

## Brief overview

### Year 7

#### Introduction to Drama: Building connections

*Students will learn about their physical, intellectual, emotional, and social strengths and weaknesses. They will develop their teamwork, communication, confidence, and social skills to aid them in their further studies during their time at OALH.*

Activities in Year 7 start with lessons in getting to know one another, working as a team, and beginning to explore confidence, trust and collaboration-ultimately learning how to build upon these crucial life skills. Following this, students begin to understand what a stimulus is and use this to create a physical theatre performance based on the fictional haunted manor 'Darkwood Manor'.

Activities are planned to allow students to explore their creative minds with their peers in a safe space. The performing arts are integral to the holistic educational offer at OALH, encouraging students to be successful in their creative capabilities outside of academia. The LTP is designed to allow students to build the necessary skills to enable them to access enrichment opportunities within the arts, specifically those linked with Mayflower Engage and other professionals.

**In KS3, students will be given the opportunity to experience and perform in a range of activities including:**

- Drama games
- Exploring communication styles
  - Trust exercises
- Physical/ vocal skill introduction
- Devising and storytelling with a stimulus
  - Physical Theatre
- Practical and theoretical assessments

Lesson on the Carousel	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Lesson title	Let's get to know each other	The Essentials of Communication	Exploring key drama terminology: Physical and Vocal skills	Storytelling and Devising Theory assessment	What is physical Theatre?	Darkwood Manor Devising	Darkwood Manor Devising	Darkwood Manor Devising	Darkwood Manor Practical and written assessment	Feedback and resubmission

<p><b>Classes and activities</b></p>	<p>Drama games/warmups</p> <p>Recap Drama in Primary School</p> <p>Set expectations of Drama in OALH</p>	<p>Drama games/warmups</p> <p>Exploring Communication styles and how we can use them differently.</p> <p>Discovering why different styles of communication are important in Drama</p>	<p>Drama games/warmups</p> <p>Practical exploration of physical and vocal skills through group work and drama exercises</p>	<p>Drama games/warmups</p> <p>Devising workshop and introduction to a stimulus</p>	<p>Drama games/warmups</p> <p>Exploring Physical Theatre and why it is used.</p> <p>Mid-term theory assessment to check for understanding</p>	<p>Drama games/warmups</p> <p>Introduction of the stimulus 'Darkwood Manor'</p> <p>Creating first scene</p>	<p>Drama games/warmups</p> <p>Devising lesson</p> <p>Creating second scene</p>	<p>Drama games/warmups</p> <p>Devising lesson</p> <p>Creating third and final scene</p>	<p>Drama games/warmups</p> <p>Rehearsal and performance in front of the class</p> <p>Written evaluation of their final performance.</p>	<p>Feedback 'Do Now' to relay areas of strength</p> <p>Students have the opportunity to re-do their practical assessment to improve their grade.</p>
<p><b>Relevant core concepts</b></p>	<ul style="list-style-type: none"> <li>· <b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. They will use these to contribute to their final performance.</li> <li>· <b>Theoretical knowledge:</b> students learn the basic theoretical skills and rules of acting in physical theatre and apply these appropriately to their practical work.</li> <li>· <b>Key terminology-</b> confidence, communication, collaboration, trust, storytelling, Physical Theatre, tableau, devising, stimulus, facial expressions</li> <li>· <b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experience that will enable students to be active role models to others.</li> <li>· <b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect for the space, as well as respect for your fellow performers. They will actively role model a positive theatre etiquette throughout their lessons and final performance task.</li> </ul>									

### Brief overview

#### Year 8 Commedia dell'arte

*Students will learn how to improve their areas of development and understand they have control to improve physically, intellectually, emotionally, and socially. Students will positively reinforce improvements in themselves and others.*

Activities in Year 8 build upon key knowledge of dramatic techniques and theories from previous study in year 7, with the introduction to Commedia dell'arte, the development of European Theatre, and continued influence on theatre today. These lessons aim to give a snapshot into European travelling theatre, with cross curricular links to History and English, and a strong focus on building communicative and devising skills. The curriculum is sequences to build on the Physical Theatre work students completed in Year 7 to enable them to understand the range of physical skills involved in creating successful characters and stories in Drama, with an introduction to vocal skills and their pertinence in creating interesting and engaging Drama work.

Activities are planned to allow students to explore their creative minds with their peers in a safe space. The performing arts are integral to the holistic educational offer at OALH, encouraging students to be successful in their creative capabilities outside of academia. The LTP is designed to allow students to build the necessary skills to enable them to access enrichment opportunities within the arts, specifically those linked with Mayflower Engage and other professionals.

**In KS3, students will be given the opportunity to experience and perform in a range of activities including:**

- Drama games
- Physical/ vocal skills re-cap
- Characterisation through the body
- Working with a prop (masks)
- Introduction to devising using a stimulus
- Practical and theoretical assessments

Term	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Lesson title	What is Commedia dell'arte?	Using mime in Commedia	Speaking through Commedia	Applying Commedia conventions to a scene	What is devising for Commedia?	Stock characters and masks- Part 1	Stock character and masks- Part 2	Preparing for practical assessment	Commedia dell'arte practical and written assessment	Feedback and resubmission

<p><b>Classes and activities</b></p>	<p>Re-establish expectations.</p> <p>History of Commedia dell'arte</p> <p>Introduction to exaggeration.</p>	<p>Drama games</p> <p>An introduction to mime and stock characters through exaggerated play.</p>	<p>Drama games</p> <p>Introduction to the language of Commedia, Grummelot, and how it is used in a scene.</p>	<p>Drama games</p> <p>Exploring the application of skill acquired so far in a group performance.</p>	<p>Drama games</p> <p>Learning devising techniques with Commedia skills</p> <p><b>Theory assessment to check for understanding</b></p>	<p>Drama games</p> <p>Exploring stock characters and mask work</p>	<p>Drama games</p> <p>Exploring stock characters and mask work</p> <p>Preparing for a practical assessment</p>	<p>Drama games</p> <p>Preparing for a practical assessment with final group rehearsals</p>	<p>Drama games/ warmups Rehearsal and performance in front of the class</p> <p><b>Written evaluation of their final performance.</b></p>	<p><b>Feedback 'Do Now' to relay areas of strength</b></p> <p><b>Students have the opportunity to re-do their practical assessment to improve their grade.</b></p>
<p><b>Relevant core concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, and emphasis skills. They will use these to contribute to their final practical performance.</li> <li>• <b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. They will use these to contribute to their final performance.</li> <li>• <b>Prop work:</b> students will begin working with props (masks) to gain an understanding of their value during Commedia dell'arte, and their necessity in stage work in general.</li> <li>• <b>Theoretical knowledge:</b> students learn the basic theoretical skills and rules of acting and apply these appropriately to their practical work.</li> <li>• <b>Key terminology-</b>  <p><b>Year 7:</b> confidence, communication, collaboration, trust, storytelling, Physical Theatre, tableau, devising, stimulus, facial expressions</p> <p><b>Year 8:</b> exaggeration, mime, projection, Grummelot, stock characters, posture, gait</p> </li> <li>• <b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice and peer feedback to improve performances/ rehearsals.</li> <li>• <b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experience that will enable students to be active role models to others.</li> <li>• <b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect for the space, as well as respect for your fellow performers. They will actively role model a positive theatre etiquette throughout their lessons and final performance task.</li> </ul>									

### Brief overview

#### Year 9

#### Blood Brothers

*Students will develop their Drama skills knowledge, improve literacy through script extracts and begin working as a team to rehearse a performance from a professional text- Blood Brothers by Willy Russell.*

*Activities are planned to give students the opportunity to expand their Drama knowledge whilst accessing professional works to improve their understanding of how a story is created, to prepare them for the demands of the GCSE Drama course should they opt to take this in Year 10 and 11. This classic text has been chosen to motivate the students to engage with theatrical arts, whilst exploring the themes of poverty, social injustice, violence, and social class.*

Activities are planned to allow students to explore their creative minds with their peers in a safe space. The performing arts are integral to the holistic educational offer at OALH, encouraging students to be successful in their creative capabilities outside of academia. The LTP is designed to allow students to build the necessary skills to enable them to access enrichment opportunities within the arts, specifically those linked with Mayflower Engage and other professionals.

**In KS3, students will be given the opportunity to experience and perform in a range of activities including:**

- Drama games
- Physical/ vocal skills
- Storytelling through scripted texts
- Characterisation through the body and voice in collaboration
  - Working with a professional text
- Discussions and reflections of themes in a play
  - Practical and theoretical assessments

Term	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Lesson title	Introduction to Drama- Physical Skills	Introduction to Drama- Vocal Skills	Working with a text: Blood Brothers The context and themes	Working with a text: Blood Brothers The childhood	Working with a text: Blood Brothers The mothers	Working with a text: Blood Brothers Mickey and Linda	Working with a text: The Ending	Working with a text: Preparing for an assessment	Blood Brothers	Feedback and resubmission

<p><b>Classes and activities</b></p>	<p>Drama games</p> <p>Exploration of physical skills and teamwork exercises through drama games and devising workshop.</p>	<p>Drama games</p> <p>Exploration of the key vocal skills through drama games and vocal techniques</p>	<p>Drama games</p> <p>Exploration of the key themes of the play, whilst engaging with a practical lesson in characterisation</p>	<p>Drama games</p> <p>Exploration of the scene of Mickey and Edward at aged 7</p> <p>Working in pairs to execute the scene with some performing to the class</p>	<p>Drama games</p> <p>Exploration of the scene of Mrs Johnstone and Mrs Lyons</p> <p>Working in pairs to execute the scene with some performing to the class</p>	<p>Drama games</p> <p>Exploration of the scene of Mickey and Linda</p> <p>Working in pairs to execute the scene with some performing to the class</p>	<p>Drama games</p> <p>Exploration of the final scene of the play and learning how to work with a tragic text</p> <p>Working in groups of 4 to execute the scene with some performing to the class</p>	<p>Drama games</p> <p>Students select one of the 4 scenes explored to use in their final assessment.</p> <p>Students have the lesson to rehearse the scene and take the scene home to learn their lines</p>	<p>Drama games/ warmups</p> <p>Rehearsal and performance in front of the class</p> <p>Written evaluation of their final performance.</p>	<p>Feedback 'Do Now' to relay areas of strength</p> <p>Students have the opportunity to re-do their practical assessment to improve their grade.</p>
<p><b>Relevant core concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance.</li> <li>• <b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. They will use these to contribute to their final performance.</li> <li>• <b>Theoretical knowledge:</b> students learn the basic theoretical skills and rules of acting and apply these appropriately to their practical work.</li> <li>• <b>Key terminology-</b>  Year 7: confidence, communication, collaboration, trust, storytelling, Physical Theatre, tableau, devising, stimulus, facial expressions  Year 8: exaggeration, mime, vocal projection, Grummelot, stock characters, posture, gait  Year 9: themes, gait, posture, vocal tone, characterisation, blocking, proxemics</li> <li>• <b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performances/ rehearsals through both teacher and peer feedback.</li> </ul>									

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|  | <ul style="list-style-type: none"><li>• <b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.</li><li>• <b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect for the space, as well as respect for your fellow performers. They will actively role model a positive theatre etiquette throughout their lessons and final performance task.</li><li>• <b>Script work:</b> Students will explore script work for the first time, preparing them with the reality of Drama at GCSE level and supporting them for their guided choices options towards the end of Year 9. Students will begin to understand the multifaceted approach needed to be a successful actor, as well as attempting to learn lines themselves for their final practical performance.</li></ul> |
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Brief overview

GCSE Drama  
Year 10

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<p>Examine and explore the content of GCSE Drama.</p> <p>An introduction to physical and vocal skills and Component 2- Devising to a stimulus</p>	<p>Students begin GCSE Devising practise, examine stimuli provided by the teacher and begin applying what they learnt from half term 1</p> <p>Student being writing their devising log coursework which goes alongside their practical work</p>	<p>Students continue rehearsing their devised practical pieces in preparation for their exam in Spring 2.</p> <p>Students carry out theory work in both their devising logs and an introduction to the set text- 'Noughts and Crosses' by Malorie Blackman</p> <p>Students attend a live theatre performance in preparation for their mock exam in Summer 2</p>	<p>Component 2- devising to a Stimulus practical exam</p> <p>Students complete their devising logs reading for marking and moderation by AQA.</p>	<p>Students prepare for 1 hour written mock on Section A and Section C</p>	<p>Mock exam review</p> <p>Begin introducing plays for Component 3 in Year 11</p>

<p style="text-align: center;"><b>Resources</b></p>	<p style="text-align: center;"> <b>Clever touch screen Mini whiteboards iPad's Sentence stems Props and costumes Scripts Set text scrips Stimulus</b> </p>	<p style="text-align: center;"> <b>Clever touch screen Mini whiteboards iPad's Sentence stems Props and costumes Scripts Set text scrips Stimulus</b> </p>	<p style="text-align: center;"> <b>Clever touch screen Mini whiteboards iPad's Sentence stems Props and costumes Scripts Set text scrips Stimulus</b> </p>	<p style="text-align: center;"> <b>Clever touch screen Mini whiteboards iPad's Sentence stems Props and costumes Scripts Set text scrips Stimulus</b> </p>	<p style="text-align: center;"> <b>Clever touch screen Mini whiteboards iPad's Sentence stems Props and costumes Scripts Set text scrips Stimulus</b> </p>	<p style="text-align: center;"> <b>Clever touch screen Mini whiteboards iPad's Sentence stems Props and costumes Scripts Set text scrips Stimulus</b> </p>
<p style="text-align: center;"><b>Core knowledge and skills</b></p>	<p><b>Performance skills:</b> students develop both physical and vocal skills to improve of their performing practice. These are developed throughout the two-year programme.</p> <p><b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will</p>	<p><b>Performance skills:</b> students develop both physical and vocal skills to improve of their performing practice. These are developed throughout the two-year programme.</p> <p><b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will</p>	<p><b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use their theoretical knowledge to implement in presentations they can then use for revision.</p> <p><b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial</p>	<p><b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills.</p> <p><b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers.</p>	<p><b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and support their exam preparations.</p> <p><b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities</p>	<p><b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance.</p> <p><b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. They</p>

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They will use these to contribute to their performances.</p> <p><b>Theoretical knowledge:</b> students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief.</p> <p><b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and support their exam preparations.</p> <p><b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.</p> <p><b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect</p>	<p>use these to contribute to their performances.</p> <p><b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. They will use these to contribute to their performances.</p> <p><b>Theoretical knowledge:</b> students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief.</p> <p><b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and support their exam preparations.</p> <p><b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.</p> <p><b>Respect:</b> students will learn the importance of</p>	<p>awareness, and interaction with other performers. 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They will actively role model a positive theatre etiquette throughout their lessons and final performance task.</p> <p><b>Professionalism:</b> Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry.</p>	<p><b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and support their exam preparations.</p> <p><b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect for the space, as well as respect for your fellow performers. They will actively role model a positive theatre etiquette throughout their lessons and final performance task.</p> <p><b>Professionalism:</b> Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry.</p>	<p>through experiences and extra qualifications that will enable students to be active role models to others.</p> <p><b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect for the space, as well as respect for your fellow performers. They will actively role model a positive theatre etiquette throughout their lessons and final performance task.</p>	<p>will use these to contribute to their final performance.</p> <p><b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and support their exam preparations.</p> <p><b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.</p> <p><b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect for the space, as well as respect for your fellow performers. 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<b>Core declarative and procedural knowledge</b>	<p>Chosen role workshop (Singer, Dancer, Actor)</p> <p>Completion of a whole class performance</p> <p>Responding to a stimulus and idea generation</p> <p>Behaviours within the Theatre industry</p> <p>Skills exploration with an introduction to devising</p> <p>The importance of a warm-up including Health and Safety re-cap</p> <p>Rehearsal processes</p> <p>Exploration of themes, ideas, genres through devising</p> <p>Performance to peers and the community. (This is optional and is dependant on the students starting skill level at the beginning of the course)</p>	<p>Behaviours within the Theatre industry</p> <p>Responding to a stimulus and idea generation</p> <p>Working with a stimulus</p> <p>Skills exploration through devising</p> <p>The importance of a warm-up including Health and Safety re-cap</p> <p>Rehearsal processes</p> <p>Exploration of themes, ideas, genres in their devised work</p> <p>Rehearsal of their devised work.</p>	<p>Introductions to the set text</p> <p>Behaviours within the Theatre industry</p> <p>Skills exploration through devising and witnessing live theatre work.</p> <p>How to use a professional text</p> <p>Exploration of themes, ideas, genres of a professional text</p> <p>Watching and critiquing live theatre</p>	<p>Behaviours within the Theatre industry</p> <p>Skills exploration through devising final performance</p> <p>The importance of a warm-up including Health and Safety re-cap</p> <p>Rehearsal processes</p> <p>Performance etiquette and expectations in an exam final performance</p> <p>Performing to an audience</p>	<p>Analytical writing skills to explore the set text.</p> <p>Section A- 4 marks MCQ's</p> <p>Section B- The 8 and 12-mark question</p> <p>Section C- 32 mark question</p>	<p>Behaviours within the Theatre industry</p> <p>Skills exploration through scripted plays</p> <p>Rehearsal processes</p> <p>Exploration of themes, ideas, genres in scripted extracts</p>

Brief overview						
GCSE Drama Year 11						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	<p>Component 3 preparation and extract selection</p> <p>Students continue to learn set txt and practice writing exam style questions</p>	<p>Students decide on the two extract they will perform for their Component 3 exam and begin rehearsing these.</p> <p>Prepare for November mock with full written exam paper</p>	<p>Component 3: texts in Practice Rehearse for exam in Spring 2</p> <p>Theory lessons continue to focus on Noughts and Crosses alongside Theatre review revision</p> <p>Students see a second live piece of theatre to support final exam</p>	<p>Component 3: texts in Practice Exam</p> <p>Students revise Noughts and Crosses and live theatre Review over the Easter Holidays.</p>	<p>Revise set text (Noughts and Crosses) and focus on attaining perfect answers to short questions in timed conditions.</p> <p>Peer Assessment and feedback on exam papers</p> <p>Answer longer 20-mark questions in class.</p> <p>Answer Live Theatre Response questions to time as a homework.</p> <p>Use BBC bitesize for further information about characters in set text.</p>	<p>Course completed</p>
<b>Relevant core concepts</b>	<p><b>Performance skills:</b> students develop both physical and vocal skills to improve of their performing practice. These are developed throughout the two-year programme.</p> <p><b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their performances.</p>	<p><b>Performance skills:</b> students develop both physical and vocal skills to improve of their performing practice. These are developed throughout the two-year programme.</p> <p><b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their performances.</p>	<p><b>Performance skills:</b> students develop both physical and vocal skills to improve of their performing practice. These are developed throughout the two-year programme.</p> <p><b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their performances.</p>	<p><b>Performance skills:</b> students develop both physical and vocal skills to improve of their performing practice. These are developed throughout the two-year programme.</p> <p><b>Vocal skills:</b> students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will</p>	<p><b>Theoretical knowledge:</b> students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief.</p> <p><b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and</p>	

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They will actively role model a positive theatre etiquette throughout their lessons and final performance task.</p>	<p><b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. 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They will actively role model a positive theatre etiquette throughout their lessons and final performance task.</p>	<p><b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. They will use these to contribute to their performances.</p> <p><b>Theoretical knowledge:</b> students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief.</p> <p><b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and support their exam preparations.</p> <p><b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.</p> <p><b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect for the space, as well as respect for</p>	<p>use these to contribute to their performances.</p> <p><b>Physical skills:</b> students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. They will use these to contribute to their performances.</p> <p><b>Theoretical knowledge:</b> students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief.</p> <p><b>Analytical skills:</b> students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and support their exam preparations.</p> <p><b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.</p> <p><b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect for the</p>	<p>support their exam preparations.</p> <p><b>Leadership:</b> students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.</p> <p><b>Respect:</b> students will learn the importance of respect and fair play in the theatre, with both respect for the space, as well as respect for your fellow performers. They will actively role model a positive theatre etiquette throughout their lessons and final performance task.</p>	
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				your fellow performers. They will actively role model a positive theatre etiquette throughout their lessons and final performance task.		
<b>Core declarative and procedural knowledge</b>	<p>Chosen role workshop (Singer, Dancer, Actor)</p> <p>Completion of a whole class performance</p> <p>Behaviours within the Theatre industry</p> <p>The importance of a warm-up including Health and Safety re-cap</p> <p>Rehearsal processes</p> <p>Exploration of themes, ideas, genres of the scripted extracts</p>	<p>Completion of a whole class performance</p> <p>Full Year 11 mock exam</p> <p>Revision of set text (Noughts and Crosses)</p> <p>Behaviours within the Theatre industry</p> <p>The importance of a warm-up including Health and Safety re-cap</p> <p>Rehearsal processes</p> <p>Exploration of themes, ideas, genres of their final chosen script extracts (1 monologue and 1 duologue) for Component 3</p>	<p>Completion of scene extract performance to a live audience</p> <p>Performance etiquette in the context of a final practical exam</p> <p>The importance of a warm-up including Health and safety re-cap</p> <p>Exploration of themes, ideas, genres of the set text</p> <p>Mock exam preparations</p>	<p>Behaviours within the Theatre industry</p> <p>The importance of a warm-up including Health and Safety re-cap</p> <p>Rehearsal processes</p> <p>Exploration of themes, ideas, genres of the set text</p>	<p>Analytical writing skills to explore the set text in all three sections of the exam.</p> <p>Live-theatre review and analysis</p>	