

Year	Rotation 1		Rotation 2	
	Unit 1:1	Unit 1:2	Unit 2:1	Unit 2:2
7				
6 lessons per fortnight/ 6 weeks per rotation = 18 lessons per rotation	<p>Drama Techniques using Roald Dahl's Revolting Rhymes</p> <p><u>Lessons include performance baseline, ending performance assessment and concluding written reflection task</u></p> <p><b>What will be learnt?</b></p> <p>Students will be introduced to the foundations of drama in the form of drama techniques. Pupils will be given the opportunity to practically explore a different technique each lesson whilst being introduced to a different R.D rhyme.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To establish the routines of the drama classroom</li> <li>To identify and understand dramatic techniques</li> <li>To listen and respond constructively to others</li> <li>To use different dramatic approaches to explore ideas, texts and issues</li> <li>To use different dramatic techniques to convey action, character, atmosphere and tension</li> </ul> <p><b>Skills developed?</b></p>	<p>Charlie and the Chocolate Factory Scripted/Devised unit</p> <p><b>GCSE LINK:</b>  <a href="#">Component Two of AQA GCSE</a>  <a href="#">Component Three of AQA GCSE</a></p> <p><u>Lessons include formative assessment throughout with an ending performance assessment and concluding written reflection task</u></p> <p><b>What will be learnt?</b></p> <p>Students will explore the demands of a musical. They will explore characters and their development; choreography and script work.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To explore the use of characterisation in drama</li> <li>To identify the importance of drama techniques on characterisation</li> <li>To listen and respond constructively to others to aid improvement</li> <li>To use different dramatic approaches to explore ideas, texts and issues</li> <li>To use different dramatic techniques to convey action, character, atmosphere and tension</li> </ul> <p><b>Skills developed?</b></p>	<p>A Monster Calls Devised and Physical Theatre unit</p> <p><b>GCSE LINK:</b>  <a href="#">Component Two of AQA GCSE</a></p> <p><u>Lessons include formative assessment throughout with an ending performance assessment and concluding written reflection task</u></p> <p><b>What will be learnt?</b></p> <p>Students will explore and experiment with different devising techniques whilst using the stories from A Monster Calls.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To understand and apply creative adaptations</li> <li>To apply physical theatre to existing stimulus</li> <li>To listen and respond constructively to others to promote improvement</li> <li>To use different dramatic approaches to explore ideas, texts and issues</li> <li>To use different dramatic techniques to convey action, character, atmosphere and tension</li> </ul> <p><b>Skills developed?</b></p>	<p>Greek Theatre/ Mugged Scripted unit</p> <p><b>GCSE LINK:</b>  <a href="#">Component Three of AQA GCSE</a></p> <p><u>Lessons include formative assessment throughout with an ending performance assessment and concluding written reflection task</u></p> <p><b>What will be learnt?</b></p> <p>Students will use a modern play – Mugged – to explore the conventions of Greek Theatre.</p> <p><b>Why will it be learnt?</b></p> <ul style="list-style-type: none"> <li>To identify and apply conventions of Greek theatre</li> <li>To perform in a scripted performance</li> <li>To listen and respond constructively to others to aid improvement</li> <li>To identify personal areas of improvements</li> <li>To use different dramatic approaches to explore ideas, texts and issues</li> <li>To use different dramatic techniques to convey action, character, atmosphere and tension</li> </ul> <p><b>Skills developed?</b></p>

	<p>To be an actor, a director a choreographer and a designer.</p> <p><b>How will learning be assessed?</b></p> <p>KS3 y7&amp;8 marking criteria written in line with AQA GCSE marking criteria.</p> <p>KS3 pupils get marked using Developing, Secure and Exceeding</p> <p>KS3 Marking/literacy policy and workbooks are written in line with the written requirements for AQA GCSE drama</p>	<p>To be an actor, a director a choreographer and a designer.</p> <p><b>How will learning be assessed?</b></p> <p>KS3 y7&amp;8 marking criteria written in line with AQA GCSE marking criteria.</p> <p>KS3 pupils get marked using Developing, Secure and Exceeding</p> <p>KS3 Marking/literacy policy and workbooks are written in line with the written requirements for AQA GCSE drama</p>	<p>To be an actor, a director a choreographer and a designer.</p> <p><b>How will learning be assessed?</b></p> <p>KS3 y7&amp;8 marking criteria written in line with AQA GCSE marking criteria.</p> <p>KS3 pupils get marked using Developing, Secure and Exceeding</p> <p>KS3 Marking/literacy policy and workbooks are written in line with the written requirements for AQA GCSE drama</p>	<p>To be an actor, a director a choreographer and a designer.</p> <p><b>How will learning be assessed?</b></p> <p>KS3 y7&amp;8 marking criteria written in line with AQA GCSE marking criteria.</p> <p>KS3 pupils get marked using Developing, Secure and Exceeding</p> <p>KS3 Marking/literacy policy and workbooks are written in line with the written requirements for AQA GCSE drama</p>
--	---	---	---	---