

**Performing Arts Department – Drama  
GDA Long Term Plan KS3 2023-2024**

Year	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>7</b> (2 Lessons)	<p align="center"><b>Introduction to Drama</b></p> <p><b><u>Focus: Building a Character</u></b></p> <p>Team Skills, Focus and confidence building</p> <p>Use of Voice, Facial Reactions, Gestures and Body Language</p> <p>Exploration of rehearsal techniques.</p> <p>Exploration of use of voice.</p> <p>GDA – Shrek BS – Shrek LK- Shrek KM- Soundscape</p> <p align="center"><b>APP</b> <b>Peer Assessment 1 of scenes in books</b></p> <p align="center"><b>Literacy: Spelling Test 1 on Key Drama Terminology in books</b></p>	<p align="center"><b>Introduction to Script Work</b></p> <p><b><u>Focus: How to use a Script effectively</u></b></p> <p>Exploration of Scripted Text – <b>Oliver</b></p> <p>Character development and script analysis</p> <p>Exploration of rehearsal techniques.</p> <p>Peer performances and evaluations.</p> <p>Exploration of Pantomime. Exploration of history of Pantomime and the role of each character.</p> <p align="center"><b>APP</b> <b>Peer Assessment 2 of scenes in books</b></p> <p align="center"><b>Literacy Focus – Capital Letters Starter Task</b></p>	<p align="center"><b>Introduction of reviewing Live Theatre</b></p> <p><b><u>Focus: How to construct an analytical Live Theatre Review</u></b></p> <p>Exploration of analytical writing and how to express opinion which is supported with specific examples.</p> <p>Learners watch a Mischief Theatre Production of Peter Pan Goes Wrong</p> <p>Learners use their Class books to record key information that will then be constructed into a detailed and analytical Live Theatre review.</p> <p align="center"><b>Live Theatre Review</b> <b>Extended Writing Task – Peter Pan Goes Wrong</b></p> <p align="center"><b>Live Theatre Review</b></p>	<p align="center"><b>Introduction to the genre of Horror</b></p> <p><b><u>Focus: Creating tension and suspense on stage</u></b></p> <p>Haunted House Immersive Theatre experience.</p> <p>Pupils will also explore simplistic Devising to develop a story.</p> <p>Rehearsal techniques</p> <p>Peer performances.</p> <p>Exploration of how you evaluate your own work</p> <p align="center"><b>Summative Assessment 1</b> <b>Rehearsal and Performance of Horror Scenes</b></p> <p align="center"><b>Literacy - Spelling Test 2 on Key Drama Terminology in books</b></p>	<p align="center"><b>Introduction of Devising Theatre and Practitioner Stanislavski</b></p> <p><b><u>Focus: What is Devising?</u></b></p> <p>Exploration of what Devising is.</p> <p>Devising Techniques – developing a picture/sound stimulus into an original performance.</p> <p>Introduction to Stanislavski and his system. Naturalistic Acting.</p> <ol style="list-style-type: none"> <li>1. Units</li> <li>2. Objectives</li> <li>3. Given Circumstances</li> <li>4. Emotional Memory</li> <li>5. Magic If</li> </ol> <p align="center"><b>APP</b> <b>Peer Assessment 3 of scenes in books</b></p> <p align="center"><b>Literacy Focus – Apostrophes Starter Task</b></p>	<p align="center"><b>Development of Devising Theatre and Practitioner Boal</b></p> <p><b><u>Focus: How do I Devise?</u></b></p> <p>Exploration of Devising Techniques – developing a famous quote/title into an original performance using ideas and methods of Stanislavski explored in Summer A.</p> <p>Rehearsal techniques</p> <p>Peer performances Building Character/Use of Staging</p> <p>Character development</p> <p>Exploration of how you evaluate your own work</p> <p align="center"><b>Summative Assessment</b> <b>Performance and evaluation of Devised Scenes</b></p> <p align="center"><b>Literacy - Spelling Test 3 on Key Drama Terminology in books</b></p>

**Performing Arts Department – Drama  
GDA Long Term Plan KS3 2023-2024**

	<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<b>8</b> (1 lesson)	<p align="center"><b>Reigniting Drama</b></p> <p><b>Focus: Building a Character</b></p> <p>Team Skills, Focus and confidence building</p> <p>Use of Voice, Facial Reactions, Gestures and Body Language</p> <p>Exploration of TV Acting vs Stage Acting</p> <p>Short filmed performance using a basic film script</p> <p>Short stage performance using a simple play script</p> <p align="center"><b>APP</b> <b>Peer Assessment 1 of scenes in books</b></p> <p>Rehearsal techniques</p> <p>Peer performances.</p> <p align="center"><b>Literacy: Spelling Test 1 on Key Drama Terminology in books</b></p>	<p align="center"><b>Exploration of Live Theatre</b></p> <p><b>Focus: How to construct an analytical Live Theatre Review</b></p> <p>Exploration of analytical writing and how to express opinion which is supported with specific examples.</p> <p>Learners watch a National Theatre production of Treasure Island.</p> <p>Learners use their Class books to record key information that will then be constructed into a detailed and analytical Live Theatre review.</p> <p align="center"><b>Live Theatre experience</b> <b>National Theatre Treasure Island</b></p> <p align="center"><b>Live Theatre Review</b></p>	<p align="center"><b>Reigniting Character Development</b></p> <p><b>Focus: Introduction to Comedy</b></p> <p>Exploration of what comedy is. What makes us laugh?</p> <p>Looking at Buster Keaton to Laurel and Hardy to Mr Bean to Gavin and Stacy.</p> <p>Research into Mischief Theatre</p> <p>Exploration of Scripted Text – Peter Pan Goes Wrong Script</p> <p>Character development and script analysis</p> <p>Rehearsal techniques</p> <p align="center"><b>Literacy Focus – Apostrophes Starter Task</b></p> <p align="center"><b>APP</b> <b>Peer Assessment 2 of scenes in books</b></p>	<p align="center"><b>Development of Script Work</b></p> <p><b>Focus: Exploration of a text – Our Day Out</b></p> <p>Exploration of Scripted Text – Exploration</p> <p>Character development and script analysis</p> <p>Rehearsal techniques</p> <p>Peer performances and evaluations.</p> <p align="center"><b>Literacy: Spelling Test 2 on Key Drama Terminology in books</b></p> <p align="center"><b>Self-Assessment 1 of scenes in books based on their own work with Our Day Out</b></p>	<p align="center"><b>Development of Script Work</b></p> <p><b>Focus: How to develop a performance from Page to Stage</b></p> <p>Exploration of Staging: Traverse, Thrust and Theatre in the Round</p> <p>Exploration of Scripted Text – <b>Lord of the Flies</b></p> <p>Rehearsal techniques</p> <p>Building Character/Use of Staging</p> <p align="center"><b>APP</b> <b>Peer Assessment 3 of scenes in books</b></p> <p align="center"><b>Literacy Focus – Capital Letters Starter Task</b></p>	<p align="center"><b>Introduction of Devising Theatre and Practitioner Stanislavski</b></p> <p><b>Focus: What do I know about Devising?</b></p> <p>Exploration of what Devising is.</p> <p>Devising Techniques – developing a picture/sound stimulus into an original performance.</p> <p>Introduction to Stanislavski and his system. Naturalistic Acting.</p> <ol style="list-style-type: none"> <li>1. Units</li> <li>2. Objectives</li> <li>3. Given Circumstances</li> <li>4. Emotional Memory</li> <li>5. Magic If</li> </ol> <p align="center"><b>Literacy: Spelling Test 3 on Key Drama Terminology in books</b></p> <p align="center"><b>Self-Assessment 2 of scenes in books based on their own work with Devised scenes</b></p>

**Performing Arts Department – Drama  
GDA Long Term Plan KS3 2023-2024**

	<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<b>9</b> (1 lesson)	<p align="center"><b>Developing Drama</b></p> <p><b>Focus: Building a detailed Character</b></p> <p>Team Skills, Focus and confidence building</p> <p>Use of Voice, Facial Reactions, Gestures and Body Language</p> <p>Exploration of TV Acting vs Stage Acting vs Radio Acting</p> <p>Short filmed performance using a basic film script</p> <p>Short stage performance using a simple play script</p> <p>Short radio play performance using the voice recorder on their phones.</p> <p><b>Literacy: Spelling Test 1 on Key Drama Terminology in books</b></p> <p><b>APP</b> <b>Peer Assessment 1 of scenes in books</b></p>	<p align="center"><b>Exploration of Live Theatre</b></p> <p><b>Focus: How to construct an analytical Live Theatre Review</b></p> <p>Exploration of analytical writing and how to express opinion which is supported with specific examples.</p> <p>Learners watch a National Theatre production of One Man 2 Guvnors</p> <p>Learners use their Class books to record key information that will then be constructed into a detailed and analytical Live Theatre review.</p> <p><b>Live Theatre experience National Theatre One man 2 Guvnors</b></p> <p><b>Live Theatre Review</b></p>	<p align="center"><b>Developing Character Development</b></p> <p><b>Focus: Introduction to Mask work</b></p> <p>Exploration of the history of mask and the conventions surrounding them.</p> <p>Looking at White Ghost Mask work to basic Tresel Masks to advanced Tresel Masks</p> <p>Research into Commedia del Arte</p> <p>Non-verbal communication development of character using masks and a stimulus.</p> <p>Rehearsal techniques</p> <p><b>Summative Assessment of rehearsal and performance scenes</b></p>	<p align="center"><b>Development of Script Work</b></p> <p><b>Focus: Exploration of a text – Mouse Trap Murder Mystery</b></p> <p>Exploration of Scripted Text –<b>The Mouse Trap</b> Exploration</p> <p>Character development and script analysis</p> <p>Rehearsal techniques</p> <p>Peer performances and evaluations.</p> <p><b>Literacy: Spelling Test 2 on Key Drama Terminology in books</b></p> <p><b>APP</b> <b>Self-Assessment 1 of scenes in books based on their own work with Our Day Out</b></p>	<p align="center"><b>Development of Script Work</b></p> <p><b>Focus: How to develop a performance from Page to Stage</b></p> <p>Exploration of Staging: Traverse, Thrust and Theatre in the Round</p> <p>Exploration of Scripted Texts – <b>A Little Box of Oblivion by Stephen Bean and Pieces by Hywel John</b></p> <p>Rehearsal techniques</p> <p>Building Character/Use of Staging</p> <p><b>Live Theatre experience National Theatre</b></p> <p><b>Summative Assessment of rehearsal an performance of A Little Box of Oblivion</b></p>	<p align="center"><b>Development of Technical Theatre and Staging Technique</b></p> <p><b>Focus: Technical Drama</b></p> <p>Introduction to Technical Theatre – Lighting, Sound and Costume</p> <p>Exploration of types of lighting from Par Cans to Fresnel.</p> <p>Exploration of types of sound from generate SFX to using music</p> <p>Exploration of types of hair, make up and costume from period pieces to contemporary.</p> <p>Exploration of types of Set Design from developing an original; Set to making a 3D model.</p> <p><b>Literacy: Spelling Test 3 on Key Drama Terminology in books</b></p> <p><b>Teacher observation of learners Technical Drama skills in Lighting.</b></p>

**Performing Arts Department – Drama  
GDA Long Term Plan KS3 2023-2024**

<p align="center"><b>10</b> (5 lessons)</p>	<p><b>Reignition of Eduqas GCSE Drama</b></p> <p><b>Component 1: Devising 40%</b></p> <p><b>Component 2: Scripted Performance 20%</b></p> <p><b>Component 3: Exploration of a Set Text 40%</b></p> <p>Team Skills, Focus and confidence building Building a Character. Rehearsal techniques.</p> <p>Development of character and effective rehearsal. Use of Voice, Facial Reactions, Gestures and Body Language</p> <p>Exploration of Practitioner: Stanislavski</p> <p><b>Component 2: Performance of a Text 20% of GCSE.</b> Introduction to TWO by Jim Cartwright.</p> <p>Pupils will start to create an Immersive Theatre style performance of the production and will have selected scenes to develop and perform to a selected adult audience.</p> <p><b>Literacy: Spelling Test 1 on Key Drama Terminology in books</b></p> <p align="center"><b>APP</b></p>	<p><b>Component 2: Scripted Scene 20% GCSE</b></p> <p>Development of Units and Objectives activities</p> <p>Pupils will perform their scenes to x3 Test Audiences prior to the final performance.</p> <p>Test Audiences Development: After each performance the cast will ask for feedback and incorporate this into their next performance.</p> <p align="center"><b>Watch Y12 Devised performance for a Theatre Evaluation</b></p> <p align="center"><b>Watch Y11 Devised Scenes and complete an evaluation.</b></p> <p align="center"><b>Summative Assessment</b></p> <p align="center"><b>Week beginning 6<sup>th</sup> November 2023</b></p> <p align="center"><b>Performance of Two to an adult audience.</b></p> <p align="center"><b>Evaluation of the performance under controlled conditions</b></p>	<p><b>Component 1: Devising. 40% GCSE</b></p> <p>Exploration of Devising Techniques –using a range of stimuli:</p> <ol style="list-style-type: none"> <li>1. A picture</li> <li>2. A song lyric</li> <li>3. A quote</li> <li>4. A title</li> </ol> <p>Exploration of Kneehigh Theatre Company and Frantic Assembly Using official GCSE authorised past papers pupils will select 1 of 4 stimuli to develop through the process into a performance that fits GCSE criteria timings.</p> <p>Peer performances and evaluations.</p> <p align="center"><b>Literacy: Spelling Test 2 on Key Drama Terminology in books</b></p> <p align="center"><b>APP</b> <b>Assessment of rehearsal process</b></p>	<p><b>Component 1: Devising. 40% GCSE</b></p> <p>Exploration of Artaud and Boal Practitioners</p> <p>Development of script for Devised scene.</p> <p>Test Audiences Development: After each performance, the cast will ask for feedback and incorporate this into their next performance. Peer performances and evaluations.</p> <p align="center"><b>Live Theatre experience</b></p> <p align="center"><b>Watch Y11 Scripted Scenes and complete an evaluation</b></p> <p align="center"><b>Summative Assessment</b></p> <p align="center"><b>Week beginning 18<sup>th</sup> March 2024</b></p> <p align="center"><b>Performance of Devised Scenes to a KS4 and KS5 Audience.</b></p> <p align="center"><b>Evaluation of the performance under controlled conditions</b></p>	<p><b>Exploration of Theatre Practitioners and Theatre Companies</b></p> <p>Exploration of Theatre Practitioners and Theatre Companies</p> <ol style="list-style-type: none"> <li>1. Splendid Productions</li> <li>2. Bertolt Brecht</li> </ol> <p>Introduction of Dr Faustus by Christopher Marlowe. Exploration of a Brecht style of performance.</p> <p>Development of performance using script developed by Splendid Productions.</p> <p>Mini performances of Dr Faustus scenes to Y9 Drama pupils.</p> <p align="center"><b>Literacy: Spelling Test 3 on Key Drama Terminology in books</b></p> <p align="center"><b>APP</b> <b>Live Theatre Evaluation of Dr Faustus by Splendid Productions.</b></p>	<p><b>Component 3: Interpreting Theatre 40% GCSE</b></p> <p>A series of questions on one set text:</p> <p>Noughts and Crosses by Malorie Blackman</p> <p>Pupils will look at all 5 and we as a group will select one to explore. Pupils will be required to consistently read the plays and develop detailed themes, character bio's, Direction ideas and staging concepts.</p> <p align="center"><b>Live Theatre experience</b></p> <p align="center"><b>Summative Assessment</b> <b>Pupils will sit Section A of a Past Paper on the selected text.</b></p>

**Performing Arts Department – Drama  
GDA Long Term Plan KS3 2023-2024**

	<b>Rehearsal Observation by Teacher</b>					
<b>11</b> ( 5 lessons)	<p><b>Refresh Eduqas GCSE Drama</b></p> <p><b>Devising Techniques Theatre practitioners and Theatre Companies</b></p> <p><b>Component 1: Devising. 40% GCSE</b></p> <p>Selection of stimulus. Development of initial ideas</p> <p>Component 3: Interpreting Theatre 40% GCSE. Exploration of DNA and past papers.</p> <p><b>Live Theatre experience</b></p> <p><b>APP: Presentation of ideas and selected Theatre Practitioner</b></p>	<p><b>Component 1: Devising. 40% GCSE</b></p> <p>Rehearsals for Devised scene.</p> <p><b>Week beginning November 13th 2023 - Test Audience 1 – Feedback</b></p> <p><b>Development of scenes</b></p> <p><b>Week beginning November 20th 2023 - Test Audience 2 – Feedback</b></p> <p><b>Development of scenes</b></p> <p><b>Mock Exam: Week beginning 27th November 2023</b></p> <p><b>November 2023 Exam Component 1: Devising. 40% GCSE</b></p> <p><b>Watch Y12 Theatre Workshop Scenes and complete an evaluation</b></p>	<p><b>Component 2: Performance of a Text 20% of GCSE.</b></p> <p>Exploration of selected texts. Pupils put into groups in December 2020. Lines to be learnt over Christmas.</p> <p><b>Rehearsals and development of scenes, staging and links to Theatre Practitioner /Theatre Company.</b></p> <p><b>Development of scenes.</b></p> <p>Component 3: Interpreting Theatre 40% GCSE. Exploration of DNA and past papers.</p> <p><b>Live Theatre experience</b></p> <p><b>APP: Work in Progress showing of scenes. Feedback.</b></p> <p><b>Week beginning 26th February 2024 - Test Audience 1 – Feedback</b></p>	<p><b>Component 2: Performance of a Text 20% of GCSE.</b></p> <p><b>Week beginning 4th March 2024 - Test Audience 2 – Feedback</b></p> <p><b>Development of scene</b></p> <p><b>Week beginning 11th March 2024 - Test Audience 3 – Feedback</b></p> <p><b>Development of scene</b></p> <p><b>External Exam – TBC March 2024</b></p> <p><b>Component 3: Interpreting Theatre 40% GCSE</b></p> <p>Marked together and dissected</p> <p><b>Summative Assessment: Evaluation of practical performance to be sent to External Examiner</b></p>	<p><b>Component 3: Interpreting Theatre 40% GCSE</b></p> <p><b>Noughts and Crosses &amp; Live Theatre Review</b></p> <p>Exam technique Time practice</p> <p>Marked together and dissected</p> <p><b>Live Theatre reviews developed using Digital Theatre plus and National Theatre Live.</b></p> <p><b>Summative Assessment: Full Component 3 test paper under exam conditions</b></p>	<p><b>Component 3: Interpreting Theatre 40% GCSE</b></p> <p><b>Noughts and Crosses &amp; Live Theatre Review</b></p> <p><b>Summative Assessment: Full test paper</b></p> <p>Marked together and dissected</p> <p><b>Summative Assessment: Full test paper</b></p> <p>Marked together and dissected</p> <p><b>Component 3 Exam Thursday 9th May 2024</b></p>