

Term/Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students? They can...	Foundation / Developing Offer some ideas and understand several devising techniques in practice	Foundation / Developing Can securely use drama skills and some TIE conventions. Performance is secure and generally confident. Interpretation of character is mostly effective and coherent.	Foundation / Developing Basic development of physical, technical and interpretative skills for DANCE. Able to reproduce DANCE repertoire.	Foundation / Developing Outline / describe the roles, responsibilities and skills of practitioners, using relevant examples of DRAMA styles.	Foundation / Developing Basic development of physical, technical and interpretative skills for Musical Theatre. Able to reproduce Musical Theatre repertoire.	Foundation / Developing Can comment on professional repertoire with reference to characters, set and basic methods for communicating simple meaning.
	Good / Exceptional Offer a range of exceptional and highly creative ideas that has a significant impact on the practical work. Can understand and utilise a range of devising techniques in practice and theoretically.	Good / Exceptional Can demonstrate exceptional flair in application of drama skills in Theatre in Education. Interactions with other performers is faultless. Shows a highly original interpretation of character which leads to a powerful communication of message with the audience.	Good / Exceptional Demonstrate disciplined and organised development of, and considered selection, application and assured use of, technical, stylistic and interpretative skills within existing DANCE repertoire.	Good / Exceptional Discuss / assess the stylistic qualities of DRAMA practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose.	Good / Exceptional Demonstrate disciplined and organised development of, and considered selection, application and assured use of, technical, stylistic and interpretative skills within existing Musical Theatre repertoire.	Good / Exceptional Analyse professional repertoire using complex terminology and focus on implied and underlying meaning communicated through a variety of performance methods.
Links to GCSE Links to BTEC	Component 1,2,3 Component 1,2,3	Component 1,2,3 Component 1,2,3	Component 1 Component 1, 2	Component 3 Component 1	Component 1,2,3	Component 1,2,3 Component 1,3
Homework – Knowledge organiser created and on website?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Responsive Teaching – how do we assess and feed back to students in this subject (formative and summative)	<ol style="list-style-type: none"> Formative - Mini performances at the end of most lessons – peer and teacher verbal feedback Summative – Written evaluations marked with S, I, NOW Summative – Performance written feedback and video reviews Formative – Verbal feedback filmed on work-in-progress performance videos Formative – Whole class feedback sheets after key lessons Formative – Coloured highlighters used on written work to show S and I Formative – Intensive questioning as 'code' to leave the classroom each lesson 					

<p>Termly assessment content — what content will be covered in your termly assessments (the two-week assessment window)?</p>	<p>Mock Component 1 style devised performance and full portfolio focused on analysing progress and the creative process.</p>	<p>Component 2 style scripted performance. (But with some devised elements and mark scheme adjusted accordingly)</p>	<p>Component 3 exam style questions which focus on analysis of both performance and design based elements of a live theatre piece in a Naturalistic style as studied.</p>
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