

| Year 10 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| TOPIC | Introduction to BTEC course. Introduction to drama workshops and techniques.. | Continued development of drama techniques and performances of monologues. | Development of technical skills. | Development of technical skills as well as performance and interpretive skills. | Introduction to component 1. Exploring the performing Arts. | Completion of component 1 exploring the performing arts. |
| KNOWLEDGE TAUGHT | Teaching of 4 or 5 drama technique. Introduction to modern drama practitioner and their monologues. | Continued development of practical knowledge. Deeper understanding of key terms.. | Teaching and development of professional group piece. | Final teaching of professional repertoire. Developing knowledge and applying of performance and interpretive skills. | Introduction to 2 new professional pieces. Understanding of the the roles and responsibilities of people in the performing arts. Develop understanding of the stylistic qualities. | Developing understanding of the stylistic qualities of different work and styles. |
| SKILLS DEVELOPED <i>(Include any trips and visits.)</i> | Improvisation, monologues, blocking and developing characteristics. | Applying keys terms to practical understanding. Begin teaching of professional repertoire. | Developing understanding of stage presence personal roles. | Performance skills and evaluative skills. | Research skills developed. Development of understanding of the intricate details that make a drama performance. | Research and presentation skills. |
| ASSESSMENTS <i>(Minimum two per half term, with focussed marking.)</i> | 1. Self assessment skills audit 2. Peer assessment skills audit. 3. Teacher assessment of rehearsal process, film for BTEC evidence. | 1. assessment of component 2 learning aim A. 2. Journal 1 assessment feedback. 3. Journal 2 assessment. | 1. Video of practical assessments to create evidence for learning aim A and B. 2. Journal 3 completed. | 1. Final performance and assessment of learning aim B. 2. Final evaluation of performance and completion of component 2. | 1. Feedback and unleveling from component 2 if necessary. 2. Students completing ongoing work for component 1 | 1. Handing in all work for component 1 to be assessed. |
| SCHEMAS <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i> | Dependant on the professional artist and plays chosen to study. | Dependant on the drama piece studied. English through understanding of the texts. | Dependant on the piece being studied. English through understanding of the texts. | Dependant on the piece being studied. English through understanding of the texts. | Lots of work on careers and links with other industries such as marketing, design and management. | Lots of work on careers and links with other industries such as marketing, design and management. |

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| <p>CAREERS LINKS (How might this benefit them in the future?)</p> | <p>Understanding of vocational courses. Potential careers in Drama performance and teaching would need this level of practical understanding.</p> | <p>Developing an understanding of the wider performing arts industry including jobs in writing and directing.</p> | <p>Developing an understanding of the wider performing arts industry including jobs writing and directing.</p> | <p>Developing an understanding of the performing arts industry. Including careers in music, costume design and set design.</p> | <p>Developing an understanding of the performing arts industry. Including careers in music, costume design and set design.</p> | <p>Further development of careers in the arts including artist directors, marketing managers, tour managers and rehearsal directors.</p> |
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| Year 11 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| <p>TOPIC</p> | <p>Launch of component 3 mock.</p> | <p>Continuation of component 3 mock. Completion of another component 3 mock with focus on a areas that are weaker.</p> | <p>Completion of mock for component 3. Begin component 3 after release from exam board. Usually at the end of January.</p> | <p>Continuation of component 3 set by the exam board.</p> | <p>Continuation of component 3 set by the exam board.</p> | |
| <p>KNOWLEDGE TAUGHT</p> | <p>Devising a script from a given stimulus. Group performance skills and techniques and developing activity writing skills.</p> | <p>Developing corona other and evaluation skills.</p> | <p>Developing a dance idea from a stimulus. Group performance skills and techniques and developing activity rewriting skills.</p> | <p>Devising of idea from a stimulus. Group performance skills and techniques and developing activity rewriting skills.</p> | <p>Devising of idea from a stimulus. Group performance skills and techniques and developing activity rewriting skills.</p> | |
| <p>SKILLS DEVELOPED (Include any trips and visits.)</p> | <p>Choreographic skills. Descriptive writing skills. Working in teams.</p> | <p>Performance skills and Evaluative skills.</p> | <p>Devising skills.. Descriptive writing skills. Working in teams.</p> | <p>Devising skills. Descriptive writing skills. Working in teams.</p> | <p>Choreographic skills. Descriptive writing skills. Working in teams.</p> | |
| <p>ASSESSMENTS (Minimum two per half term, with focussed marking.)</p> | <p>1. Completion of activity 1 mock. 2. Completion of activity 2 mock. 3. Completion of activity 3 mock.</p> | <p>1. Feedback from activity 1, 2 and 3. 2. Completion of activity 4.</p> | <p>1. Feedback for component 3 second mock. 2. Release of component 3 paper.</p> | <p>1. Completion of activity 1 2. Completion of activity 2</p> | <p>1. Completion of activity 3 2. Completion of activity 4</p> | <p>1. 2.</p> |
| <p>HOME LEARNING (To be made available via Century Tech; one per week.)</p> | <p>1. Research stimulus and list initial ideas. 2. Prepare notes for activity 1.</p> | <p>1. Complete mock of activity 4. 2. Research into new stimulus and</p> | <p>1. Prepare notes for activity 4 2. Complete mock of activity 4.</p> | <p>1. Complete mock of activity 2. 2. Rehearsal for activity 3</p> | <p>1. Prepare notes for activity 4 2. Complete mock of activity 4.</p> | <p>1. 2. 3. 4.</p> |

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| | <p>3. Complete mock of activity 1. 4. Prepare notes for activity 2. 5. Complete mock of activity 2. 6. Groups rehearsals ready for performance. 7. Prepare notes for activity 4.</p> | <p>preparation of initial ideas. 3. Prepare activity 1 notes 4. Complete mock of activity 1 5. Prepare notes for activity 2. 6. Complete mock of activity 2 7. Rehearsal for activity 3.</p> | <p>3. Research initial ideas. 4. Research and prepare initial ideas. 5. Prepare notes for activity 1. 6. Complete mock of activity 1. 7. Prepare notes for activity 2</p> | <p>3. Rehearsal for activity 3. 4. Rehearsal for activity 3 5. Rehearsal for activity 3 6. Rehearsal for activity 3 7. Rehearsal for activity 3.</p> | | <p>5. 6. 7.</p> |
| <p>SEQUENCING <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p> | <p>With component 1 and 2 complete learners should use this the knowledge learnt to apply to component 3. Mock completed before the official release of component 3 in January.</p> | <p>Continuation of mock of component 3. After the first mock has been completed we can focus on the areas of weaknesses after QLA has been completed.</p> | <p>Completion of seconded mock. The exam bard release the timed practical at the end of January. This must be completed at the end of the year 11 as they have learnt the skills and knowledge through component 1 and 2.</p> | <p>Completion of component 3 set by the exam board.</p> | <p>Completion of component 3 set by the exam board.</p> | |
| <p>SCHEMAS <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p> | <p>Depend on release from the exam board.</p> | <p>Depend on release from the exam board.</p> | <p>Depend on release from the exam board.</p> | <p>Depend on release from the exam board.</p> | <p>Depend on release from the exam board.</p> | |
| <p>CAREERS LINKS <i>(How might this benefit them in the future?)</i></p> | <p>Depending on the release from the exam board.</p> | <p>Depending on the release from the exam board.</p> | <p>Depending on the release from the exam board.</p> | <p>Depending on the release from the exam board.</p> | <p>Depending on the release from the exam board.</p> | |