

Drama

Curriculum Principles

By the end of their secondary education, a student of Drama at Dixons Broadgreen Academy will:

- Have developed an inquiring mind, an active imagination, a strong sense of personal and cultural identity and a respect for diversity in all aspects of life.
- Have the ability to critically analyse dramatic texts and live theatrical performances.
- Have embedded knowledge of a range of theatrical styles, genres and practitioners from across the globe.
- Have developed strong team work skills and be able to collaborate with others in a supportive and empathetic way.

Our uniting 'sentence' is: The Drama department nurtured creative talent, celebrated diversity and built future leaders with resilience and integrity.

In order to achieve a true understanding of Drama, topics have been intelligently sequenced based on the following rationale:

- Drama is built on social interaction and our curriculum provides opportunities to explore a diverse range of themes and issues which will empower students to assert their voice and express themselves with confidence.
- Students master performance skills, creative response to stimuli and critical analysis over time, building on existing skills and revisiting them frequently to build from novice to mastery. The basic principles of performance are taught in every KS3 scheme of learning, whilst each scheme introduces a new genre, style or practitioner to build a schema of knowledge on world theatre both past and present.
- At KS4 the students continue to master performance skills and are given more autonomy with regard
 to the themes and issues explored in devising original pieces of theatre, to encourage independence,
 creativity and self-expression. They are introduced to a broader range of theatre practitioners and
 incorporate techniques from these practitioners into their own devising work to consolidate theory
 with practice.
- At KS5 the students are introduced to a broader range of theatrical styles, practitioners and World
 theatre traditions to build on their powerful knowledge. The students gain an insight into the
 Performing Arts industry through regular workshops with outside agencies and professional actors,
 directors and performers. All units of work require the students to be reflective theatre practitioners.

The Drama curriculum will address social disadvantage through:

 Passionate teaching- We aim to ignite a lifelong passion for the Arts by providing opportunities for all students to experience live theatre both within the classroom and in a professional context through theatre trips. As teachers we nurture talent and raise aspirations, ensuring our classroom environment is a safe and supportive space where everyone feels valued and respected. Our enthusiasm for theatre is communicated in our lesson content and the style of delivery.

- Oracy skills- our curriculum has a strong focus on oral communication and it teaches our students the
 power of the spoken word. We develop their ability to express views with confidence and clarity,
 something which becomes a powerful tool as they navigate through life both socially and
 professionally. Our curriculum embeds strong oracy skills so that our students speak fluently and
 articulately in a range of real life settings beyond the Drama classroom.
- Rigorous tracking of all students will ensure that swift intervention is actioned for anyone who is performing below expected progress.

We fully believe Drama can contribute to the personal development of students at DBA:

- Students have many opportunities to showcase their performance work in our annual school
 production, our Christmas concert, our Summer concert and events such as Open evenings,
 International Evening and celebration evenings. These events raise self-esteem, confidence and
 aspirations. They also encourage students to form friendships with students in other year groups and
 take inspiration from their peers, as well as being good role models for others
- We offer a broad extra-curricular programme including a musical production, a Drama club and regular trips to the theatre, both local (eg the Everyman and the Playhouse) and residential trips to London's West end. These experiences broaden the cultural experience of our students.
- Our curriculum promotes a collaborative approach to creating Drama, encouraging students to work as a team in an environment based on mutual respect and empathy. Our curriculum actively embodies the core values of hard work, fairness and integrity.



| | Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|--|---------|-----------------------------------|--|---------------------------------------|------------------------------------|-------------------------------|-------------------------|--------------------------|---|----------------------------|-----------------------------------|--------------------------------|----------|---|--|
| Makes and particular to place to the place t | | | | | | | | | | | | | | | week 14 |
| Paramater Commence | Notes | All seating plans to be completed | | Baseline test Maths and English | | | | | | 07/11/22 student reset | 18/11/22 Data and planning day | | | | |
| Test | | 7 induction | to Drama:- | to Drama:- | to Drama:- | to Drama:- | to Drama:- | Drama:- | Drama:- | | Presentational | | | | |
| Refeat | | Onsourching | | | | | | | | | | | | | |
| Notesals 19/13/22 2014 2016 | Test | | | | | | | | | | | | | | |
| Notes and planning day Student reset and planning day Student reset standing and planning day Student reset scams Subject to the standing day From the street scams Subject to the standing day From the street scams Subject to the standing day From the street scams Subject to the standing day From the street scams Subject to the standing day From the street scams Subject to the standing day From the street scams The street scans and | | 12/12/22 | 40/42/22 | 02/04/22 | 00/01/22 | 15/01/22 | 22/04/22 | 20/01/22 | 05/02/22 | 20/02/22 | 27/02/22 | 05/02/22 | 12/02/22 | 20/02/22 | |
| Thestre- performance this term deperformance the performance t | Notes | 16/12/22 Data and planning | 19/12/22 | 04/01/23 | 09/01/23 | 16/01/23 | Y7 Mid-year | Y7 Mid-year | Y7 Mid-year exams 10/02/23 Dixons | 20/02/23 student | 27/02/23 | 6/03/23 and 07/03/22 Data & | 13/03/23 | 20/03/23 | |
| Retest Cycle 3 27/03/23 17/04/23 24/ | | Theatre:- | skills covered this term Personal target | Theatre :- Historical | Theatre :- Shakespeare's | Theatre:- Rome and Juliet: | Theatre: Slow motion | Theatre:- Dr Faustus, | Theatre:- | Arte:- | Arte:- | Arte:- | Arte:- | Arte:- | |
| Commedia Del Arte: Evaluation Performance Evaluation Performance Evaluation Performance Canon/unison Evaluation Canon/unison Canon/uniso | Test | | | | | | | | | | | | | | |
| Notes 17/04/23 student reset 28/04/23 - Y7 parents evening Day Day | Retest | | | | | | | | | | | | | | |
| Notes 17/04/23 student reset 28/04/23 - Y7 parents evening Day Day | Cvcle 3 | 27/03/23 | 17/04/22 | 24/04/23 | 01/05/23 | 08/05/23 | 15/05/23 | 22/05/23 | 05/06/23 | 12/06/23 | 19/06/23 | 26/06/23 | 03/07/23 | 10/07/22 | 17/07/22 |
| Commedia Del Arte: Evaluation Non Verbal:- Comedic mime Evaluation Non Verbal:- Spatial awareness Non Verbal:- Spatial awar | Notes | | 17/04/23 | <mark>28/04/23</mark> – Y7 | 01/05/22 May | | | | 05/06/23 student | | | | | | 20/07/23 Data and planning day 21/07/23 End of |
| | | Arte: | | Physical | Spatial | | Slapstick double | | Role on the wall, developing | Storytelling, character | | | | skills covered this year. Personal target | Drama games- |
| Retest | Test | | | | | | | | | | | | | | |
| | Retest | | | | | | | | | | | | | | |



| Macbeth: Freeze frame, plot expoloration Macbeth: Freeze frame, plot expoloration /22 19/12/22 Data ning cal re:- thers e Musical theatre:- Performance, personal target setting | Week 3 12/09/22 Macbeth:- Exploring the text 02/01/23 04/01/23 student reset Victorian Melodrama:- Stock gestures | Week 4 19/09/22 Macbeth:- Use of asides, thought tracking 09/01/23 Victorian Melodrama:- Victorian context | Week 5 26/09/22 Macbeth:- Character development 16/01/23 Victorian Melodrama:- | Week 6 03/10/22 Macbeth:- Satire/60 second story 23/01/23 Y8 Mid-year exams Victorian | Meek 7 10/10/22 Macbeth:-performance 30/01/23 Y8 Mid-year exams | Week 8 17/10/22 Macbeth:- Performance, set personal targets 06/02/23 Y8 Mid-year exams 10/02/23 Dixons Trust Inset Day | Week 9 07/11/22 07/11/22 student reset Musical theatre:-Juke box musicals 20/02/23 20/02/23 student reset | Week 10 14/11/22 18/11/22 Data and planning day Musical theatre: Matilda 27/02/23 | Week 11 21/11/22 Musical theatre:- West Side Story 06/03/23 6/03/23 and 07/03/22 Data & planning days | Week 12 28/11/22 Musical theatre:-Chair duets 13/03/23 | Week 13 05/11/22 Musical theatre:- Blood Brothers Eddie/Mickey 20/03/23 | Week 14 |
|---|--|---|--|---|---|---|--|---|--|--|--|--|
| Macbeth:- Freeze frame, plot expoloration /22 19/12/22 Data ning cal re:- thers e Musical theatre:- Performance, personal target | Macbeth:- Exploring the text 02/01/23 04/01/23 student reset Victorian Melodrama:- | Macbeth:- Use of asides, thought tracking 09/01/23 Victorian Melodrama:- | Macbeth:- Character development 16/01/23 Victorian Melodrama:- | Macbeth:- Satire/60 second story 23/01/23 Y8 Mid-year exams | Macbeth:- performance 30/01/23 Y8 Mid-year exams | Macbeth:- Performance, set personal targets 06/02/23 Y8 Mid-year exams 10/02/23 Dixons | 07/11/22 student reset Musical theatre:- Juke box musicals 20/02/23 20/02/23 student | 18/11/22 Data and planning day Musical theatre: Matilda | Musical theatre:- West Side Story 06/03/23 6/03/23 and 07/03/22 Data & | Musical theatre:- Chair duets | Musical theatre:- Blood Brothers Eddie/Mickey | |
| Freeze frame, plot expoloration /22 19/12/22 Data ning cal re:- thers experience, personal target | 02/01/23 04/01/23 student reset Victorian Melodrama:- | Use of asides, thought tracking 09/01/23 Victorian Melodrama:- | Character development 16/01/23 Victorian Melodrama:- | Satire/60 second story 23/01/23 Y8 Mid-year exams | 30/01/23 Y8 Mid-year exams | Performance, set personal targets 06/02/23 Y8 Mid-year exams 10/02/23 Dixons | Juke box musicals 20/02/23 20/02/23 student | Matilda | West Side Story 06/03/23 6/03/23 and 07/03/22 Data & | Chair duets | Blood Brothers Eddie/Mickey | |
| cal Musical theatre:- thers Performance, personal target | 04/01/23 student reset Victorian Melodrama:- | Victorian Melodrama:- | Victorian Melodrama:- | Y8 Mid-year exams Victorian | Y8 Mid-year exams | Y8 Mid-year exams 10/02/23 Dixons | 20/02/23 student | 27/02/23 | 6/03/23 and 07/03/22 Data & | 13/03/23 | 20/03/23 | |
| cal Musical theatre:- thers Performance, personal target | 04/01/23 student reset Victorian Melodrama:- | Victorian Melodrama:- | Victorian Melodrama:- | Y8 Mid-year exams Victorian | Y8 Mid-year exams | Y8 Mid-year exams 10/02/23 Dixons | 20/02/23 student | 27/02/23 | 6/03/23 and 07/03/22 Data & | 13/03/23 | 20/03/23 | |
| cal Musical theatre:- thers Performance, personal target | 04/01/23 student reset Victorian Melodrama:- | Victorian Melodrama:- | Victorian Melodrama:- | Y8 Mid-year exams Victorian | Y8 Mid-year exams | Y8 Mid-year exams 10/02/23 Dixons | 20/02/23 student | 27/02/23 | 6/03/23 and 07/03/22 Data & | 13/03/23 | 20/03/23 | |
| re:- theatre:- thers Performance, personal target | Melodrama:- | Melodrama:- | Melodrama:- | | 1 100 4 4 | | | | | | | |
| | | | Stock characters | Melodrama :- Sweeney Todd | Victorian Melodrama:- Interpreting text in performance | Victorian Melodrama:- Peer and self evaluation, personal target setting | Physical Theatre:- Body as prop | Physical Theatre:- Ensemble | Physical Theatre:- Frantic Assembly round by through | Physical Theatre:- Unison/canon | Physical Theatre:- Non verbal narrative | |
| | | | | | | | | | | | - | |
| | | | | | | | | | | | | |
| /23 17/04/22 | 24/04/23 | 01/05/23 | 08/05/23 | 15/05/23 | 22/05/23 | 05/06/23 | 12/06/23 | 19/06/23 | 26/06/23 | 03/07/23 | 10/07/22 | 17/07/22 |
| 17/04/23 student reset 20/04/23 Y8 | | 01/05/22 May Day | 33/33/23 | 15,55,15 | 22/05/20 | 05/06/23 student reset | 22/00/20 | 25/00/20 | 20,00,20 | 33/01/25 | 20/01/12 | 20/07/23 Data and planning day 21/07/23 End of term |
| Trestle Ince Rituals of mask work | Trestle masks:- Gesture | Trestle masks:- Gait, posture | Trestle masks:- Performance | Evaluation of skills covered this year. Personal target setting | Drama games – student led | Resort:- Donkey extract- accent | The Last Resort:- Seagulls extract- physicality | The Last Resort:- Old ladies extract- vocal skills | The Last Resort:- Surfers- music with mime | The Last Resort:- Lads and Girls- cross cutting | The Last Resort:- Performance | Evaluation/person al target setting |
| | | | | | | | | | | | | |
| | | | | | + | | | | | | | |
| The | 17/04/23 student reset 20/04/23 Y8 Parents evening eatre: Trestle ce masks:- Rituals of mask | trestle masks:- Rituals of mask 17/04/23 student reset 20/04/23 Y8 Parents evening Trestle masks:- Gesture | tudent reset 20/04/23 Y8 Parents evening eatre: Trestle masks:- Rituals of mask D1/05/22 May Day Trestle Trestle masks:- Gesture Gait, posture | tudent reset 20/04/23 Y8 Parents evening eatre: Trestle Trestle Trestle masks:- Rituals of mask Day Trestle Trestle masks:- Rituals of mask O1/05/22 May Day Trestle Trestle Trestle masks:- Gesture Gait, posture Performance | tudent reset 20/04/23 Y8 Parents evening eatre: Trestle masks:- Rituals of mask Gesture Trestle masks:- Gesture O1/05/22 May Day Trestle mask Trestle masks:- Gait, posture Trestle masks:- Performance Evaluation of skills covered this year. Personal target | tudent reset 20/04/23 Y8 Parents evening eatre: Trestle masks:- Rituals of mask Gesture Trestle masks:- Gesture Trestle masks:- Gesture Trestle masks:- Gesture Trestle masks:- Fersonal target Drama games - Student led Drama games - Student led | 17/04/23 student reset 20/04/23 Y8 Parents evening eatre: Trestle masks:- Rituals of mask work Trestle Gesture O1/05/22 May Day Trestle masks:- Gait, posture Trestle masks:- Gait, posture Trestle masks:- Gait, posture O5/06/23 student reset Ferlormance Drama games - skills covered this year. Personal target Personal target | 17/04/23 student reset 20/04/23 Y8 Parents evening eatre: Trestle masks:- Rituals of mask work Trestle Gesture O1/05/22 May Day Trestle masks:- Gait, posture Trestle masks:- Gait, posture Trestle masks:- Gait, posture Drama games student led Drama games student led Drama games Student led Drama games Student reset Drama games Student led Drama games Student led Drama games Student led Drama games Seagulls extract- physicality | 17/04/23 student reset 20/04/23 Y8 Parents evening eatre: Trestle masks:- Rituals of mask Mork Gesture O1/05/22 May Day Day Trestle masks:- Gait, posture Drama games - student led Drama games - student led | 17/04/23 student reset 20/04/23 Y8 Parents evening eatre: Trestle masks:- Rituals of mask Work Trestle Gesture Trestle masks:- Gesture Trestle masks:- Gesture O1/05/22 May Day Day Trestle masks:- Gesture Drama games student led Drama gam | 17/04/23 student reset 20/04/23 Y8 Parents evening eatre: Trestle masks:- Rituals of mask work To find the properties of mask work Trestle masks:- Gesture O1/05/22 May Day Day Trestle masks:- Gesture O5/06/23 student reset Trestle masks:- Seaguls extract- physicality The Last Resort:- Seagulls extract- physicality The Last Resort:- Surfers- music with mime The Last Resort:- Surfers- music with mime | 17/04/23 student reset 20/04/23 Y8 Parents evening eatre: Trestle masks:- Rituals of mask work Work Work Work Work May Day Day |



| Notes All s plan com | Week 1 30/08/22 Il seating ans to be empleted | Week 2 05/09/22 Tools of the Actor | Week 3 12/09/22 Tools of the | Week 4 19/09/22 Tools of the | Week 5 26/09/22 | Week 6 03/10/22 | Week 7 10/10/22 | Week 8 17/10/22 | Week 9 07/11/22 07/11/22 student reset | Week 10 14/11/22 18/11/22 Data and planning day | Week 11 21/11/22 | Week 12 28/11/22 | Week 13 05/11/22 | Week 14 |
|----------------------|---|---------------------------------------|---|--------------------------------------|---|--|---|--|---|--|---|---|--|--|
| Notes All s plan com | Il seating ans to be ompleted | Tools of the Actor | Tools of the | | 20/03/22 | 33/13/11 | 10/10/22 | 17/10/11 | 07/11/22 student | 18/11/22 Data | 22/22/22 | 20, 11, 22 | 03/11/12 | |
| Onb | | Actor | | Tools of the | | | | | | | | | | |
| | nboarding | Drama games | Actor Physical and vocal skills | Actor Proxemics, levels, eye contact | Tools of the Actor Creating tension/suspense | Tools of the Actor Music for atmosphere | Tools of the Actor Performance | Tools of the Actor Peer and self evaluation | Pantomime The origins of British pantomime | Pantomime Exploring a panto script | Pantomime Role of narrator | Pantomime Stock panto characters | Pantomime Audience participation | |
| Test | | | | | | | | | | | | | | |
| Retest | | | | | | | | | | | | | | |
| Notes 16/1 and day | | 19/12/22 | 02/01/23 04/01/23 student reset | 09/01/23 | 16/01/23 | 23/01/23 Y9 Mid-year exams | 30/01/23 Y9 Mid-year exams | 06/02/23 Y9 Mid-year exams 10/02/23 Dixons Trust Inset Day | 20/02/23 20/02/23 student reset | 27/02/23 | 06/03/23 6/03/23 and 07/03/22 Data & planning days | 13/03/23 | 20/03/23 24/03/23 Y9 Parents evening | |
| | antomime erformance | Peer and self evaluation | Stanislavski Intro to naturalism | Stanislavski Emotion memory | Stanislavski Magic If | Stanislavsk i Subtext | Stanislavski Units and objectives | Stanislavski Performance | Brecht Epic Theatre | Brecht Verfremdungseffekt | Brecht Props and placards | Brecht Multi-role | Brecht Exploring a text | |
| Test | | | | | | | | | | | | | | |
| Retest | | | | | | | | | | | | | | |
| Cycle 3 2 Notes | 27/03/23 | 17/04/22 17/04/23 student reset | 24/04/23 | 01/05/23 01/05/22 May Day | 08/05/23 | 15/05/23 | 22/05/23 | 05/06/23 05/06/23 student reset | 12/06/23 | 19/06/23 | 26/06/23 | 03/07/23 | 10/07/22 | 17/07/22 20/07/23 Data and planning day 21/07/23 End of term |
| | Brecht erformance | DNA Use of flashback | DNA Mime, slow motion, narration | DNA Cross-cutting, hot seating | DNA Explore a moral dilemma | DNA Performance | DNA Performance Evaluation | Devising Original Theatre Devising strategies | Devising Original Theatre Visual and aural stimuli | Devising Original Theatre Creating a character | Devising Original Theatre Building a performance | Devising Original Theatre Final performance | Devising Original Theatre | Evaluation |
| | | | | | | | | | | | | | | |
| Test | | | | | | | | | | | | | | |



| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|------------------|--|--|---|--|--|--|--|--|---|--|--|--|---|--|
| Cycle 1 | 30/08/22 | 05/09/22 | 12/09/22 | 19/09/22 | 26/09/22 | 03/10/22 | 10/10/22 | 17/10/22 | 07/11/22 | 14/11/22 | 21/11/22 | 28/11/22 | 05/11/22 | WCCK 14 |
| Notes | All seating plans to be completed | 03/03/22 | 12/03/22 | 15/05/22 | 20/03/22 | 03/10/22 | 10/10/22 | 17/10/22 | 07/11/22 student reset | 18/11/22 Data and planning day | | 20/11/22 | 03/11/22 | |
| | Onboarding | Introduction to Drama Stanislavski: Imagination | Stanislavski Magic If, What If, Hot seating Live Theatre | Stanislavski Units and objectives, Emotion memory | Stanislavski Scripted subtext monologue | Brecht Political context, Alienation techniques | Brecht Gestus, multi- role, Spass | Brecht Devising a T.I.E performance | Devising Explorative Strategies to support the process of devising. | Devising Aural stimuli, visual stimuli | Devising Frantic Assembly round by through, chair duet | Devising Frantic Assembly Lifts and balances Live Theatre | Devising Physical theatre, response to stimulus | |
| | | | Review | | | | Review | | | | | Review | | |
| Test | | | | | | | | | | | | | | |
| Retest | | | | | | | | | | | | | | |
| Cycle 2 Notes | 12/12/22 16/12/22 Data and planning day | 19/12/22 | 02/01/23 04/01/23 student reset | 09/01/23 Y10 Mid-year Exams | 16/01/23 Y10 Mid-year Exams | 23/01/23 | 30/01/23 | 06/02/23 10/02/23 Dixons Trust Inset Day | 20/02/23 20/02/23 student reset | 27/02/23 | 06/03/23 6/03/23 and 07/03/22 Data & planning days 09/03/23 Y10 parents evening | 13/03/23 | 20/03/23 | |
| | Live Theatre Understanding how live theatre is presented. Watching production | Developing analysis and evaluation of live theatre. Past paper questions, model responses | Live Theatre Analysis and evaluation of key scenes | Live Theatre Section B past paper | Artaud Theatre of Cruelty, attack the 5 senses | Artaud Ritualistic movement | Unit 01/02 Select stimuli, apply research | Unit 01/02 Develop ideas practically Section 1 portfolio | Unit 01/02 Develop ideas practically | Unit 01/02 Refine the work Section 2 portfolio | Unit 01/02 Dress and technical 1 | Unit 01/02 Dress and technical 2 | Unit 01/02 Film performances | |
| Test | | | | | | | | | | | | | | |
| Retest | | | | | | | | | | | | | | |
| Cycle 3 | 27/03/23 | 17/04/22 | 24/04/23 | 01/05/23 | 08/05/23 | 15/05/23 | 22/05/23 | 05/06/23 | 12/06/23 | 19/06/23 | 26/06/23 | 03/07/23 | 10/07/22 | 17/07/22 |
| Notes | | 17/04/23 student reset | | 01/05/22 May Day | | | | 05/06/23 student reset | | | | | | 20/07/23 Data and planning day 21/07/23 End of term |
| | Unit 01/02 Evaluation, portfolio completion | Unit 04 Section A:Blood Brothers First read through | Unit 04 Section A Blood Brothers Characters, plot, themes | Unit 04 Section A Blood Brothers Set design, technical | Unit 04 Section A Blood Brothers Social context | Unit 04 Section A Blood Brothers Directing a scene Explore duologue Mickey and Eddie or Mrs J and Mrs L | Unit 04 Section A Blood Brothers Past paper model responses | Introduction to Unit 03 Presenting and Performing Texts | Types of Rehearsal Selecting a Play | Exploring period, naturalistic and abstract text | Exploring monologue and duologue pieces for impact | Exploring vocal and physical skills | Application of skills within Rehearsal and group setting | Milestone Showcase. |
| | | | | | | aa | | | | | | | | |
| Test | | | | | | 4.14 1.1.15 2 | | | | | | | | |



| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|------------------|--|---|---|---|---|---|---|--|--|---|---|--|---|----------|
| Cycle 1 | 30/08/22 | 05/09/22 | 12/09/22 | 19/09/22 | 26/09/22 | 03/10/22 | 10/10/22 | 17/10/22 | 07/11/22 | 14/11/22 | 21/11/22 | 28/11/22 | 05/11/22 | WCCK 14 |
| Notes | All seating plans to be completed | 35/05/22 | 12/03/22 | 15/05/11 | 20/03/22 | 33/13/11 | 10/10/11 | 27/ 20/ 22 | 07/11/22 student reset | 18/11/22 Data and planning day Y11 PPE1 Exams | Y11 PPE1 Exams | | 00/11/12 | |
| | Onboarding | Blood Brothers Practical Tasks and consolidation of learning | Blood Brothers Technical and design elements Designer/Direc tor perspective | Blood Brothers Introduction of 8 Mark questions | Devising portfolio Redraft of coursework | Live theatre Character and plot development | Live theatre Lighting, set design and sound | Practice papers Section A Section B | Exploring texts Practical exploration of several play extracts | Revision Section A Section B | Exploring texts Selecting texts/groups for scripted practical exam | Live Theatre Close analysis of key moments | Live Theatre Collaborative response to past paper questions | |
| Test | | | | | | | | | | | | | | |
| Retest | 42/42/22 | 40/42/22 | 02/06/22 | 00/05/22 | 45/05/22 | 22/06/22 | 20/04/22 | 00/02/22 | 20/02/22 | 27/02/22 | 05/02/22 | 42/02/22 | 20/02/22 | |
| Cycle 2 Notes | 12/12/22 16/12/22 Data and planning day | 19/12/22 | 02/01/23 04/01/23 student reset 05/01/23 Y11 parents evening | 09/01/23 | 16/01/23 | 23/01/23 | 30/01/23 | 06/02/23 10/02/23 Dixons Trust Inset Day | 20/02/23 20/02/23 student reset | 27/02/23 | 06/03/23 6/03/23 and 07/03/23 Data & planning days | 13/03/23 Y11 PPE2 Exams | 20/03/23 Y11 PPE2 Exams | |
| | Scripted exam Research into chosen text and playwright | Scripted exam Initial blocking of extract 1 | Scripted exam Rehearsal of extract 1 | Scripted exam Rehearsal of extract 2 | Blood Brothers 4 and 6 mark questions, model responses | Blood Brothers 8 mark questions, model responses | Scripted exam Concept proforma, research into playwright, artistic vision | Scripted exam Full run of both extracts with props | Scripted exam Response to feedback, refinement | Scripted exam Dress and technical rehearsals | Practical exam | Blood Brothers revision | Past paper 2019 | |
| Test | | | | | | | | | | | | | | |
| Retest | | | | | | | | | | | | | | |
| Cycle 3 | 27/03/23 | 17/04/22 | 24/04/23 | 01/05/23 | 08/05/23 | 15/05/23 | 22/05/23 | 05/06/23 | 12/06/23 | 19/06/23 | 26/06/23 | 03/07/23 | 10/07/22 | 17/07/22 |
| Notes | 2.700,20 | 17/04/23 student reset | 24042 | 01/05/22 May Day | 15,55,55 | 25,55,25 | | 05/06/23 student reset | ,, | ,, | | ,.,. | | |
| | Live Theatre Artistic intentions, set design | Blood Brothers Political, social, cultural context, Design | Collaborative | Past Paper Collaborative responses | Past paper 2020 Section A 8 mark questions | Written exam Course completed | | | | | | | | |
| Test | | | | | | | | | | | | | | |
| Retest | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |



POST 16 - LONG-TERM PLAN

SUBJECT: BTEC National Diploma Performing Arts

| YEAR 12 | CYCLE 1 | CYCLE 2 | CYCLE 3 |
|---------|---|-----------------------------|--------------------|
| WEEK 1 | Intro to course. Physical and vocal skills | Unit 1 Practice paper | |
| WEEK 2 | Unit 1 Frantic Assembly | Unit 1 revision | |
| WEEK 3 | Unit 2 Stanislavski, monologue | Unit 1 external exam prep | |
| WEEK 4 | Unit 1/2 DV8, rehearsal log | Unit 1 External Exam | |
| WEEK 5 | Unit 1 political context/Unit 2 exploring a script | | |
| WEEK 6 | Unit 1 TBSWY analysis/Unit 2 rehearsal techniques | | |
| WEEK 7 | | | |
| WEEK 8 | Unit 1 practice paper/ unit 2 developing rehearsal evidence | | |
| WEEK 9 | Unit 1 how to reference/Unit 2 peer and self-reflection | | |
| WEEK 10 | Unit 1 comparative study/unit 2 technical | | |
| WEEK 11 | Unit 1 Practice paper 2020 | | ASSESSMENT WEEK |
| WEEK 12 | Unit 1 Explore pre-release material/Unit 2 performance | ASSESSMENT WEEK | |
| WEEK 13 | ASSESSMENT WEEK | | |
| | | ' | |
| YEAR 13 | CYCLE 1 | CYCLE 2 | CYCLE 3 |
| WEEK 1 | Unit 4 political, cultural, financial context | ASSESSMENT WEEK | Unit 3 Performance |
| WEEK 2 | Unit 4 political, cultural, financial context | Unit 3 developing the piece | IB EXAMS |
| WEEK 3 | Unit 4 Learning Aim A | Unit 3 milestone 2 | IB EXAMS |
| WEEK 4 | Unit 4 Learning aims B and C, rehearsal, update Sway logs | Unit 3 refining the piece | IB EXAMS |
| WEEK 5 | Unit 4 developing the piece | Unit 3 milestone 3 | IB EXAMS |
| | offit 4 developing the piece | Offic 5 filliestoffe 5 | ID EAUTIVIS |

| WEEK 7 | ASSESSMENT WEEK | Unit 3 milestone 4 | Unit 28 origins of Variety performance |
|---------|-----------------------------|-----------------------------|---|
| WEEK 8 | Unit 4 gathering evidence | Unit 3 final submission | Unit 28 venues, audience, funding |
| WEEK 9 | Unit 4 Dress and technical | Unit 3 developing the piece | Unit 28 Clowning workshop, hosting workshop |
| WEEK 10 | Unit 4 performance | Unit 3 milestone 2 | Unit 28 Drag workshop, Poi workshop |
| WEEK 11 | Unit 4 final reflection | Unit 3 refining the piece | |
| WEEK 12 | Unit 3 Explore the stimulus | Unit 3 milestone 3 | |
| WEEK 13 | Unit 3 milestone 1 | Unit 3 response to feedback | |