

KS3 Expected Knowledge/Skills:

- Create and perform a character using physical and vocal skills
- Evaluate their own contributions to performances and that of their peers
- Devise their own performance demonstrating their understanding of style, form and structure and characterisation
- Generate ideas for technical theatre
- Role of theatre in society

KS4 Expected Knowledge Skills:

- Understand the work of key practitioners and apply this knowledge when devising their own performances
- Evaluate your own contribution to the devising process and the effectiveness of your piece.
- Evaluate a piece of live theatre and the wider role of theatre makers
- Identify, describe, explain and analyse the role of theatre makers in practice.

Post 16 Learning Routes:

- A Level Drama & Theatre
- BTEC Performing Arts
- BTEC Production Arts

*Tailored to the cohort each year.

EP: To evaluate live theatre – how effective was the performance and how did a range of theatre makers contribute to this? **Skills:** Evaluate, analyse, describe . **Q&A:** **How do a range of theatre makers contribute to an overall performance?**

KS4 Enrichment & Trips

UCAS Creative Industries Exhibition
Live Theatre Performance (exam requirement)
Residential in Year 10 for Component 1 exam preparation
Rehearsals during enrichment
Revision sessions
1:1 support as per individual need
LIPA widening participation programme
Liverpool Hope University outreach programme
Anti-Bullying Performance – Y6-7 Transition

KS4 Careers & options

*GCSE Drama Route – Role of a ‘*theatre maker*’

- Performer
- Designer
- Director

KS3 Enrichment & Trips

School show
LAMDA Exams
Drama Club
Special Effects Make up
Musical Theatre Trip

KS3 Careers – a career in the arts:

Script Writer
Performer
Producer
Sound/Light Designer
Director

EP: To know and be able select from a range of drama techniques when creating theatre. To be able to use vocal and physical skills in performance. **Skills:** Dramatic tension, narration, flash back, cross-cutting. **Q&A:** **How do you create tension on stage?**

Ghost Stories



Ernie



Baseline – The Street

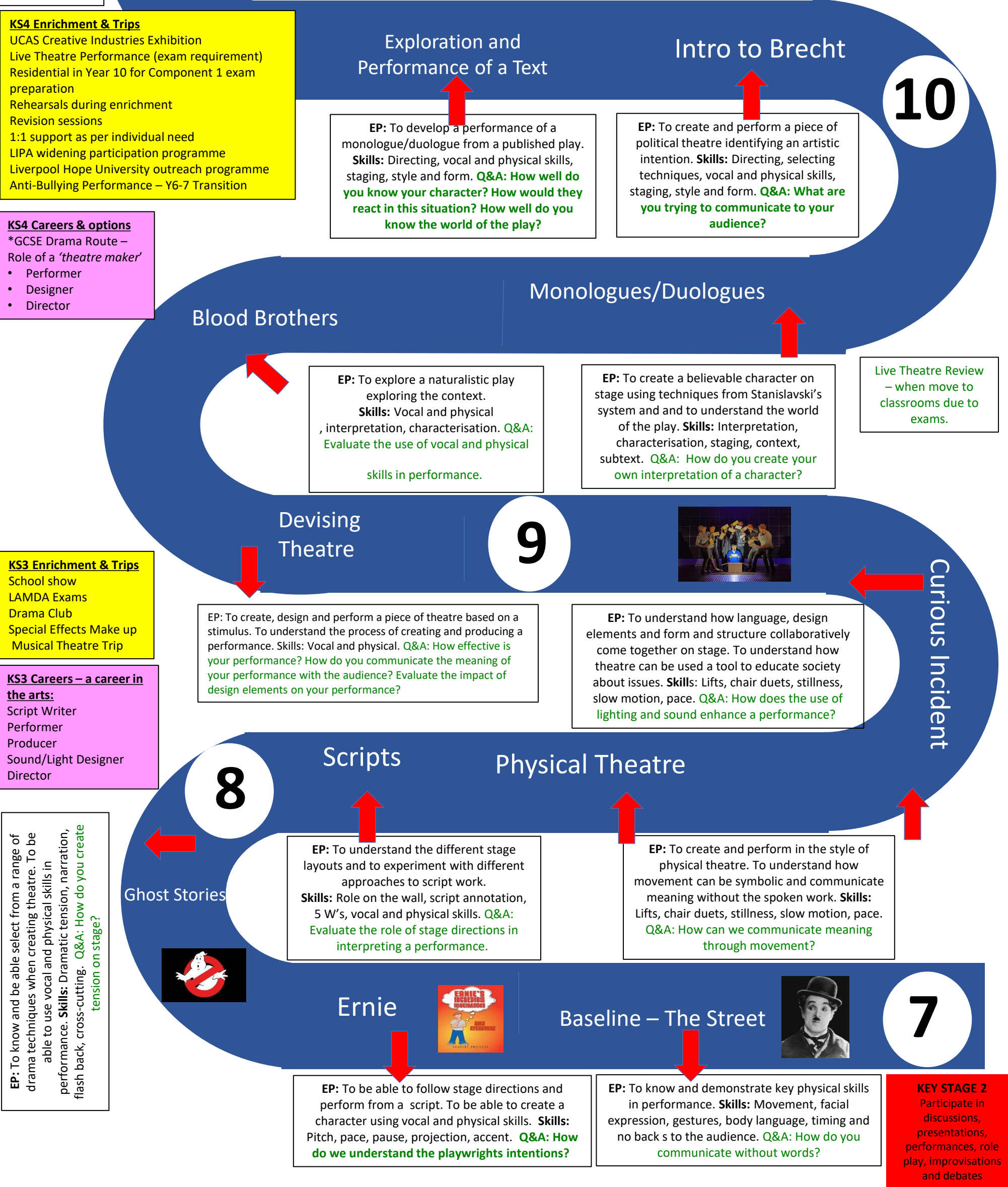


EP: To be able to follow stage directions and perform from a script. To be able to create a character using vocal and physical skills. **Skills:** Pitch, pace, pause, projection, accent. **Q&A:** **How do we understand the playwrights intentions?**

EP: To know and demonstrate key physical skills in performance. **Skills:** Movement, facial expression, gestures, body language, timing and no back s to the audience. **Q&A:** **How do you communicate without words?**

KEY STAGE 2

Participate in discussions, presentations, performances, role play, improvisations and debates



KS5 Drama Learning Journey – Year 12

Bridging the Gap Programme
Year 11 – 12 Transition - students will have completed a GCSE in Drama or Level 2 Technical Award in Perfing Arts.

Route A - Academic - A-Level

C1: Read set texts X 2
C1: Watch live performances (if available on Digital Theatre)
C2: Read extracts from Frantic Assembly devising book
C3: Compile a list of 10 monologues/duologues you like and create mind maps detailing the context, plot, theme.

A-Level Drama and Theatre

Component 1 – Set Text X 2 & Live Theatre Review (40%)

Component 2 – Devising Drama & Working Notebook (30%)

Component 3 – Performing Extracts X 3 (30%)

Route B - Vocational - BTEC

Practitioner Booklet – Stanislavski VS Brecht
The Voice in Practice – extract of book by Patsy Rodenburg
Skills and techniques revision
Directing theatre – extract from book ‘The Devising Manual’
Production Arts Route

BTEC Production Arts

Unit 59 – Stage Management

Unit 65 Technical Stage Operations

Unit 2 – Production Workshop

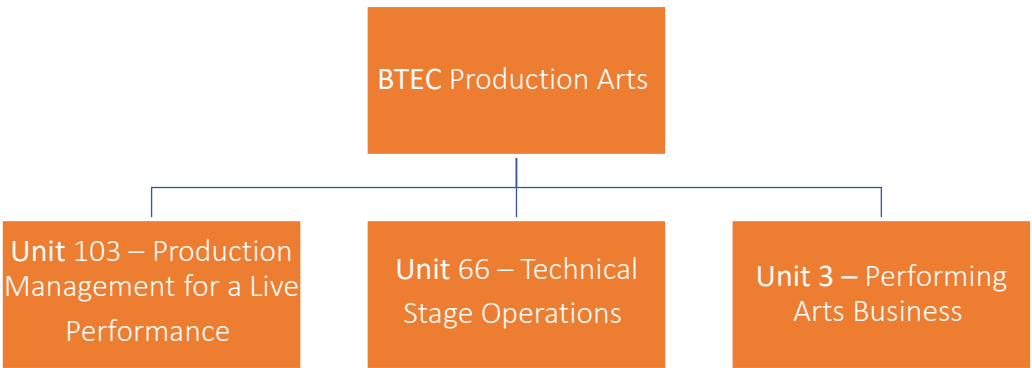
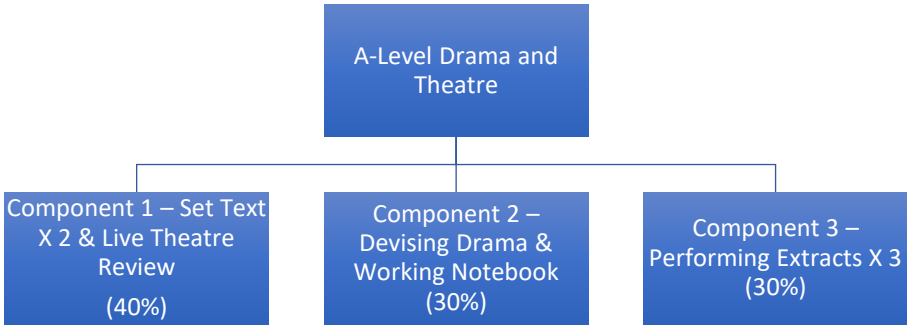
HALF TERM	CONTENT
HT1	(3 weeks) Introduction to A-Level: getting to know your peers and linking back to Bridging the Gap work. *Baseline Assessment (5 weeks) Component 2: Devising Drama – stimuli exploration and practitioner work. (C1 Exam) Live Theatre trip – preparation for note taking.
HT2	Component 2: Devising Drama – stimuli exploration and practitioner work. <ul style="list-style-type: none">Creating and rehearsing devised workWorking notebook (1 lesson per week) C1: Set Text ‘That Face’ – read through and explore practically.
HT3	C2 Exam January window. Component 1: Set Text Exploration – (3 lessons) Explore set text 1 in relation to the following theatre makers: <ul style="list-style-type: none">PerformerDesignerDirector Practice exam questions throughout as homework. (1 lesson per week) Finalise/re-draft working notebook
HT4	Component 3: Performance of text extracts – choose from the 10 choices selected during the bridging the gap work. Work through these stages: <ul style="list-style-type: none">ResearchInterpretationRehearsalRefinement *Mini performance of set texts if possible. Live Theatre Trip – notes collated
HT5	Component 1: Set Text Exploration – (3 lessons) Explore set text 2 in relation to the following theatre makers: <ul style="list-style-type: none">PerformerDesignerDirector Mock exam preparation *Mini performance of set texts if possible.
HT6	Component 3: Performance of text extracts – choose from the 10 choices selected during the bridging the gap work. Work through these stages: <ul style="list-style-type: none">ResearchInterpretationRehearsalRefinement Finalise working notebook Careers focus – choices for post 18 studying.

Careers/Trips/Enrichments: **All students will be expected to participate in the School Production and LAMDA examinations to support their learning in the craft of Acting/Drama**

- UCAS Create Your Future Event
- Links with regional universities – LJMU
- LIPA Widening Participating Team – lots of free outreach trips/events
- Live Theatre – one per term to support students learning in this area.
- Residential – to prepare for external examination.**

HALF TERM	CONTENT
Term 1	Unit 59: Stage Management – students will work alongside the school production and act as stage managers throughout the process of putting on the production. <ul style="list-style-type: none">Live Theatre visits this half term to see professional theatre <p>Assessment Points - On completion of this unit a learner should:</p> <ol style="list-style-type: none">Know the role and the skills needed to function as an assistant stage managerBe able to work as an ASM within a production teamBe able to operate in an ASM role during a performance or eventBe able to observe safe working practices. <p>Assessment Evidence – students will work as a stage manager for the school production.</p> <p>All students are provided with copies of the following:</p> <ul style="list-style-type: none">Stage Lighting the Technicians Guide – BloomsburySound Design for the Stage – Gareth FryStage Management Handbook
Term 2	Unit 65: Technical Stage Operations – students will work alongside Year 10 to develop lighting, sound and video support for their devised performances. This will give support to students in year 10 who are working as designers. <p>Assessment points - On completion of this unit a learner should:</p> <ol style="list-style-type: none">Know the technical skills used in the production processBe able to apply the appropriate technical skills during the production processBe able to perform as a technical operative. <p>Assessment Evidence – students will produce lighting, sound and video paperwork for a small performance and set-up and operate the equipment for each area.</p> <p>Careers – students will explore the different career pathways for the Production Arts and work with LIPA student during enrichment sessions.</p>
Term 3	Unit 2: Production Arts Workshop – students will work alongside year 10 students who are starting to work on monologues and duologue performances. This will not be performed until Year 11 (Year 13) of the course in order to give enough preparation time. <p>Assessment points - On completion of this unit a learner should:</p> <ol style="list-style-type: none">Know the role of the production teamBe able to develop ideas creativelyBe able to present production ideas in a workshop settingUnderstand the potential of the production process. <p>Assessment Evidence – students will produce a portfolio showing the ideas and research</p>

KS5 Drama Learning Journey – Year 13



HALF TERM	CONTENT
HT1 Settling in event	(2x lesson per week) Component 3: Performance of text extracts – finalise performances and complete mock exams for each extract. Finalise intentions paperwork. (1 lesson per week – notebook re-draft) (1 lesson per week) C1: written exam prep – set text preparation.
HT2	(2x lesson per week) Component 3: Performance of text extracts – finalise performances and complete mock exams for each extract. Finalise intentions paperwork. (1 lesson per week – notebook re-draft) (1 lesson per week) C1: written exam prep – set text preparation. *See final live theatre performance and collate notes.
HT3	Component 1: Set Text Exploration – mock exams and walking/talking mocks.
HT4	Component 1: Set Text Exploration – mock exams and walking/talking mocks. **Moderate Component 2 with another school if possible prior to examination moderation.
HT5	Component 1: Set Text Exploration – mock exams and walking/talking mocks.

Careers/Trips/Enrichments: **All students will be expected to participate in the School Production and LAMDA examinations to support their learning in the craft of Acting/Drama**

- UCAS Create Your Future Event
- Links with regional universities – LJMU
- LIPA Widening Participating Team – lots of free outreach trips/events
- Live Theatre – one per term to support students learning in this area.

Post 18 Choices:

- University
- Drama School – degree/foundation course
- Apprenticeship
- Employment
- Gap Year to gain theatre/performance experience

HALF TERM	CONTENT
Term 1	<p>Unit 66: Technical Stage Operations and Unit 59: Stage Management – students will work alongside the school production and act as stage managers and lighting operators and designers throughout the process of putting on the production.</p> <ul style="list-style-type: none">• Students will see live theatre this term <p>Unit 59: Stage Management (evidence 2) Assessment Points - On completion of this unit a learner should:</p> <ol style="list-style-type: none">1 Know the role and the skills needed to function as an assistant stage manager2 Be able to work as an ASM within a production team3 Be able to operate in an ASM role during a performance or event4 Be able to observe safe working practices. <p>Unit 66: Stage Lighting Operations – Assessment points - On completion of this unit a learner should:</p> <ol style="list-style-type: none">1 Know how to use a portfolio of reference material2 Be able to rig equipment safely3 Understand the use of colour in a performance context4 Be able to focus and control luminaires5 Be able to operate lighting controls. <p>Assessment evidence – will be the show – they will be doing lighting design and operation as well as stage management tasks different from last academic year.</p>
Term 2	<p>This term students will be exploring Unit 3: Performing Arts Business – this will provide extensive career information as well as how to write an industry CV and be successful in the Performing Arts Industry</p> <p>Assessment points – on completion of this unit students will:</p> <ol style="list-style-type: none">1 Understand employment opportunities and requirements in the performing arts sector2 Know different types of organisations in the performing arts sector3 Be able to manage financial controls for a performing arts event. <p>Unit 108: Production Management for Live Performance. Assessment points – On completion of this unit a learner should:</p> <ol style="list-style-type: none">1 Be able to instigate the planning requirements of a production2 Be able to manage a production budget3 Know the legislative requirements of a production4 Be able to manage human resources for a production. <p>Assessment evidence – will be the show from last half term and they will keep financial</p>