupils will learn their lines by reading the play aloud.</p> <p><b>Vocabulary:</b> Glossaries will be given. Pupils will be introduced to key terminology and how to use it in context. Low stakes key words tests embed.</p> <p><b>Oracy:</b> Pupils will use oracy skills to make group decisions about their interpretation and to evaluate their success and areas for development and set targets.</p> <p><b>Written:</b> The written work for this unit is not assessed but pupils are required to explain their artistic intentions. This will be explored verbally first and by looking at exemplar examples.</p>
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<p><b>Spring Half Term 4</b></p>	<p><b>Understanding Drama: Live Theatre</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Characters</li> <li>• Context</li> <li>• Artistic Intentions</li> <li>• Interpretation</li> <li>• Key moments</li> <li>• Performance skills used and how meaning was communicated</li> <li>• Design skills used and how meaning was communicated</li> <li>• Evaluation-impact on the audience, what worked and what didn't.</li> </ul> <p>Practice questions and model answers</p>	<p>Pupils will complete practice questions under exam conditions and then will be given teacher feedback on strengths and areas for development.</p>	<p>This links to Blood Brothers (Year 10/11) as pupils will use the same terminology and focus upon the same performance and design elements. Links can also be made to devising (Year 10) as pupils were required to analyse and evaluate how meaning was communicated in their own work in that unit. Pupils also completed a theatre evaluation unit in year 9 which has skills that pupils can draw back upon.</p> <p><b>Declarative:</b> Pupils learn about the plot, characters, artistic intentions and context of the live performance. Pupils learn the correct terminology to describe the acting and design elements in key moments.</p> <p><b>Procedural:</b> Pupils learn how to interpret meaning, how to structure their answers and how to interpret command words and how to apply their learning to various different characters and extracts.</p> <p><b>Disciplinary:</b> Pupils learn how to analyse and evaluate live theatre and its success.</p>	<p><b>Reading</b></p> <p>Various reading strategies will be used such as echo reading, mumble reading and choral reading to read key extracts and WAGOLLS. Reading progress will be used to set reading about the style and context of the play.</p> <p><b>Vocabulary</b></p> <p>Glossaries will be given. Pupils will be introduced to key terminology and how to use it in context. Low stakes key words tests embed.</p> <p><b>Oracy</b></p> <p>Pupils will discuss their opinions on the success of the acting and design using talk tactics. Pupils will be encouraged to verbalise their answers before writing. Voice 21 bullseye activities will be used to encourage pupils to use a range of theatre terminology when describing their ideas. Pupils will need to agree or disagree with a statement about the production using concept cartoons.</p> <p><b>Writing</b></p> <p>Pupils will be given scaffolding such as sentence starters and structures which will slowly be taken away. WAGOLLS will be shared.</p>
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<p><b>Summer Half Term 5</b></p>	<p><b>Understanding Drama: Blood Brothers and Live Theatre</b> Practice questions Model answers</p>	<p>Pupils will complete practice questions under exam conditions and then will be given teacher feedback on strengths and areas for development.</p>	<p><b>Declarative:</b> Pupils learn the terminology to describe acting, use of space and theatre design</p> <p><b>Procedural:</b> Pupils learn how to structure their answers and how to interpret command words</p> <p><b>Disciplinary:</b> Pupils analyse how their ideas communicate meaning to an audience</p>	<p><b>Reading:</b> Reading of key extracts using a range of reading strategies. <b>Vocabulary:</b> Recap of key terminology using show me boards and match up tasks.</p> <p><b>Oracy:</b> Pupils use bullseye to discuss how they would answer a questions using a range if terminology. Pupils use you say we pay to develop description skills of set and costume.</p> <p><b>Writing:</b> Scaffolding to be taken away. WAGOLLS shared and unpicked.</p>
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