

Year 10 Curriculum

	Autumn Term		Spring Term		Summer Term		
	1	2	1	2	1	2	
Key Concepts	<ul style="list-style-type: none"> • THEATRE KNOWLEDGE – THEATRE ROLES AND RESPONSIBILITIES • CREATING ORIGINAL DRAMA • EVALUATION • SPECIALIST SKILLS • PERSONAL MANAGEMENT/LIFE SKILLS <p><i>Comp 2 - devised performance</i></p> <p><i>comp 1 – theatre roles and responsibilities</i></p>	<ul style="list-style-type: none"> • INTERPRETING SCRIPTS • SPECIALIST SKILLS • PERSONAL MANAGEMENT/LIFE SKILLS <p><i>Comp 1 Blood Brothers</i></p>	<ul style="list-style-type: none"> • INTERPRETING SCRIPTS • SPECIALIST SKILLS • PERSONAL MANAGEMENT/LIFE SKILLS <p><i>Comp 3 - Scripted performance, introducing Stanislavski and Brecht</i></p>	<ul style="list-style-type: none"> • CREATING ORIGINAL DRAMA • EVALUATION • SPECIALIST SKILLS • PERSONAL MANAGEMENT/LIFE SKILLS <p><i>Comp 1 - live theatre review</i></p> <p><i>Comp 2 - practical. Begin NEA assessment</i></p>	<ul style="list-style-type: none"> • CREATING ORIGINAL DRAMA • EVALUATION • SPECIALIST SKILLS • PERSONAL MANAGEMENT/LIFE SKILLS <p><i>Comp 2 - NEA devising</i></p>		
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> • selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • Revise, edit and proof-read through: • Consolidate and build on their knowledge of grammar and vocabulary through • speak confidently, audibly and effectively • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and 	<ul style="list-style-type: none"> • read and appreciate the depth and power of the English literary heritage • understand and critically evaluate texts • make an informed personal response, recognising that other responses to a text are possible and evaluating these. • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 	<ul style="list-style-type: none"> • read and appreciate the depth and power of the English literary heritage • understand and critically evaluate texts • make an informed personal response, recognising that other responses to a text are possible and evaluating these. • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 	<ul style="list-style-type: none"> • selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • Revise, edit and proof-read through: • Consolidate and build on their knowledge of grammar and vocabulary through • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 	<ul style="list-style-type: none"> • selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • Revise, edit and proof-read through: • Consolidate and build on their knowledge of grammar and vocabulary through • speak confidently, audibly and effectively • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 		

	action to add impact.				
Assessment	Quizzes performance of original drama. mini devising log	written questions and exam papers practical performance	written questions and exam papers practical performance	written essay and timed exam questions formative assessment of practical drama	Performance of original drama. devising log
Why this?	Pupils build on their knowledge of theatre roles and responsibilities and begin to understand pros and cons of approaches to theatre. Creating your own original theatre at a more challenging level is rewarding and creative. Pupils choose and are able to develop their specialist skills as a designer of performer, enabling them to create more sophisticated work.	Pupils develop understanding and explore their set text, developing both design and performance ideas, examining context and applying the analytical and interpretive skills they have developed at KS3. Pupils learn how to rehearse and perform roles in more challenging extracts, identifying their dramatic intentions and applying their skills, with less scaffolding to bring these characters to the stage.	Pupils learn how to rehearse and perform roles in more challenging extracts, identifying their dramatic intentions and applying their skills, with less scaffolding to bring these characters to the stage. Knowledge of influential key practitioners allows pupils more insight into the possibilities of theatre.	Evaluating the work of others is invaluable in understanding the world of theatre and all aspects of production. Decoding and evaluating how theatre makers send message and meaning to an audience, inspires young people to develop their own work and broadens horizons as to how this can be done.	Students choose are able to develop their specialist skills as a designer of performer, enabling them to create more sophisticated work. Students respond to a stimulus to develop work on an issue relevant to them.
Why now?	Pupils have built up a 'toolkit' of devising and specialist skills and they are required to apply them in a more autonomous and independent way	By the end of KS4 pupils need to work in a more independent and confident way. Knowledge of a key texts and various interpretations, allows students insight into how they can apply their own ideas in innovative ways, not only to their set text, but to other plays.	By the end of KS4 students need to work in a more independent and confident way. Detailed knowledge of a text and of practitioners various interpretations, allows students insight into how they can apply their own ideas and skills in innovative ways. They need to be able to apply these skills to a range of roles. They also learn to be experimental with interpreting a role.	Analysis and evaluation of the work of others in advance of creating their own work provides excellent inspiration for pupils.	Students provided with the opportunity to work for a prolonged period to create a well-crafted piece of theatre to meet KS4 demands.
Skills & Characteristics	Aiming high/Resilience Creating original theatre is a demanding and frustrating task. Pupils are required to persevere over a considerable period of time. Pupils are challenged to remain engaged and make progress, when they will encounter many obstacles. They must be prepared to fail in order	Aiming high/Resilience Gaining extensive practical and theoretical knowledge of a full text is demanding. Written responses test literacy and determination is required to communicate practical intentions through prose.	Aiming high/Resilience Working on a script is challenging, frustrating and often Pupils often fail before they succeed. To overcome these hurdles requires resilience. Line learning also requires persistence.	See also Summer term Aiming High/Resilience Students find discussing their likes and dislikes when watching theatre quite easy. However, to analyse the precise details and the impact of production decisions on an audiences, requires high levels of thought. Producing an engaging piece of prose to explain your	Aiming high/Resilience Creating original theatre is a demanding and frustrating task. Pupils are required to persevere over a considerable period of time. Pupils are challenged to remain engaged and make progress, when they will encounter many obstacles. They must be prepared to fail in order to be successful.

	<p>to be successful.</p> <p>Team work/Collaboration</p> <p>Extended and timely collaboration is required to achieve a group goal.</p> <p>Working across specialisms will require excellent communication, tolerance and support of one another. Team work is also required in the delivery of the final performance.</p> <p>Creativity</p> <p>Pupils can choose the skills they wish to develop. They can also choose the focus of their work and the issues they wish to explore. They must find creative ways of engaging with an audience. Independent study and learning will be required to develop specialist skills. Pupils will need to evaluate their progress, set new targets and learn from mistakes.</p> <p>Speaking</p> <p>This is the essence of communication when creating original drama. Pupils need to express their ideas articulately, discuss, debate, justify and reach resolution. They must also speak in role.</p>	<p>Team work/Collaboration</p> <p>Team work is needed for many tasks in this unit. Pupils will work for the majority of the time, in small groups. They need to support each other to achieve their aims, as performers and designers.</p> <p>It also allows students insight into how collaboration is an essential part of drama and theatre.</p> <p>Creativity</p> <p>Pupils are required to be imaginative and inventive in their interpretation of the script.</p> <p>Speaking</p> <p>Pupils will be required to use discussion skills to communicate within groups. They also must use speech in role and analyse how vocal skills can change meaning.</p>	<p>Team work/Collaboration</p> <p>Interpreting a script with fellow actors requires teamwork and communication. Rehearsals, including the use of techniques such as hot-seating demands pupils develop a creative rapport communicating in both explicit and implicit ways. Pupils also explore ways of non-verbal communication. They examine methods of communicating meaning to an audience.</p> <p>Creativity</p> <p>Interpreting a script and bringing a role to life requires imagination. Students must use theirs bring a role to life. This interpretation requires students to think with both originality and consideration of context.</p> <p>Speaking</p> <p>Pupils will develop vocal skills to engage and emotionally influence an audience. They will also give oral feedback and use discussion in groups.</p> <ul style="list-style-type: none"> rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning. Using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<p>thoughts in a logical manner requires perseverance and effort.</p> <p>Creativity</p> <p>This unit requires pupils to investigate and discover meaning. Their analysis needs to be unusual and creative. They need to be able to see beyond the obvious.</p> <p>collaboration/Teamwork</p> <p>Students will work in teams to analyse areas of production. They will also work together to challenge ideas and opinions.</p> <p>Speaking</p> <p>Students need to use speech in creative and purposeful ways. They will use discussion to express their views and that of others. They will gain confidence in using specific drama vocabulary.</p>	<p>Team work/Collaboration</p> <p>Extended and timely collaboration is required to achieve a group goal.</p> <p>Working across specialisms will require excellent communication, tolerance and support of one another. Team work is also required in the delivery of the final performance.</p> <p>Creativity</p> <p>Pupils can choose the skills they wish to develop. They can also choose the focus of their work and the issues they wish to explore. They must find creative ways of engaging with an audience. Independent study and learning will be required to develop specialist skills. Pupils will need to evaluate their progress, set new targets and learn from mistakes.</p> <p>Speaking</p> <p>This is the essence of communication when creating original drama. Pupils need to express their ideas articulately, discuss, debate, justify and reach resolution. They must also speak in role.</p>
<p>Aspirations & Careers</p>	<p>careers</p> <p>Students work as a professional theatre company, experiencing many aspects of how the industry and how theatre companies work together to create original work. They learn</p>	<p>careers</p> <p>Students are required to think as performers and designers and consider the role they play in creating professional theatre. They will develop their industry-based terminology.</p>	<p>careers</p> <p>Pupils learn about the rehearsal process in the professional theatre and consider the impact of theatre of the paying public. They add further knowledge and skills to their professional repertoire.</p>	<p>.careers</p> <p>Students learn about different areas of production and the work of practitioner's in various fields of theatre. They can discover more about careers in theatre design.</p> <p>enrichment</p> <p>This unit should allow students to</p>	<p>careers</p> <p>Students work as a professional theatre company, experiencing many aspects of how the industry and how theatre companies work together to create original work. .</p>

<p>of job roles in theatre.</p> <p>Essential personal/ life skills</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for KS4 pupils to have at least 2 live theatre visits.</p> <p>Cultural capital</p> <p>Pupils learn about a range of theatre genres, styles and conventions</p>	<p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>Cultural capital</p> <p>Pupils learn about musical theatre as a genre. They also explore the cultural context of the UK across the 60s-80s. We aim for GCSE pupils to see a live performance of their set text</p>	<p>Essential personal/ life skills continue to be developed .e.g perseverance, resilience, leadership, creativity</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS4.</p> <p>Cultural capital</p> <p>Pupils are introduced to a vast range of scripts from different eras and genres, widening their knowledge of theatre texts.</p>	<p>access live theatre in a number of venues</p> <p>Cultural capital</p> <p>Pupils learn about a range of theatre genres, styles and conventions We aim for KS4 pupils to have at least 2 live theatre visits.</p>	<p>Essential personal/ life skills</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for KS4 pupils to have at least 2 live theatre visits.</p> <p>Cultural capital</p> <p>Pupils learn about a range of theatre genres, styles and conventions</p>
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<p>• Basic (Lower Ability End Points)</p>	<p>Clear (Middle Ability End Points)</p>	<p>Detailed (Higher Ability End Points)</p>
<ul style="list-style-type: none"> develop some ideas for performance outcomes that communicate straightforward meaning(s) apply theatrical skills with limited effect to realise some of the artistic intentions demonstrate a basic awareness of developing and performing drama, with inconsistent use of specialist terminology describe and comment simply on drama seen and made 	<ul style="list-style-type: none"> develop more complex ideas for performance with greater success at communicating meaning apply theatrical skills with growing confidence to achieve several artistic intentions demonstrate growing knowledge and understanding of developing and performing drama, using specialist terminology appropriately produce detailed comments and some analysis and evaluation of drama seen and made 	<ul style="list-style-type: none"> develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively apply theatrical skills competently and coherently to realise artistic intentions demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately produce detailed and coherent analysis and evaluation of drama seen and made

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Key Concepts	<ul style="list-style-type: none"> • INTERPRETING SCRIPTS • SPECIALIST SKILLS • PERSONAL MANAGEMENT/LIFE SKILLS <p><i>Comp 1 - revision</i></p> <p><i>Comp 3 -Scripted performance</i></p>	<ul style="list-style-type: none"> • INTERPRETING SCRIPTS • SPECIALIST SKILLS • PERSONAL MANAGEMENT/LIFE SKILLS <p><i>Comp 3 -Scripted performance Comp 1 - 1 lesson per week</i></p> <p>External practical exam</p>	<ul style="list-style-type: none"> • THEATRE KNOWLEDGE – THEATRE ROLES AND RESPONSIBILITIES • INTERPRETING SCRIPTS • EVALUATION <p>Comp 1 revision</p>	<ul style="list-style-type: none"> • THEATRE KNOWLEDGE – THEATRE ROLES AND RESPONSIBILITIES • INTERPRETING SCRIPTS • EVALUATION <p>Comp 1 revision</p>	<ul style="list-style-type: none"> • THEATRE KNOWLEDGE – THEATRE ROLES AND RESPONSIBILITIES • INTERPRETING SCRIPTS • EVALUATION <p>Comp 1 revision</p> <p>Written exam paper</p>	
National Curriculum Knowledge	<ul style="list-style-type: none"> • selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • Revise, edit and proof-read through: • Consolidate and build on their knowledge of grammar and vocabulary 		<ul style="list-style-type: none"> • selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • Revise, edit and proof-read through: • Consolidate and build on their knowledge of grammar and vocabulary through 			

<p>& Understanding</p>	<p>through</p> <ul style="list-style-type: none"> • speak confidently, audibly and effectively • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 		<ul style="list-style-type: none"> • speak confidently, audibly and effectively <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness</p>			
<p>Assessment</p>	<p>Quizzes</p> <p>Written exam questions</p>	<p>Mock Practical performance</p> <p>externally assessed practical performance</p>	<p>Quizzes</p> <p>Written questions</p>	<p>Quizzes</p> <p>Written exam questions</p>	<p>Quizzes</p> <p>Written exam questions</p>	
<p>Why this?</p>	<p>Students continue to learn how to rehearse and perform roles in more challenging extracts, identifying their dramatic intentions and applying They are able to focus on their skills. one text and use a range of rehearsal techniques to bring it to life.</p> <p>Students consolidate their knowledge of theatre roles and responsibilities and begin to understand pros and cons of approaches to theatre</p> <p>Students consolidate prior learning and further develop understanding and explore their set text, developing both design and performance ideas, examining context and applying the analytical and interpretive skills they have developed at KS3.</p> <p>Students hone and perfect their performance of key scripted extracts for an audience.</p>		<p>Students consolidate their knowledge of theatre roles and responsibilities and begin to understand pros and cons of approaches to theatre.</p> <p>Students consolidate prior learning and further develop understanding and explore their set text, developing both design and performance ideas, examining context and applying the analytical and interpretive skills they have. They learn how to craft answers and essays to enable success in their written assessments.</p> <p>Developing the ability to analyse the work of others increases students' knowledge of how elements combine to create theatre n assessments.</p> <p>We can address gaps in students' understanding.</p> <p>.</p>			
<p>Why now?</p>	<p>At this point students will have the toolkit of skills to rise to the challenge of performing extended extracts of texts. Students can fulfil KS4 requirements.</p> <p>Consolidation of prior learning allows students to develop further and create their own understanding of a text. Students also consolidate their understanding of live theatre evaluation</p>		<p>At this point, students are able to practise answering more challenging questions with less scaffolding. They can also complete timed answers more efficiently</p> <p>Students can use knowledge and skills to complete questions under exam conditions.</p>	<p>Students complete final preparation for their written assessment, rec-calling knowledge and trying out different questions.</p>		
<p>Skills & Characteristics</p>	<p>Aiming high/Resilience</p> <p>Working on a script is challenging, frustrating and often Pupils often fail before they succeed. To overcome these hurdles requires resilience. Line learning also requires persistence. Students need to strive to attain their best in this important assessment.</p> <p>Team work/Collaboration</p> <p>Interpreting a script with fellow actors requires teamwork and communication. Rehearsals, including the use of techniques such as hot-seating demands pupils develop a creative rapport communicating in both explicit and implicit ways. Pupils also explore ways of non-verbal communication. They examine methods of communicating meaning to an audience. Pupils need to support one another in stressful conditions.</p>		<p>Aiming high/Resilience</p> <p>Pupils need to aim high o achieve their best. They must be familiar with the standards required of them and to be prepared to rework and reinterpret to improve their work</p> <p>Creativity</p> <p>Pupils are required to investigate and discover meaning. They need to ensure their interpretations and analysis are unusual and creative. They need to be able to see beyond the obvious.</p> <p>collaboration/Teamwork</p> <p>Students will work in teams to revise their knowledge and improve their responses. They will also work together to challenge ideas and opinions.</p>			

	<p>Creativity</p> <p>Interpreting a script and bringing a role to life requires imagination. Students must use theirs bring a role to life. This interpretation requires students to think with both originality and consideration of context. Pupils must find creative solutions</p> <p>Speaking</p> <p>Pupils will develop vocal skills to engage and emotionally influence an audience. They will also give oral feedback and use discussion in groups.</p> <ul style="list-style-type: none"> rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning. Using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Speaking with clarity for an examined performance 	<p>Speaking</p> <p>Students need to use speech in creative and purposeful ways. They will use discussion to express their views and that of others. They will gain confidence in using specific drama vocabulary.</p>	
<p>Aspirations & Careers</p>	<p>careers</p> <p>Pupils learn about the rehearsal process in the professional theatre and consider the impact of theatre of the paying public. They add further knowledge and skills to their professional repertoire. They learn of job roles in theatre and what this entails.</p> <p>Essential personal/ life skills continue to be developed .e.g perseverance, resilience, leadership, creativity</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS4.</p> <p>Cultural capital</p> <p>Pupils are introduced to a vast range of scripts from different eras and genres, widening their knowledge of theatre texts. They can begin to see the endless possibilities of theatre.</p>	<p>careers</p> <p>Students consolidate prior learning about job roles, different areas of production and the work of practitioner's in various fields of theatre. They can discover more about careers in theatre design.</p> <p>Cultural capital</p> <p>Pupils learn about a range of theatre genres, styles and conventions. They experience a range of contrasting theatre.</p>	

<ul style="list-style-type: none"> Basic <p>(Lower Ability End Points)</p>	<p>Clear</p> <p>(Middle Ability End Points)</p>	<p>Detailed</p> <p>(Higher Ability End Points)</p>
<ul style="list-style-type: none"> develop more complex ideas for performance with greater success at communicating meaning 	<ul style="list-style-type: none"> develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively 	<ul style="list-style-type: none"> develop creative ideas for performance outcomes that communicate meaning(s) with assurance and impact

<ul style="list-style-type: none"> • Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
<ul style="list-style-type: none"> • apply theatrical skills with growing confidence to achieve several artistic intentions • demonstrate growing knowledge and understanding of developing and performing drama, using specialist terminology appropriately • produce detailed comments and some analysis and evaluation of drama seen and made 	<ul style="list-style-type: none"> • apply theatrical skills competently and coherently to realise artistic intentions • demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately • produce detailed and coherent analysis and evaluation of drama seen and made 	<ul style="list-style-type: none"> • apply theatrical skills skilfully and effectively to realise artistic intentions • demonstrate breadth and depth of knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectively • produce perceptive and well-informed critical analysis and evaluation of drama seen and made