



# Year 7 Curriculum Overview: Drama



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Techniques & Skills 2. Bullying	<b>Group Work Skills:</b> listening, communicating, negotiating, discussing & supporting. <b>Dramatic Techniques:</b> Still Image, Thought Tracking, Mime, Split Scene, Exaggeration, Slow Motion & Flashback/Forward. <b>Acting Skills:</b> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <b>Design Skills:</b> Staging (End On) & Set. <b>Responses:</b> Your verbal responses/contributions to class discussions. <b>Styles:</b> Naturalistic & Abstract. <b>Strands/Approaches:</b> Devising & Script	<ul style="list-style-type: none"> <li>- Your Group Work Skills.</li> <li>- Your application of the Dramatic Techniques.</li> <li>- Your use of Acting Skills to develop characters.</li> <li>- Your use of the stage space.</li> <li>- Your verbal responses/contributions to class discussions.</li> <li>- Your Devising &amp; Script interpretation skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewing the definitions of the Techniques &amp; Skills covered.</li> <li>- Discussing the script extracts and how to interpret character.</li> </ul>
Spring Term	1. Darkwood Manor 2. Enchanted Island	<b>Group Work Skills:</b> listening, communicating, negotiating, discussing & supporting. <b>Dramatic Techniques:</b> Still Image, Thought Tracking, Mime, Split Scene, Exaggeration, Slow Motion, Flashback/Forward, Narration, Soundscape, Montage & Thought Angels. <b>Acting Skills:</b> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <b>Design Skills:</b> Staging (End On, In The Round & Promenade), Lighting, Sound & Music, Set. <b>Styles:</b> Naturalistic, Abstract & Physical Theatre. <b>Strands/Approaches:</b> Devising	<ul style="list-style-type: none"> <li>- Your Group Work Skills.</li> <li>- Your application of the Dramatic Techniques.</li> <li>- Your use of Acting Skills to create clear characters.</li> <li>- Your use of the stage space and other design elements to enhance your performance.</li> <li>- Your verbal responses/contributions to class discussions.</li> <li>- Your knowledge of how to work in different Styles of performance.</li> <li>- Your Devising skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewing the definitions of the Techniques &amp; Skills covered.</li> <li>- Discussing how they have used and could use the Dramatic Techniques in their performances.</li> </ul>
Summer Term	1. Oseo 2. Kabuki Theatre	<b>Group Work Skills:</b> listening, communicating, negotiating, discussing & supporting. <b>Dramatic Techniques:</b> Still Image, Thought Tracking, Mime, Split Scene, Exaggeration, Slow Motion, Flashback/Forward, Narration, Soundscape, Montage, Thought Angels & Direct Address. <b>Acting Skills:</b> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <b>Design Skills:</b> Staging (End On, In The Round, Traverse, Promenade), Lighting, Sound & Music, Set, Costume & Make Up. <b>Styles:</b> Naturalistic, Abstract, Physical Theatre, Kabuki & Documentary <b>Strands/Approaches:</b> Devising & Script	<ul style="list-style-type: none"> <li>- Your Group Work Skills</li> <li>- Your application of the Dramatic Techniques.</li> <li>- Your use of Acting Skills to create clear characters.</li> <li>- Your use of the stage space and other design elements to enhance your performance.</li> <li>- Your verbal responses/contributions to class discussions.</li> <li>- Your knowledge of how to work in different Styles of performance.</li> <li>- Your Devising &amp; Script interpretation skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing their understanding of the difference between Dramatic Techniques &amp; Acting Skills.</li> <li>- Researching different styles of staging a performance.</li> <li>- Researching Kabuki Theatre.</li> </ul>



# Year 8 Curriculum Overview: **Drama**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<b>Styles:</b> 1 Melodrama 2. Epic Theatre	Group Work Skills: listening, communicating, negotiating, discussing & supporting. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <u>Dramatic Techniques:</u> Still Image, Mime, Exaggeration, Slow Motion, Sound effects, Stage Fighting, Non-naturalistic movement & Multi-rolling <u>Design Skills:</u> Staging (End On & In The Round), Placards, Sound & Music.	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your knowledge of how to use the following elements to work in the two different Styles of performance:</b>                Your application of the Dramatic Techniques.                Your use of Acting Skills to create clear characters.                Your use of the stage space and other design elements to enhance your performance.</li> <li>- Your verbal responses/contributions to class discussions.</li> <li>- Your Devising &amp; Script interpretation skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewing the Assessment Grids to identify the key differences between the Styles.</li> <li>- Researching Victorian Melodrama.</li> <li>- Researching Epic Theatre.</li> </ul>
Spring Term	1. Consolidation of Melodrama & Epic Theatre. <b>New Styles:</b> 2. Documentary Theatre 3. Slapstick Comedy	<b>Group Work Skills:</b> listening, communicating, negotiating, discussing & supporting. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <u>Dramatic Techniques:</u> Still Image, Mime, Exaggeration, Slow Motion, Sound effects, Narration, Thought Tracking, Flashback/Forwards, Direct Address & Spass. <u>Design Skills:</u> Staging (End On & In The Round) Placards and Sound & Music.	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your knowledge of how to use the following elements to work in the two different Styles of performance:</b>                Your application of the Dramatic Techniques.                Your use of Acting Skills to create clear characters.                Your use of the stage space and other design elements to enhance your performance.</li> <li>- Your verbal responses/contributions to class discussions.</li> <li>- Your Devising &amp; Script interpretation skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewing the Assessment Grids to identify the key differences between the Styles.</li> <li>- Researching Documentary Theatre.</li> <li>- Researching Slapstick Comedy.</li> </ul>
Summer Term	1. Consolidation of Epic Theatre, Documentary Theatre Slapstick Comedy <b>New Style:</b> 2. Greek Chorus 3. Final Styles Consolidation	<b>Group Work Skills:</b> listening, communicating, negotiating, discussing & supporting. <u>Acting Skills:</u> Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) <u>Dramatic Techniques:</u> Mime, Exaggeration, Flocking, Clocking, Sound effects & Choral Speaking <u>Design Skills:</u> Staging (Ampitheatre) Masks & Sound & Music.	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your knowledge of how to use the following elements to work in the two different Styles of performance:</b>                Your application of the Dramatic Techniques.                Your use of Acting Skills to create clear characters.                Your use of the stage space and other design elements to enhance your performance.</li> <li>- Your verbal responses/contributions to class discussions.</li> <li>- Your Devising &amp; Script interpretation skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewing the Assessment Grids to identify the key differences between the Styles.</li> <li>- Researching Ancient Greek Theatre.</li> <li>- Revising the Theatre History Timeline.</li> </ul>



# Year 9 Curriculum Overview: **Drama**



## Topics/ content outline:

## Powerful Knowledge (key concepts, skills)

## What will you be assessed on?

## How can you help at home?

### Autumn Term

1. **Script:** *Blood Brothers* by Willy Russell
2. **Devising:** Social Media

Group Work Skills: listening, communicating, negotiating, discussing & supporting.  
Script Interpretation Skills: who, what, where, when & why understanding context, subtext...  
Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Physical Theatre and Documentary & Verbatim Theatre, Melodrama, Slapstick Comedy.  
Applying Practitioner Methodologies: Stanislavski & The Paper Birds.

- **Your Group Work Skills**
- **Your knowledge of how to use the following elements to work in the different Styles of performance:**
  - Your application of the Dramatic Techniques.**
  - Your use of Acting Skills to create clear characters.**
  - Your use of the stage space and other design elements to enhance your performance.**
- **Your verbal responses/contributions to class discussions.**
- **Your written descriptions, analyses & evaluations.**
- **Your Devising & Script interpretation skills.**

- Reading the script extracts to consider acting and design ideas.
  - Researching the Practitioner's work and key methodologies.
- Revising Yr8 Style Assessment Grids.
- Working on how to describe, analyse and evaluate their own and others performance and design work.

### Spring Term

- 1, **Script & Devising:** Comparing Styles
2. KS4 Taster Session
3. **Devising & Script:** Epic Theatre

Group Work Skills: listening, communicating, negotiating, discussing & supporting.  
Script Interpretation Skills: who, what, where, when & why understanding context, subtext...  
Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Epic Theatre and Physical Theatre.  
Applying Practitioner Methodologies: Stanislavski, Bertolt Brecht & Frantic Assembly.

- **Your Group Work Skills**
- **Your knowledge of how to use the following elements to work in the different Styles of performance:**
  - Your application of the Dramatic Techniques.**
  - Your use of Acting Skills to create clear characters.**
  - Your use of the stage space and other design elements to enhance your performance.**
- **Your verbal responses/contributions to class discussions.**
- **Your written descriptions, analyses & evaluations.**
- **Your Devising & Script interpretation skills.**

- Reading the script extracts to consider acting and design ideas.
  - Researching the Practitioner's work and key methodologies.
- Revising Yr8 Style Assessment Grids.
- Working on how to describe, analyse and evaluate their own and others performance and design work.

### Summer Term

1. **Devising & Script:** Epic Theatre
2. **Devising:** Conflict

Group Work Skills: listening, communicating, negotiating, discussing & supporting.  
Script Interpretation Skills: who, what, where, when & why understanding context, subtext...  
Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Physical Theatre, Documentary & Verbatim Theatre and Epic Theatre.  
Applying Practitioner Methodologies: Stanislavski, Frantic Assembly, The Paper Birds & Bertolt Brecht.

- **Your Group Work Skills**
- **Your knowledge of how to use the following elements to work in the different Styles of performance:**
  - Your application of the Dramatic Techniques.**
  - Your use of Acting Skills to create clear characters.**
  - Your use of the stage space and other design elements to enhance your performance.**
- **Your verbal responses/contributions to class discussions.**
- **Your written descriptions, analyses & evaluations.**
- **Your Devising & Script interpretation skills.**

- Reading the script extracts to consider acting and design ideas.
  - Researching the Practitioner's work and key methodologies.
- Revising Yr8 Style Assessment Grids.
- Working on how to describe, analyse and evaluate their own and others performance and design work.



# Year 10 Curriculum Overview: **Drama GCSE**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> <li>Devising &amp; Script work</li> <li>Devising Mini Mock</li> <li>Live Theatre Reviews</li> </ol>	<p><b>Group Work Skills:</b> listening, communicating, negotiating, discussing &amp; supporting.</p> <p><b>Script Interpretation Skills:</b> who, what, where, when &amp; why understanding context, subtext...</p> <p><b>Working clearly in chosen Style(s):</b> using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style: Farce, Naturalism, Kneehigh Theatre &amp; Physical Theatre.</p> <p><b>Applying Practitioner Methodologies:</b> Stanislavski, Kneehigh Theatre Company &amp; Frantic Assembly.</p> <p><b>Writing detailed:</b> descriptions, analyses &amp; evaluations of your process, research and ideas for devised performance and of Live Theatre performances.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your understanding of how to interpret script as both as performer and a designer.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>Your ability to write detailed descriptions, analyses &amp; evaluations.</b></li> <li>- <b>Drafts of Devising Logs 1, 2 &amp; 3.</b></li> <li>- <b>Live Theatre Reviews.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Discuss ways of writing more detailed descriptions, analyses and evaluations.</li> <li>- Read script extracts and question the context and characters.</li> <li>- Question what different Styles and Practitioner Methodologies they know.</li> <li>- Discuss the acting &amp; design elements of Live Theatre seen.</li> </ul>
Spring Term	<ol style="list-style-type: none"> <li>Devising Mini Mock</li> <li>Text in Performance work on script extracts.</li> <li>Set Text: Blood Brothers revisited</li> </ol>	<p><b>Group Work Skills:</b> listening, communicating, negotiating, discussing &amp; supporting.</p> <p><b>Script Interpretation Skills:</b> who, what, where, when &amp; why understanding context, subtext...</p> <p><b>Working clearly in chosen Style(s):</b> using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style: Naturalism &amp; Kneehigh Theatre.</p> <p><b>Applying Practitioner Methodologies:</b> Stanislavski &amp; Kneehigh Theatre Company.</p> <p><b>Writing detailed:</b> descriptions analyses &amp; evaluations of your process, research, ideas and final devised performance and of your use of design and acting skills used on Set Text extracts.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your understanding of how to interpret script as both as performer and a designer.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>Your ability to write detailed descriptions, analyses &amp; evaluations.</b></li> <li>- <b>Drafts of Devising Logs 1, 2 &amp; 3.</b></li> <li>- <b>Written Paper style responses to Section B Q1-3.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Read Devising Log drafts to check meaning is clear, descriptions are detailed &amp; terminology is embedded. <ul style="list-style-type: none"> <li>- Give feedback on performance work.</li> </ul> </li> <li>- Read cue lines to help them learn lines.</li> <li>- Revise Styles and Practitioner Methodologies.</li> </ul>
Summer Term	<ol style="list-style-type: none"> <li>Set Text: Blood Brothers revisited</li> <li>Devising Exam</li> </ol>	<p><b>Group Work Skills:</b> listening, communicating, negotiating, discussing &amp; supporting.</p> <p><b>Script Interpretation Skills:</b> who, what, where, when &amp; why understanding context, subtext...</p> <p><b>Working clearly in chosen Style(s):</b> using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style(s).</p> <p><b>Applying chosen Practitioner Methodologies</b></p> <p><b>Writing detailed:</b> descriptions analyses &amp; evaluations of your process, research &amp; ideas. Evaluating your final devised performance. Describing, analysing &amp; evaluating your ideas for design and use of acting skills for the Set Text extracts.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your understanding of how to interpret script as both as performer and a designer.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>Your ability to write detailed descriptions, analyses &amp; evaluations.</b></li> <li>- <b>Drafts of Devising Logs 1, 2 &amp; 3.</b></li> <li>- <b>Written Paper style responses to Section B Q1-3.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Ask them to explain the key characters in Blood Brothers and what they should write for Questions 1-3.</li> <li>- Read Devising Log drafts to check meaning is clear, descriptions are detailed &amp; terminology is embedded.</li> <li>- Talking through the concept for the Devised performance.</li> </ul>



# Year 11 Curriculum Overview: **Drama GCSE**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>Devising Real Exam</li> <li>Live Theatre Review</li> <li>Set Text: Blood Brothers work</li> </ol>	<p><u>Group Work Skills</u>: listening, communicating, negotiating, discussing &amp; supporting.</p> <p><u>Script Interpretation Skills</u>: who, what, where, when &amp; why understanding context, subtext...</p> <p><u>Working clearly in chosen Style(s)</u>: using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style(s).</p> <p><u>Applying chosen Practitioner Methodologies</u></p> <p><u>Writing detailed</u>: descriptions, analyses &amp; evaluations of your process, research, ideas and final devised performance and of the use of design and acting skills used on Set Text extracts &amp; in Live Theatre.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>Your ability to write detailed descriptions, analyses &amp; evaluations.</b></li> <li>- <b>Drafts of Devising Logs 1, 2 &amp; 3.</b></li> <li>- <b>Section B Set Text Question responses.</b></li> <li>- <b>Section C Live Theatre Question responses.</b></li> <li>- <b>Writing Devised Performance Intentions.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Read Devising Log drafts to check meaning is clear, descriptions are detailed &amp; terminology is embedded.</li> <li>- Encourage them to attend intervention sessions and complete teacher feedback and meet deadlines.</li> <li>- Talking through the concept for the Devised performance.</li> <li>- Discussing live theatre seen.</li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>Text in Performance work and Exam</li> <li>Set Text: Blood Brothers work.</li> </ol>	<p><u>Group Work Skills</u>: listening, communicating, negotiating, discussing &amp; supporting.</p> <p><u>Script Interpretation Skills</u>: who, what, where, when &amp; why understanding context, subtext...</p> <p><u>Working clearly in Style of the script</u>: using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style.</p> <p><u>Applying appropriate Practitioner Methodologies.</u></p> <p><u>Writing detailed</u>: descriptions, analyses &amp; evaluations of your use of design and acting skills used on Set Text extracts &amp; seen in Live Theatre.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your understanding of how to interpret script as both as performer and a designer.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>Your ability to write detailed descriptions, analyses &amp; evaluations.</b></li> <li>- <b>Written Paper style responses to Section B Q1-4.</b></li> <li>- <b>Writing Scripted Performance Intentions.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Read Performance Intentions to check for clear meaning.</li> <li>- Discuss and help to work on Mock Exam responses and targets.</li> <li>- Encourage them to attend intervention sessions and complete teacher feedback and meet deadlines.</li> <li>- Watch and give feedback on performance work.</li> <li>- Read in cues to help them learn lines.</li> </ul>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>Final revision for all elements of the written exam</li> </ol>	<p><u>Script Interpretation Skills</u>: who, what, where, when &amp; why understanding context, subtext...</p> <p><u>Writing detailed</u>: descriptions, analyses &amp; evaluations of your use of design and acting skills used on Set Text extracts &amp; seen in Live Theatre.</p>	<ul style="list-style-type: none"> <li>- <b>Your understanding of how to interpret script as both as performer and a designer.</b></li> <li>- <b>Your ability to write detailed descriptions, analyses &amp; evaluations.</b></li> <li>- <b>Knowledge and understanding of terminology and roles and responsibilities in the theatre.</b></li> <li>- <b>Written Paper style responses to Section B Q1-4.</b></li> <li>- <b>Written Paper responses to Section C Live Theatre.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Testing knowledge of the whole play and character development through the play.</li> <li>- Reviewing written responses and targets to address.</li> <li>- Quizzing on Theatre Roles &amp; Responsibilities and terminology.</li> </ul>



# Year 10 Curriculum Overview: **BTEC Performing Arts**



## Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Component 1: Exploring the Performing Arts</b>  Introduction to three different productions and there styles	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Abstract Theatre, Physical Theatre, Musical Theatre. <u>Applying Practitioner Methodologies.:</u> Frantic Assembly & Stanislavski <u>Writing detailed:</u> Descriptions, analyses and evaluations of the acting and design in the chosen productions. Writing detailed reflections about how your skills have developed. Describing the skills and responsibilities of key theatre makers (directors, actors, designers, choreographers etc).	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>Your ability to write detailed descriptions of key responsibilities and skills of key theatre makers.</b></li> <li>- <b>Your ability to write detailed reflections on how your skills have developed.</b></li> <li>- <b>Your ability to describe, analyse and evaluate key acting and design choices in the productions.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Watch any of the online productions and discuss the key acting and design choices in each production.</li> <li>- Question what different Styles and Practitioner Methodologies they know.</li> <li>- Discuss each of their workshops with them and read through their reflections to see if they have described the skills they have developed.</li> </ul>

## Spring Term

<b>Component 1</b> Applying your understanding of the styles and productions = <b>Written Coursework (30%)</b>  <b>Component 2: Developing skills and techniques in the performing arts.</b> Introduction to recreating the repertoire (scripts)	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext... <u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism & Kneehigh Theatre. <u>Applying Practitioner Methodologies.:</u> Frantic Assembly, Stanislavski <u>Writing detailed:</u> Descriptions, analyses and evaluations of the acting and design in the chosen productions. Writing detailed reflections about how your skills have developed. Describing the skills and responsibilities of key theatre makers (directors, actors, designers, choreographers etc)	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills.</b></li> <li>- <b>Your understanding of how to interpret script as both as performer and a designer.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>Your ability to write detailed descriptions of key responsibilities and skills of key theatre makers.</b></li> <li>- <b>Your ability to write detailed reflections on how your skills have developed.</b></li> <li>- <b>Your ability to describe, analyse and evaluate key acting and design choices in the productions.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Read their Component 1 coursework and check the meaning is clear, descriptions are detailed &amp; terminology is embedded.</li> <li>- Encourage them to attend intervention sessions and complete teacher feedback and meet deadlines.</li> <li>- Read through the scripts that they are exploring.</li> </ul>
--	---	--	---

## Summer Term

<b>Component 3: Responding to a Brief</b>  Creating a mock devised performance based on a previous exam brief and writing the logs.	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Interpretation skills:</u> considering the target audience, intentions and purpose of the performance. <u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s). <u>Applying chosen Practitioner Methodologies</u> <u>Writing detailed:</u> descriptions about how your ideas and skills have developed throughout the devising process. Evaluating key acting and design choices you made.	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills.</b></li> <li>- <b>Your ability to interpret and achieve the requirements on an exam brief.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>Drafts of Ideas, Skills and Evaluation logs – your ability to describe your ideas and skills and how they developed throughout the devising process. Evaluating key acting and design choices you made.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Read through the Component 3 exam brief and ask them to describe how they are achieving the brief in their performance.</li> <li>- Read their Ideas, Skills and Evaluation Log drafts to check meaning is clear, descriptions are detailed &amp; terminology is embedded.</li> <li>- Talking through the concept for the Devised performance.</li> </ul>
---	---	---	---



# Year 11 Curriculum Overview: **BTEC Performing Arts**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<b>Component 2: Developing Skills and Techniques in the performing arts <u>real performance exam and coursework</u> (30%)</b>	<p>Group Work Skills: listening, communicating, negotiating, discussing &amp; supporting.</p> <p><u>Script Interpretation Skills</u>: who, what, where, when &amp; why understanding context, subtext...</p> <p><u>Working clearly in chosen Style(s)</u>: using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style(s).</p> <p><u>Applying chosen Practitioner Methodologies</u></p> <p><u>Writing detailed</u>: targets for Task 1 and Task 3 – ability to set, monitor and evaluate your targets.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>Your ability to write detailed targets, individual to your practice. Your ability to continually reflect upon how you are progressing with these targets, evaluating your rehearsals and final performance work.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Read in cues to help them learn lines.</li> <li>- Read through the play with them and help them understand the emotional journey of the character.</li> <li>- Read through and discuss how they are meeting their targets.</li> </ul>
Spring Term	<b>Component 3: Responding to a brief <u>real performance and exam logs in timed conditions</u> (40%)</b>  Creating a final devised performance based on the January exam brief.	<p>Group Work Skills: listening, communicating, negotiating, discussing &amp; supporting.</p> <p><u>Interpretation skills</u>: considering the target audience, intentions and purpose of the performance.</p> <p><u>Working clearly in Style of the script</u>: using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style.</p> <p><u>Applying appropriate Practitioner Methodologies.</u></p> <p><u>Writing detailed</u>: descriptions about how your ideas and skills have developed throughout the devising process. Evaluating key acting and design choices you made.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills.</b></li> <li>- <b>Your ability to interpret and achieve the requirements that are on the exam brief.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s).</b></li> <li>- <b>The final Ideas, Skills and Evaluation logs (800 words each). Your ability to describe your ideas and skills and how they developed throughout the devising process. Evaluating key acting and design choices you made.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Talk through the concept for the devised performance.</li> <li>- Read through the ideas, skills and evaluation log feedback and help them address the feedback by writing practice paragraphs/responses.</li> <li>- Watch and give feedback on performance work.</li> </ul>

**The course will be finished by the end of Term 2**