

OCL DRAMA Curriculum: Long Term Plan

Brief overview

Y7

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 and how to build upon it. Activities are planned to allow students to explore their creative minds with their peers in a safe space. Activities are designed to begin working towards OALH's long term goal of improving the Performing Arts opportunity within the academy, whilst encouraging less academically able students to be successful in their creative capabilities. The LTP is designed to allow students to build the skills to enable them to access enrichment opportunities within the arts, specifically those linked with Mayflower Engage and other professional workshops.

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

- Drama games
- Communication styles
- Trust exercises
- Physical/ vocal skills
- Devising/ storytelling
- 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 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	Darkwood Manor	Darkwood Manor	Darkwood Manor Practical assessment
Classes and activities	<ul style="list-style-type: none"> Drama games/ warmups Recap Drama in Primary School 	<ul style="list-style-type: none"> Drama games/ warmups Exploring Communication styles and how we can use them differently 	<ul style="list-style-type: none"> Drama games/ warmups Practical exploration of physical and vocal skills through group work and drama exercises 	<ul style="list-style-type: none"> Drama games/ warmups Devising workshop and introduction to a stimulus Theory assessment 	<ul style="list-style-type: none"> Drama games/ warmups Exploring Physical Theatre and why it is used 	<ul style="list-style-type: none"> Drama games/ warmups Introduction of the stimulus 'Darkwood Manor' 	<ul style="list-style-type: none"> Drama games/ warmups Devising lesson 	<ul style="list-style-type: none"> Drama games/ warmups Devising lesson 	<ul style="list-style-type: none"> Drama games/ warmups Rehearsal and performance in front of the class
Relevant core concepts	<ul style="list-style-type: none"> Physical skills: 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. Theoretical knowledge: students learn the basic theoretical skills and rules of acting and apply these appropriately to their practical work. Leadership: 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. Respect: 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. 								

Brief overview

Y8

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 9 lessons aim to give a snapshot into European travelling theatre, with cross curricular links to History and English, with a strong focus on building communicative and improvisation skills. Activities are planned to allow students to explore their creative minds with their peers in a safe space. Activities are designed to begin working towards OALH's long term goal of improving the Performing Arts opportunity within the academy, whilst encouraging less academically able students to be successful in their creative capabilities. The LTP is designed to allow students to build the skills to enable them to access enrichment opportunities within the arts, specifically those linked with Mayflower Engage and other professional workshops.

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
- Improvisation
- Physical Theatre
- Working with masks
- Use of Shakespearean texts
- Practical and theoretical assessments

Term	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson title	What is Commedia dell 'Arte?	Using mime in Commedia	Speaking through Commedia	Applying commedia to a scene	Stock characters and masks- Part 1	Stock character and masks- Part 2	Shakespeare	Shakespeare	Shakespeare
Classes and activities	<ul style="list-style-type: none"> • Re-establish expectations. • History of Commedia dell'arte • Introduction to exaggeration. 	<ul style="list-style-type: none"> • Drama games • An introduction to mime and stock characters through exaggerated play. 	Drama games Introduction to the language of Commedia, Grummelot, and how it is used in a scene.	Drama games Exploring the application of skill acquired so far in a group performance. theory assessment (Homework class project)	Drama games Exploring stock characters and mask work	Drama games Exploring stock characters and mask work	Drama games Preparing for a practical assessment Romeo and Juliet; Commedia dell 'Arte	Drama games Preparing for a practical assessment Romeo and Juliet; Commedia dell 'Arte	Practical assessment Written evaluation with RM
Relevant core concepts	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance. • Physical skills: 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. • Theoretical knowledge: students learn the basic theoretical skills and rules of acting and apply these appropriately to their practical work. • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performances/ rehearsals. • Leadership: 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. • Respect: 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. • Improvisation: students will learn how to improvise within Commedia dell 'Arte, alongside their rehearse scripted work. 								

Brief overview

Y9

Blood Brothers

Students will develop their Drama skills knowledge, improve literacy through script extracts and begin working as a team to create a performance from a professional text. As this cohort has had limited contact with Drama as a subject, we begin by simply ascertaining their Drama knowledge of terminology, physical and vocal skills. They will then build upon this and explore these newly acquired skills utilising the text, *Blood Brothers* by Willy Russell.

Activities are planned to give students the opportunity to expand their Drama knowledge, with the view of performing in front of their peers at the end of the unit. For most, this will be the first time they have done this.

This classic text has been chosen to motivate the students to engage with theatrical arts, whilst exploring the themes of poverty, social injustice, violence, social class, and fate. Activities are planned to allow students to explore their creative minds with their peers in a safe space. Activities are designed to begin working towards OALH's long term goal of improving the Performing Arts opportunity within the academy, whilst encouraging less academically able students to be successful in their creative capabilities. The LTP is designed to allow students to build the skills to enable them to access enrichment opportunities within the arts, specifically those linked with Mayflower Engage and other professional workshops.

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 acting
- Physical Theatre??
- Discussions of themes
- Practical and theoretical assessments

Term	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson title	Introduction to Drama- Physical Skills	Introduction to Drama- Vocal Skills	Working with a text: Blood Brothers The context and accent	Working with a text: Blood Brothers The childhood	Working with a text: Blood Brothers The teenagers	Working with a text: Blood Brothers The Adults	Working with a text: Blood Brothers	Working with a text: Blood Brothers	Working with a text: Blood Brothers
Classes and activities	<ul style="list-style-type: none"> • Exploration of physical skills and teamwork exercises through drama games and devising workshop. 	<ul style="list-style-type: none"> • Exploration of the key vocal skills through drama games and vocal techniques 	<ul style="list-style-type: none"> • Exploration of the key themes of the play, whilst engaging with practical lesson in accent work 	An exploration of the childhood Mickey and Edward.	An exploration of the teenage Mickey and Edward.	An exploration of the adult Mickey and Edward.	Drama games Preparing for a practical assessment An extract from Blood Brothers	Drama games Preparing for a practical assessment An extract from Blood Brothers	Practical assessment Written evaluation with RM
Relevant core concepts	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance. • Physical skills: 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. • Theoretical knowledge: students learn the basic theoretical skills and rules of acting and apply these appropriately to their practical work. • Analytical skills: 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. • Leadership: 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. • Respect: 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. • Script work: 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. 								

Brief overview

**BTEC TECH Award in Performing Arts
Y10**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>1 hour theory lesson 1.5 hour practical lesson</p> <ol style="list-style-type: none"> 1. Introduction to the component 2. Performance role 3. Professional work assignment- Too Much Punch for Judy by Mark Wheeler 4. Peer-to- Peer feedback and self- reflection 5. Target setting and improved practice throughout lessons. 	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>1 hour theory lesson 1.5 hour practical lesson</p> <p>Component 2 – video/ written evidence collection Video: Thursday 23rd November 2023 Written: Friday 1st December 2023</p> <p>Component 1 PSA released</p> <ol style="list-style-type: none"> 1. Peer-to- Peer feedback and self- reflection 2. Final Performance 3. Rehearsal journal and evaluation 4. PSA release for Comp 1- Introduction to Comp 1 5. Marking and moderation window- 15th December 2023 	<p>Component 1: Exploring the Performing Arts</p> <p>1 hour theory lesson 1.5 practical lesson</p>	<p>Component 1: Exploring the Performing Arts</p> <p>1 hour theory lesson 1.5 practical lesson</p> <p>Component 1 – video/ written evidence collection- DEADLINE March 2024</p>	<p>COMPONENT 3 MOCK Preparation</p> <p>1 hour theory lesson 1.5 practical lesson</p> <p>MOCK Component 3 devising assessment</p>	<p>COMPONENT 3 MOCK Preparation</p> <p>1 hour theory lesson 1.5 practical lesson</p> <p>MOCK Component 3 devising assessment</p>
Core knowledge and skills	<ul style="list-style-type: none"> • Performance skills: students develop both physical and vocal skills to improve of their performing practice. These are developed throughout the unit to support with their component 1 coursework in Spring 2024. • Theoretical knowledge: students learn the basic theoretical skills and rules of acting and apply these to their 	<ul style="list-style-type: none"> • Performance skills: students develop both physical and vocal skills to improve of their performing practice. These are developed throughout the unit to support with their component 1 coursework in Spring 2024. • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance. 	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use their theoretical knowledge to implement in a piece of coursework. • Physical skills: students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. They will use their theoretical knowledge to 	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use their theoretical knowledge to implement in a piece of coursework. • Physical skills: students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, 	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance. • Physical skills: students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other 	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance. • Physical skills: students will develop skills in movement, posture, gesture, gait, stillness, control, facial expression, spatial awareness, and interaction with other performers. They will use

	<p>professional assignment brief.</p> <ul style="list-style-type: none"> • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Leadership: 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. • Respect: 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. 	<ul style="list-style-type: none"> • Physical skills: 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. • Theoretical knowledge: students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief. • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Leadership: 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. • Respect: 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>implement in a piece of coursework.</p> <ul style="list-style-type: none"> • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Respect: 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. • Professionalism: Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry. 	<p>and interaction with other performers. They will use their theoretical knowledge to implement in a piece of coursework.</p> <ul style="list-style-type: none"> • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Respect: 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. • Professionalism: Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry. 	<p>performers. They will use these to contribute to their final performance.</p> <ul style="list-style-type: none"> • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Leadership: 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. • Respect: 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. • Professionalism: Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry. They will apply this knowledge to their mock assessment. 	<p>these to contribute to their final performance.</p> <ul style="list-style-type: none"> • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Leadership: 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. • Respect: 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. • Professionalism: Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry.
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<p>Core declarative and procedural knowledge</p>	<ul style="list-style-type: none"> • Chosen role workshop (Singer, Dancer, Actor) • Completion of a rehearsal log • Behaviours within the Theatre industry • Skills exploration with 'Teechers' by John Godber • How to use a professional text • The importance of a warm-up including Health and Safety re-cap • Rehearsal processes • Exploration of themes, ideas, genres • Introduction to the chosen professional work they will be assessed on- 'Too Much Punch for Judy' by Mark Wheeler 	<ul style="list-style-type: none"> • Behaviours within the Theatre industry • Skills exploration • How to use a professional text • The importance of a warm-up including Health and Safety re-cap • Rehearsal processes • Exploration of themes, ideas, genres • Rehearsal of the professional work they will be assessed on- 'Too Much Punch for Judy' by Mark Wheeler • Assessment of 'Too Much Punch for Judy' - by Mark Wheeler 	<ul style="list-style-type: none"> • Behaviours within the Theatre industry • Skills exploration • How to use a professional text • The importance of a warm-up including Health and Safety re-cap • Rehearsal processes • Exploration of themes, ideas, genres of a professional text 	<ul style="list-style-type: none"> • Behaviours within the Theatre industry • Skills exploration • How to use a professional text • The importance of a warm-up including Health and Safety re-cap • Rehearsal processes • Exploration of themes, ideas, genres of a professional text 	<ul style="list-style-type: none"> • Behaviours within the Theatre industry • Skills exploration • How to use a professional text • Rehearsal processes • Exploration of themes, ideas, genres in a devised piece of work 	<ul style="list-style-type: none"> • Behaviours within the Theatre industry • Skills exploration • How to use a professional text • Rehearsal processes • Exploration of themes, ideas, genres in a devised piece of work
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Brief overview						
BTEC TECH Award in Performing Arts Y11						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>1 hour theory lesson 2 hour practical lesson</p> <ol style="list-style-type: none"> 1. Introduction to the component 2. Performance role 3. Professional work assignment- Too Much Punch for Judy by Mark Wheeler 4. Peer-to- Peer feedback and self- reflection 5. Target setting and improved practice throughout lessons. 	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>1 hour theory lesson 2 hour practical lesson</p> <p>Component 2 – video/ written evidence collection Video: Thursday 23rd November 2023 Written: Friday 1st December 2023</p> <p>Component 3 PSA released</p> <ol style="list-style-type: none"> 1. Peer-to- Peer feedback and self- reflection 2. Final Performance 3. Rehearsal journal and evaluation 4. PSA release for Comp 1- Introduction to Comp 1 5. Marking and moderation window- 15th December 2023 	<p>Component 3: Responding to a brief</p> <p>3 hour practical lesson</p> <p>Group devising task in response to a brief released by Btec</p>	<p>Component 3: Responding to a brief</p> <p>3 hour practical lesson Theory evaluation in exam conditions</p> <p>Group devising task in response to a brief released by Btec</p> <p>Short written evaluation post final submission.</p>	<p>Revision for core subjects</p> <p>BTEC completed- lesson time used to complete revision for core subjects.</p> <p>Final submission 1st May 2024.</p>	<p>Revision for core subjects</p> <p>BTEC completed- lesson time used to complete revision for core subjects.</p>
Relevant core concepts	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance. • Physical skills: 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. 	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance. • Physical skills: 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. 	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance. • Physical skills: 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 	<ul style="list-style-type: none"> • Vocal skills: students develop pace, pitch, pause, projection, volume, tone, articulation, accent, emphasis skills. They will use these to contribute to their final practical performance. • Physical skills: 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 		

	<p>interaction with other performers. They will use these to contribute to their final performance.</p> <ul style="list-style-type: none"> • Theoretical knowledge: students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief. • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Leadership: 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. • Respect: 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. 	<ul style="list-style-type: none"> • Theoretical knowledge: students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief. • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Leadership: 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. • Respect: 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. • Professionalism: Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry. 	<p>contribute to their final performance.</p> <ul style="list-style-type: none"> • Theoretical knowledge: students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief. • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Leadership: 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. • Respect: 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. • Professionalism: Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry. 	<p>contribute to their final performance.</p> <ul style="list-style-type: none"> • Theoretical knowledge: students learn the basic theoretical skills and rules of acting and apply these to their professional assignment brief. • Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve assessments and coursework outcomes. • Leadership: 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. • Respect: 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. • Professionalism: Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry. 		
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	<ul style="list-style-type: none"> • Professionalism: Students will understand the role of their chosen discipline and the requirements to enable them to be successful with the working industry. 					
<p>Core declarative and procedural knowledge</p>	<ul style="list-style-type: none"> • Behaviours within the Theatre industry • Skills exploration • How to use a professional text • The importance of a warm-up including Health and Safety re-cap • Rehearsal processes • Exploration of themes, ideas, genres • Rehearsal of the professional work they will be assessed on- 'Too Much Punch for Judy' by Mark Wheeler • Assessment of 'Too Much Punch for Judy'- by Mark Wheeler 	<ul style="list-style-type: none"> • Behaviours within the Theatre industry • Skills exploration • How to use a professional text • The importance of a warm-up including Health and Safety re-cap • Rehearsal processes • Exploration of themes, ideas, genres • Rehearsal of the professional work they will be assessed on- 'Too Much Punch for Judy' by Mark Wheeler • Assessment of 'Too Much Punch for Judy'- by Mark Wheeler 	<ul style="list-style-type: none"> • Behaviours within the Theatre industry • Skills exploration with utilisation in a rehearsal context and final performance • The importance of a warm-up • Rehearsal processes • Exploration of themes, ideas, genres within students own devised piece 	<ul style="list-style-type: none"> • Behaviours within the Theatre industry • Skills exploration with utilisation in a rehearsal context and final performance • The importance of a warm-up • Rehearsal processes • Exploration of themes, ideas, genres within students own devised piece 		