**Subject: Dance**

Dance inspires, challenges and motivates every student, no matter what their level of ability. Dance is a powerful and inspiring subject that encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. All students at Sydenham are encouraged to participate both inside and outside of the lesson and we have a strong tradition of high quality and diverse performance both within school and the local and wider communities. Our curriculum at KS3, 4 and 5 is well established and develops students as performers, choreographers and appraisers with the overall aim being to establish a life-long appreciation of a wide range of dance from different genres and cultures. The curriculum enrichment provision includes ‘SDance’ –Sydenham Dance Company, Style based clubs, support, rehearsals and theatre visits. Past students from Sydenham have gone on to study dance at London Contemporary Dance School, Rambert Dance School and Laban as well as at various Universities

**Key Stage Three**

In KS3 students will start to develop a secure grounding in Dance composition, performance and critical appreciation. The curriculum covers a wide range of dance styles including Contemporary, Creative dance, Ballet, Indian Dance, Musical Theatre and Jazz. Students will have the opportunity to work independently as well as in groups and will develop knowledge of how to create effective choreography and build confidence in performance skills as they share their work with their class and make verbal contributions about the work they have seen. Students will then be proactive with the feedback received and work to produce their best possible dances.

**Key Stage Four**

BTEC and GCSE Dance presents students with opportunities to further develop an understanding of dance and increase their knowledge of a range of techniques and composition devices through performing, choreographing and appreciating dance. The BTEC and GCSE Dance courses are enjoyable and stimulating for candidates from diverse backgrounds. Students develop life-skills including decision making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others. Dance also offers transferable skills such as teamwork, co-operation, working to deadlines and building self-confidence

**Key Stage Five**

At KS5, the curriculum offers both A Level Dance and BTEC Level Three Performing Arts – Dance. These courses enable all students with previous prior Dance experience to continue with their Dance Studies furthering their ability to perform, choreograph and engage critically with the work of professional In KS3 students will start to develop a secure grounding in Dance composition, performance and critical appreciation. The curriculum covers a wide range of dance styles including Contemporary, Creative dance, Ballet, Indian Dance, Musical Theatre and Jazz. Students will have the opportunity to work independently as well as in groups and will develop knowledge of how to create effective choreography and build confidence in performance skills as they share their work with their class and make verbal contributions about the work they have seen. Students will then be proactive with the feedback received and work to produce their best possible dances. Dance also offers transferable skills such as teamwork, co-operation, working to deadlines and building self-confidence practitioners as well as themselves and their peers. After completing their courses students regularly go on to continue with their Dance studies at Degree / Diploma level. Notably students have gone on to prestigious centres such as London Contemporary Dance School, Rambert Dance School and Laban as well as various Universities.

**Subject: Music**

“One good thing about music, when it hits you, you feel no pain” – Bob Marley – Trenchtown Rock

Music is one of the most important creative and expressive arts and provides the opportunity to develop skills and confidence in a number of individual and group settings. All students at Sydenham are encouraged to participate in music both inside and outside of the classroom and we have a strong tradition of high-quality and diverse concerts both within school and the local and wider communities. Our curriculum is well established and develops students as performers, composers and appraisers with the overall aim being to establish a life-long appreciation of a wide range of music from different genres and cultures. The extra-curricular programme involves large ensembles such as Swing Band and Orchestra as well as smaller rock bands and a number of different choirs. Past students from Sydenham have gone on to study music at The Brit School, Trinity Laban Conservatoire and Goldsmiths University.

**Key Stage Three**

Topics are based on practical work and theoretical knowledge and understanding. Current topics at KS3 are a Bridging Unit, Musical Theory, Music and Media, Indian Music, Theme and Variations, The Blues, Pop Music Performance and Songwriting.

**Key Stage Four**

KS4 Students have the opportunity to study GCSE Music (AQA Exam Board) and have between 100 and 150 minutes of lessons each week. The course covers Performing (30%), Composing (30%) and Listening/Appraising (40%). Performing requires students to record both a solo and ensemble performance on any instrument. Composing requires students to create two compositions (one ‘free and one to a brief) in a style of their choice. Students develop their understanding and knowledge so that they are able to answer questions on unfamiliar listening examples during their final exam. They also study part of Haydn’s Clock Symphony and three specific Beatles songs from the album Sgt Pepper’s Lonely Hearts Club Band.

**Key Stage Five**

KS5 Students have the opportunity to study A-Level Music (AQA Exam Board) and have 300 minutes of lessons each week. The course covers Performing (35%), Composing (25%) and Listening/Appraising (40%). Performing requires students to prepare a minimum of 10 minutes of repertoire on any instrument. Composing requires students to create two compositions (one ‘free and one to a brief) in a style of their choice. Students develop their understanding and knowledge so that they are able to answer questions on unfamiliar listening examples during their final exam. They also study repertoire within Western Classical Music and Popular Music to be able to answer a range of questions including essays.

**Subject: Drama**

Drama is a key part of the creative and dynamic curriculum here at Sydenham and allows students to make, develop and create theatre work in a safe and supportive environment. The drama curriculum looks at key historical theatre movements as well as a range of key play texts and genres, focusing on academic literacy as well as performance skills and attributes. Students over the course of study are able to apply their knowledge and understanding when creating and responding to drama as well as develop a range of theatrical skills and apply them to productions whether as a performer or designer. Ay Sydenham we foster a culture of working collaboratively to generate performance work and students develop communication skills so they can present ideas for performances both inside and outside the classroom. As a discrete subject, drama encourages students to be independent and reflective learners who are able to make informed choices and we constantly analyse and reflect upon the work we create. Many of our students take part in extra -curricular drama activities within school as well as become members of drama groups within the community. Many students take part in the whole school production, which is a school wide performance that works across all the areas of performing arts including aspects of design and technology, art and textiles. We have strong links with a range of theatre institutions and organisations to give students access to world-class theatre practices and methodologies both within the classroom and on theatre trips and visits.

**Key Stage Three**

We explore topics such as Greek Theatre as well as Shakespeare and Commedia Del-Arte. Students work in groups as well as individually on tasks and get to learn about the Semiotics of theatre and how meaning is created. Students will be expected to complete homework from year 7 and undertake a range of tasks like script analysis, learning key terminology and conducting research into playwrights and styles of work. Home learning will also include line learning and play text analysis similar to GCSE style questions to build key vocabulary. There are after school drama clubs at KS3

**Key Stage Four**

We introduce the key genres of theatre in more depth, and students explore a range of texts and dramatic structures in-line with more complex theatrical techniques. Coupled with the practical work students look at the key components of the written exam and begin interleaving key questions throughout the year completing Mock exams in all three components. The core aspects of the course for GCSE are Component 1- Devising plays. Component 2 Text in Performance. Component 3 Theatre Makers in Practice. Each student is able to take a personalised path through the course choosing elements of study that suit their strengths to maximise exam success as either a performer or designer. Students will complete home learning every week looking at and practising work related to all three components.

**Key Stage Five**

The Key Stage 5 curriculum prepares students for the professional study of theatre and a career in performance and design work in the ever -popular industry of the creative arts. The 3 components allow for a more dynamic and flexible approach to learning and explore a wider range of mature and professional works. The focus of A level is a study of the historical, social and cultural contexts of a piece of theatre as well as several more detailed textual analysis of performance works and characterisation. Students also look at a range of influential theatre practitioners and use their methodologies to inform and create work. A timetable of activities and deadlines is set for students to work towards, building in a schedule of performance opportunities as well as academic study and rehearsal schedules

**Subject: Physical Education**

Physical Education is a key component to a student’s well-being both mentally and physically. In PE, we aim to inspire all students to succeed and excel in competitive sport and physically demanding activities. We provide opportunities for students to become physically confident this will allow them to recognise the importance of an active and healthy lifestyle continuing into their future. The PE department delivers a challenging yet enjoyable curriculum across a wide range of sports and activities. There are also numerous sporting opportunities available before and after school to further develop those students who show a real passion for PE and sport.

**Key Stage Three**

We teach the main sports that lead well into choosing GCSE PE as an option. These sports cover both team and individual games, allow students to start making decisions about their performance and take on different roles such as leader, official, and coach. Students also complete homework in relation to warming up, muscles and bones in the body and leadership.

**Key Stage Four**

KS4 Students have 100 minutes of core PE a week. In Year 9 and 10, we introduce new sports that students have not covered in Year 7 and 8, which continue to develop their skills, knowledge and leadership skills. In Year 11, we do a year round competition with winning teams each half term receiving prizes and certificates to encourage participation, have fun and work out.

In year 9 students can choose to study GCSE PE. This course covers two components: Fitness and body systems and Health and Performance. Students are assessed on these components and on 3 sports and 1 piece of coursework.

**Curriculum Breakdown Dance: Key Stage Three, Four and Five**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year group** | **Unit of work** | **When taught**  | **Skills Assessed** |
| **7** | Actions | Autumn 1 | PerformanceCompositionCritical Appreciation |
| Ballet | Autumn 2 | PerformanceCompositionCritical Appreciation |
| Country and Western | Spring 1 | PerformanceCompositionCritical Appreciation |
| Jazz | Spring 2 /Summer 1 | PerformanceCompositionCritical Appreciation |
| Thematic | Summer | PerformanceCompositionCritical Appreciation |
|  |  |
| **8** | Contemporary | Autumn 1 | PerformanceCompositionCritical Appreciation |
| Indian | Autumn 2 | PerformanceCompositionCritical Appreciation |
| Technologic | Spring 1 | PerformanceCompositionCritical Appreciation |
| Rock and Roll | Spring 2 / Summer | PerformanceCompositionCritical Appreciation |
| Musical Theatre | Summer | PerformanceCompositionCritical Appreciation |
| **9** | Set Phrases | Autumn 1 | PerformanceComposition |
| Dance in the Community | Autumn 2 | PerformanceChoreography |
| Within Her Eyes | Spring 1 | Contact PerformanceCompositionCritical Appreciation |
| Emancipation of Expressionism | Spring 2 | Street DancePerformanceCompositionCritical Appreciation |
| A Linha Curva | Summer 1 | Capoeira PerformanceCompositionCritical Appreciation |
| Infra | Summer 2 | Contemporary PerformanceCompositionCritical Appreciation |
| **10** | Preparation for BTEC: Component 1Exploring the Performing Arts | Autumn 1 | PerformanceComposition |
| Preparation for Component 2Developing skills and techniques | Autumn 2 | Performance |
| Choreography | Spring 1 | ChoreographyPerformance |
| Technique  | Spring 2 | Performance |
| BTEC Component 1 Written report writingGCSE Performance Duets / Trio | Summer 1 | Critical Appreciation through report writingPerformance |
| BTEC Component 2 Repertoire GCSE Set Phrases | Summer 2 | Performance |
| **11** | BTEC: Component 1Exploring the Performing Arts | Autumn 1/2 | PerformanceCompositionCritical Appreciation through report writing |
| Component 2Developing skills and techniques | Autumn 2/ Spring 1 | PerformanceCritical Appreciation through log book writing |
| Component 3Performing to a brief | Spring 1/2 | CompositionPerformance Critical Appreciation through written exams |
| GCSE: Set Phrases | Autumn 1 /2 | Performance |
| Performance Trio | Autumn 2/ Spring 1 | Performance |
| Solo Choreography | Spring 1/2 | Choreography |
| Dance Appreciation | Summer Year 10 – Summer Year 11 | Anthology of 6 professional set dance worksCritical Appreciation of own work (Performance and Choreography) |
| **12** | Solo Choreography | Autumn 1 /2 | Composition |
| Performance in a Quartet | Autumn 2Spring 1/2 | Performance |
| Solo Performance | Summer | Performance |
| Theory: Rooster | Autumn Spring | Appreciation Analysis |
| Theory: Sutra | Autumn Spring | AppreciationAnalysisEssay writing |
| **13** | Solo Performance | Autumn 1 / 2Spring 1 | Performance |
| Group Choreography | Autumn 1 /2Spring 1 | Composition |
| Performance in a Quartet | Autumn 2Spring 1 | Performance |
| Theory: Rambert | Autumn 1/ 2 | AppreciationAnalysisEssay writing |
| Theory: Independent Contemporary Dance Scene | Spring 1 / 2 | AppreciationAnalysisEssay writing |
| Revision of Year 12 Theory | OngoingSummer 1 | Essay writingQuestion answering |
| Past papers | Summer 1 | Exam practiceTimed conditions |

**Curriculum Breakdown Physical Education: Key Stage Three, Four and Five**

**Key Stage Three:**

Pupils have PE once a fortnight for a double period.

***Autumn and Spring Terms***

All pupils in years 7 and 8 will have covered Badminton, Netball and Fitness.

***Summer Term***

All pupils will cover Athletics and Strike & Field (rounders, cricket &softball).

We endeavour for each year group to have covered the same sports each year but due to which other classes/year groups are on at the same time, available spaces and split lunches this is not always possible.

**Key Stage Four:**

**Year 9 & 10**

Pupils have PE once a week for a double period.

***Autumn and Spring Terms***

Pupils will cover a variety of sports from the list below:

* Football
* Basketball
* Volleyball
* Handball
* Tag Rugby
* Fitness

***Summer Term***

Pupils will cover Athletics and Strike & Field (rounders, softball & cricket).

**Year 11**

Pupils have PE once a week for a double period.

Two classes are always on at the same time. They pick their teams of 10 for the year and team names. They are then in a competition with the other 5 groups for that year. They get points as a team for all being in full kit, team work, sportspersonship and winning the competition. At the end of each half term the overall winning team receives 5 merits per pupil and a prize and also we award pupils certificates for sporting spirit. The can achieve these in respect, determination, self-belief, honesty, team work and determination.

Each lesson they do a different activity/sport to keep them engaged and active. Some of them are:

* End zone
* Bench ball
* Dodge ball
* Ultimate Frisbee
* Football
* Team building competitions
* Volleyball
* Basketball
* Obstacle course
* Kickball
* Rounders

**Curriculum Breakdown Music: Key Stage 3 and 4**

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| --- | --- | --- | --- | --- |
| **Year group** | **Unit of work** | **When taught**  | **Skills Assessed** | **Description** |
| **7** | Bridging unit | Autumn 1 | Performance (solo)Listening (test)Composition (Pairs) | * Initial listening test
* Keyboard / Other instrument solo performance
* Animals keyboard composition task
 |
| Notation | Autumn 2 / Spring 1 | Ensemble performance Listening (formative) | * Use of Untuned percussion instruments
* Learning to read musical notation
* Group work – Performance of “Time Flies” piece
* Individual performance task
 |
| Music and Media | Spring 2 / Summer 1 | Composition to a briefListening (formative) | * Use of Garageband software
* Paired compositions to accompany cartoon clip
 |
| Indian Music | Spring 2 / Summer 1 | Ensemble performanceImprovisationArrangingListening (formative) | * Use of acoustic guitars and Untuned percussion
* Group arrangement and performance task
* Improvisation
 |
|  | Disney  | Summer 2 | Solo / Paired performanceListening (formative) | * Learning a range of Disney songs using voice and keyboard
* Developing vocal technique
* Individual / Paired performance task
 |
| **8** | African Music | Autumn 1 | Listening task.Ensemble composition and performance | * Use of Untuned percussion
* Group arrangement and performance task
* Improvisation
 |
| Theme and Variation | Autumn 2 / Spring 1 | Paired PerformancePaired CompositionUse of Musical Elements | * Use of keyboard to learn a range of themes
* Composition and performance of variations using range of musical elements
* Paired assessment task
 |
| The Blues | Spring 1 / 2 | Performance (keyboard, duet or solo) including improvisation.Listening (formative) | * Use of keyboard to learn 12-bar blues parts
* Arrangement and performance of blues pieces
* Lyric-writing and singing
* Paired assessment task
 |
| Pop Music / Songwriting | Summer | Performance (groups)Composition (groups) | * Developing understanding of pop music including structure
* Learning a range of pop songs
* Creating a cover version of a pop song using Music Technology or live instruments
* Song-writing composition task
* Group work
 |
| **9** | Pop Music Covers | Autumn 1 | Ensemble performance skills | * Recapping understanding of pop music features
* 4-chord cover version task
* Creating a cover version of a pop song using live instruments
* Group work through performance
 |
| Minimalism | Autumn 2 | Individual composition task and write-upListening homework tasks | * Developing understanding of Minimalism genre
* Use of Logic software
* Individual Music Technology composition task
 |
| Western Classical Tradition | Spring 1 | Individual written taskIndividual performanceListening homework tasks | * Developing understanding of a range of Western Classical periods
* Individual keyboard performance task
 |
| Film Music | Spring 2 | Individual composition task and write up | * Developing understanding of Film Music
* Use of Logic software
* Individual Music Technology composition task to accompany a chosen film clip
 |
| Rhythm and Pulse | Summer 1 | Group practical taskFocused listening questions | * Following subject content from AQA GCSE Music
 |
| Timbre and Dynamics | Summer 1 | Group practical taskFocused listening questions | * Following subject content from AQA GCSE Music
 |
|  | Structure and Form | Summer 2 | Group practical taskFocused listening questions | * Following subject content from AQA GCSE Music
 |
|  | Texture and Melody | Summer 2 | Group practical taskFocused listening questions | * Following subject content from AQA GCSE Music
 |
| **10** | Free Composition | Spring-summer | Coursework – to be finally completed by end of September of year 11 | * Following subject content from AQA GCSE Music
 |
| Music Theory | Throughout the year | Written tasks | * Following subject content from AQA GCSE Music
 |
| Listening Skills | Throughout the year | Low stake tests and focused questionsEnd of year mockWalking talking mock | * Following subject content from AQA GCSE Music
 |
| Performance | Throughout the year  | Summative coursework  | * Following subject content from AQA GCSE Music
 |
| The Beatles | Spring-summer | Written past paper questions | * Following subject content from AQA GCSE Music
 |
| **11** | Haydn | Autumn-Summer | Written past paper questions | * Following subject content from AQA GCSE Music
 |
| Composition To a Brief | Autumn-Spring | Composition to be completed by Easter break | * Following subject content from AQA GCSE Music
 |
| Performance | Autumn-Spring | 2 performances to be recorded by Easter break  | * Following subject content from AQA GCSE Music
 |
| Listening Skills | Throughout | Low stake tests and focused questionsMock 1 and 2Walking talking mocks | * Following subject content from AQA GCSE Music
 |
| Free Composition (cont.) | Autumn 1 | Summative coursework - composition to be completed by end of September | * Following subject content from AQA GCSE Music
 |

**Curriculum Breakdown Drama**

|  |  |  |  |  |
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| **Year group** | **Unit of work** | **When taught**  | **Skills Assessed** | **Description** |
| **7** | **Semiotics** | Autumn 1 | * Collaborative skills
* Understanding of Key terminology
* Labelling of birds eye theatre staging diagram
 | Students explore how they interpret signs and symbols on stage. (Space, movement, lighting, sound, characterisation). To show understanding of how to manipulate the language of theatre through.Key terms and conventions:-* Explorative strategies (freeze frame, thought tracking, hot-seating)
* Use of stage space (actor / audience relationship)
* Highlighting specific moments through lighting, sound, movement
* Creating character
* Developing two scenes in detail and performing them
* Creating a lighting and sound cue sheet
 |
| **Melodrama** | Autumn 2  | * Creating stock characters
* Exaggerated movement
* Vocal and physical skills
 | To explore theatrical convention and to what extent this is defined by the social and historical context. To show understanding of how performance relates to social and historical context and that dramatic conventions change, evolve and adapt.* Use of music in heightening tension, showing character, adding comedy.
* Exaggeration
* Stock Character
* Structuring a story into scenes
* Use of theatre to convey moral or message
 |
| **Creating Dramatic Structures** | Spring 1  | * Collaboration
* Communication meaning
* Flexible and creative thinking
 | To learn about play structure (linear, non-linear) and framing of performance work.To show understanding of how structure communicates meaning to an audience.* Cyclical structure
* Flashback
* Devising from a stimulus
* Developing an idea and rehearsing over a period of time
* Linear and non linear
 |
| **Tension**  | Spring 2  | * Collaboration
* Risk taking
* Performance skills
* Evaluative skills
 | To explore how to create tension on stage. Students will create a sequence of scenes linked through story, which will explore different techniques of creating tension. Students Key terms: * Proxemics / actor – audience relationship
* Suspense
* Silence/ stillness
* Mood/ atmosphere
* Communication of intention
 |
|  | **Script Writing**  | Summer 1 | * Script work
* Collaboration
* Research
 | Students develop skills of playwriting through the creation of short scripts. Ability to use ideas to create dialogue and structure work into a short piece of dramatic Students will develop an understanding of how to interpret text through direction.Key terms: * Physicalisation of scene
* Direction of scripted scene
* Off text work
* Playwriting
 |
|  | **Greek Theatre**  | Summer 2  | * Performance skills
* Historical research
* Evaluative skills
 | Students explore ancient Greek theatre and the origins of western theatre. They make links between current theatre practices and ancient ways of staging performances. The unit allows students to looking at key extract and begin to explore movement and physicality in large groups. Students are expected to learn lines and present their work for performance. Key terms: * Amphitheatre
* Chorus
* Mask
* Tragedy
* Unison
* Cannon
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| **Year group** | **Unit of work** | **When taught**  | **Skills Assessed** | **Description** |
| **8** | **Commedia Del-Arte** | Autumn 1 | * Characterisation
* Physicality
* Communication of intention
 | Students will learn about the History of the Italian art form of Commedia Del-Arte. They will explore exaggerated movement and look at the stock characters that make up the work. Students will experiment with creating stock characters, using physicalisation and mask. Students will analyse how an historical theatre form translates to modern forms of theatre and media.Key terms: * Physicalisation
* Exaggeration
* Communication of character
* Use of comic timing
 |
| **Creating tension using production skills**  | Autumn 2  | * Productions / performance skills
* Collaboration
* Evaluative skills
 | To explore the story and language of the Shakespearean tragedy Hamlet, utilising the skills of tension. The unit will explore key scenes from the text as well as introduce students to key design skills and how they can enhance a performance.* Production techniques
* Character interpretation
* Staging
* Lighting
* Sound
* Vocal and physical skills
 |
| **Fantasy and Reality**  | Spring 1  | * Risk taking
* Performance skills
* Use of key explorative strategies
 | Students will explore the staging of reality and fantasy on stage, externalising the internal.Students will experiment with forms to convey a character’s fantasy or memory, manipulating the audience’s interpretation of character. The unit will explore structuring of work and how to link scenes together.Students develop skills of:* Mirror work
* Interaction of language, movement and space
* Exaggerated mime
* Use of Flashback
 |
| **Naturalism**  | Spring 2 | * Character interpretation
* Risk taking
* Performance skills
 | Students will explore naturalistic theatre looking at a range of key dramatic texts and the key rehearsal strategies to embed character depth. Work will be based on finding the emotional truth of a character and looking at ways to develop work that is rooted in real life that allows for deep exploration of material.Key terms: * Magic if
* Given circumstances
* Truth
* Background
* Proxemics
* tension
 |
|  | **Physical theatre**  | Summer 1/ Summer 2  | * Physicality
* Understanding of form
* Collaboration
 | Students look at a range of practitioners work that use physical theatre to communicate meaning. Using new ways of working and exploring texts from a practical/ movement perspective students get to develop key techniques of physical work using symbolic gesture to convey meaning. Key work studied with be Frantic assembly, DV8 and Theatre d’Complicite.Key terms: * Contact,
* Pace
* Timing
* Proxemics
* Dynamics
* collaboration
 |

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| **Year group** | **Unit of work** | **When taught**  | **Skills Assessed** | **Description** |
| **9** | **Key theatre practitioners**  | Autumn 1/Autumn 2 | * Use of key terminology
* Written analysis of work
* Presentation of research
 | In the first term of the KS4, students explore a range of key theatre practitioners looking at key works that have influenced the history of theatre and its conventions. Students explore the work of Stanislavski, Brecht, Artaud and Theatre d’ Complicite. Research is undertaking looking at practitioner methodologies and ways of work and existing bodies of work. Students will then to create a piece of work with a specific key practitioner focus combing text and theory. Key terms: * Given circumstances
* Epic theatre
* Placard
* Alienation affect
* Proxemics
* Intention
 |
| **Text in Performance**  | Spring 1/Spring 2 | * Assessment against component 2 criteria
* Written character intention- in-line with component 2
* MOCK EXAM
 | Students will develop skills of detailed characterisation while studying a range of texts from a range of playwrights. Students will be able to action texts to create an in-depth response to work and use research to underpin their performances. Character analysis work will be done to look at audience impact and how to clearly communicate meaning.* Character’s Motivation
* Status
* Creating and Sustaining a believable character
* Objectives and super objectives
* Character arch/ journey
* Audience impact
 |
|  | **Devising Plays**  | Summer 1 / Summer 2  | * Edexcel GCSE Performance / designer criteria for component 1
* Portfolio evidence for GCSE edexcel component 1
* MOCK EXAM
 | Students are given a range of stimulus material from which to devise and create a play. Students work in groups to create material using workshop activities to generate new ideas. Each student will track their progress through this unit keeping notes as they go along. Both the work and the process are graded for assessment. Key stimulus material:* Photographs
* Art work
* Music
* Poems
* Video extracts
 |
|  | **Theatre Makers in Practice**  | Throughout the year  | * Written exam style questions in line with component 3 for edexcel GCSE drama
* MOCK EXAM
 | Students study a key arrange of set text extracts and discuss the plays from the point of view of a performer, director and designer. Students work on the play practically to be able to realise scenes from different perspectives using key performance and production skills to unearth the possibilities for performance. Scenes and characters are then analysed looking at key examination questions and the context of the work. Key terms: * Context
* Vocality
* Physicality
* Evaluation
* Analysis
* Characterisation
* Motivation
* Status/ power
 |
| **10** | **Component 2 exploration**  | Autumn 1/ Autumn 2  | * Assessment against component 2 criteria
* Written character intention- in-line with component 2
* MOCK EXAM
 | Students will develop skills of detailed characterisation while studying a range of texts from a range of playwrights. Students will be able to action texts to create an in-depth response to work and use research to underpin their performances. Character analysis work will be done to look at audience impact and how to clearly communicate meaning.* Character’s Motivation
* Status
* Creating and Sustaining a believable character
* Objectives and super objectives
* Character arch/ journey
* Audience impact
 |
| **Component 3 – LIVE theatre preparation**  | Spring 1/ Spring 2 + throughout the year  | * Examination questions for component 3 on LIVE theatre
 | Students watch and evaluate a range of LIVE theatre. They begin to analyse and evaluate key moments of action looking at director interpretation and characterisation. A range of theatre work is seen throughout the year and practice questions answered. Students decide on structure and format of their notes for the written exam. Key terms: * Sound
* Lighting
* Interpretation
* Physicality
* Vocality
* Props
* Staging
* Evaluation
* Analysis costume
 |
| **Devising Plays**  | Summer 1 / Summer 2  | * Edexcel GCSE Performance / designer criteria for component 1
* Portfolio evidence for GCSE edexcel component 1
* EXAMINED IN Summer term
 | Students are given a range of stimulus material from which to devise and create a play. Students work in groups to create material using workshop activities to generate new ideas. Each student will track their progress through this unit keeping notes as they go along. Both the work and the process are graded for assessment. Key stimulus material:* Photographs
* Art work
* Music
* Poems
* Video extracts
 |
|  | **Component 2**  | End of Summer term  | * Component 2 edexcel GCSE drama criteria – performance/ designer skills
 | Students are given their text choices for component 2 to read and research over the Summer for year 11.  |
|  | **Component 3 – Theatre Makers in Practice**  | Throughout the year  | * Written exam style questions in line with component 3 for edexcel GCSE drama
* MOCK EXAMS
 | Students study the chosen full set text for examination and discuss the play from the point of view of a performer, director and designer. Students work on the play practically to be able to realise scenes from different perspectives using key performance and production skills to unearth the possibilities for performance. Scenes and characters are then analysed looking at key examination questions and the context of the work. Key terms: * Context
* Vocality
* Physicality
* Evaluation
* Analysis
* Characterisation
* Motivation
* Status/ power
 |
| **11** | **Component 2 texts**  | Autumn 1 | * Component 2 performance./ designer criteria
* Mock exam
 | Students begin to rehearsal key monologues/ duologues or group pieces for component 2 exam.  |
| **Theatre Makers in practice**  | Autumn 2 | * Component 3 mark scheme assessment for written responses to questions
 | Students study the chosen full set text for examination and discuss the play from the point of view of a performer, director and designer. Students work on the play practically to be able to realise scenes from different perspectives using key performance and production skills to unearth the possibilities for performance. Scenes and characters are then analysed looking at key examination questions and the context of the work. Key terms: * Context
* Vocality
* Physicality
* Evaluation
* Analysis
* Characterisation
 |
| **Component 2 Exam**  | Spring 1/ Spring 2 | * GCSE drama Component 2 Exam – Deadline end of March
 | Students prepare performance work for the visiting Examiner.  |
| **Examination preparation Component 3**  | Summer 1  | * Component 3 mark scheme assessment for written responses to questions
* Written notes for exam
 | Students revise and practice material for the written exam for component 3.* Past papers
* walking, talking Mocks
* analysis of past papers,
* exemplars
 |