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| Flat_BL@2x-100 | Wollaston School: 2023/24 Curriculum Map for Drama  Curriculum Lead: Sam Goodge | cid:image001.png@01D52C2F.ED74AF70 |
| **Curriculum Aim and scope**: To develop students’ curiosity and understanding of how drama works, be able to apply their understanding practically to live performance and become confident in analysing and evaluating the success of their own performance work and the work of others, through the exploration of various dramatic genres and creative devising opportunities.  What are your aims for this subject?   * To encourage and embrace student’s enthusiasm for drama * To develop and establish skills and techniques required for success throughout all key stages * To harness creativity, encourage imagination and establish good working practices in practical spaces * To explore and understand a variety of styles and genres * To perform to a live audience using confidence and skill * To develop evaluative skills used for shaping own informed opinion | | |

| **Year** | **Term** | **Unit** | **Description of what is being taught including end learning goals**  **Clearly outline substantive knowledge required (not just skills)** | **Links to National Curriculum** | **Subject Specific Terminology and Key Words** | **Prior knowledge (including previous key stage/retrieval required** | **Assessment and Homework**  **(How is the learning being checked- how do you know it is being remembered?** |
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| **7** | **1** | **Basic**  **Drama**  **Skills** | **Knowledge**  Students are taught the basic core techniques in the drama tool kit and their role in creating performance work.  **Skills**  **Still image/freeze frame**   * The ability to hold still and pause the action for the purpose of highlighting a moment, starting or finishing a performance or represent a theme symbolically   **Mime**   * The process of physically demonstrating an action without words for the purpose of communicating unseen props, a physical representation of a real life behaviour or representing symbolically through movement a concept   **Role play**   * The exploration of a character or situation through conversation conducted in role, using GEMS (gesture, expression, movement, speech) with the purpose of uncovering a character’s opinion or stance on a topic   **Body Propping**   * A strategy used in physical theatre where the actor physicalises a piece of set or object with the purpose of aiding swift scene changes or personifying inanimate objects for dramatic or comic value   **Slow Motion**   * A strategy used in physical theatre where actors perform movements incredibly slowly with precision, with the purpose of drawing attention to particularly important moments of action.   **Thought Tracking**   * A strategy used in dramatic exploration whereby the facilitator may freeze the action (see freeze frame/still image) and the character speaks aloud to the audience their thoughts in this moment. This seeks to highlight the inner workings of the character in this specific moment.   **Gestures**   * The hand movements employed by a character to communicate to the audience the mind set of the character in that particular moment, for example, banging a fist on the table to communicate anger.   **Expressions**   * The vocal or facial communication employed by the character in order to communicate the motivation of the character in that moment, for example, a screwed up face to communicate disgust.   **Movement**   * The way in which the actor uses their body language to communicate to the audience the motivation of the character in that moment, for example, a hurried walk away from an item on stage to communicate worry/being late.   **Speech**   * The choice of language employed by the playwright or actor to communicate their thoughts/social class/origin/opinion.   **End Learning Goal**  By the end of the unit students will have learnt how to successfully execute each strategy, why they are used in drama and be able to show each one using self-awareness and control, use them at appropriate times within the dramatic work and be able to articulate their various uses within drama. | **Key Stage 2 English**  All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. | Still image  Freeze frame  Mime  Role play  Body propping  Slow motion  Thought tracking  Gestures  Expression  Movement  Speech | As this is the first unit of learning in Key Stage 3 students will have a mixed level of experience. | **Assessment Objective 2**  Apply theatrical skills to realise artistic intentions in live performance  Students are given starter activities to recall skills and knowledge from the previous lesson.  **End of unit assessment**  Students are required to create and perform a role play which includes all of the strategies taught during this unit. Their performance is assessed against the KS3 drama progress steps under AO2. |
| **7** | **2** | **Theatre**  **History** | **Knowledge**  Students acquire a basic understanding of theatre at key moments in History (Greek, Commedia, Shakespeare, Melodrama), how they interrelate and affected each other’s development and formed elements of modern theatre.  **Skills**  Choral Speech / Movement  Physicalising Character  Delivering Shakespearian Language  Stock Characters  Acting Style  GEMS  **End Learning Goal**  By the end of the unit students will have learnt how to successfully communicate using the unique elements of each genre, why they are used in drama and be able to and be able to articulate their influence on modern theatre. | **As above** | Choral Speech / Movement  Physicalising Character  Delivering Shakespearian Language  Stock Characters  Acting Style  GEMS | **From Year 7 Term 1**  GEMS  Role play  Mime  **From KS2**  Shakespeare | **Assessment Objective 3**  Acquire knowledge and understanding of drama/dance genres and performing skills.  Students are asked to recall prior learning through starter activities and cold call questioning.  **End of unit assessment (optional)**  Demonstrate understanding of the genre melodrama through the creation and performance of a script. |
| **7** | **3** | **Live theatre review** | **Knowledge**  Students acquire a basic understanding of theatre craft required to stage a professional performance, using an existing piece of professional digital theatre to analyse. They learn to articulate their opinion regarding the success of the performance using verbal and written skills.  **Skills**  Identifying SFX and LFX in live theatre  Analysing and evaluating design elements  Analysing and evaluating vocal and physical skills  Forming opinions  **End Learning Goal**  By the end of the unit students will have learnt how to successfully identify the theatre craft elements that work together to create live theatre, communicate using the language of each craft, why they are used in live theatre and be able to and be able to articulate their opinion of the success of the elements working together. | **As above** | Analyse  Evaluate  Lighting effect  Sound effect  Costume  Wash  Symbolism  Pitch  Pace  Tempo  Pause  Volume  Posture  Facial expression  Gait  Gesture  Mood  Atmosphere | **From Year 7 Term 1**  Basic drama terminology  **From Year 7 Term 2**  Stock character and related acting style | **Assessment Objective 4**  Analyse and evaluate their own work and the work of others.  Students are asked to recall prior learning through starter activities and cold call questioning.  **End of unit assessment**  Written assessment guided with a writing frame which allows students to identify, analyse and evaluate one moment in the live theatre production which made and impact on them. |
| **7** | **4** | **Wacky Soap** | **Knowledge**  Students acquire a basic understanding of how to explore a theme through an existing script – ‘Wacky Soap’ by Mark Wheeller. They will learn empathy and why this is important in the success of character building and the process involved in devising drama.  **Skills**  Developing character using GEMS to assist  Creating narrative through devising  Empathy  Decoding script  **End Learning Goal**  By the end of the unit students will have explored the narrative of the play/story and learnt how to use role play in their exploration and development of material for performance. They will have explored the morals surrounding the plays’ themes. | **As above** | Devising  Creating  Role-Play  Empathy  Social drama  Script  Character  GEMS  Theme  Moral  Political | **From Year 7 Term 1**  Basic drama terminology  GEMS  Strategies for devising and creating theatre.  **From Year 7 Term 2**  Theatre craft which supports the creation of theatre. | **Assessment Objective 1**  Create and develop ideas to communicate meaning for theatrical performance.  Students are asked to recall prior learning through starter activities and cold call questioning.  **End of unit assessment**  Demonstrate creative skills through the development of a performed piece of drama which communicates an interpretation of events surrounding the narrative of the play ‘Wacky Soap’. |
| **7** | **5** | **Darkwood Manor** | **Knowledge**  Students start to use existing knowledge gained over previous 4 units and learn how to create a fully supported theatrical experience. Students acquire a basic understanding of immersive theatre and how it feels to be an audience member in this style of theatre.  **Skills**  Developing character using GEMS to assist  Creating narrative through devising  Applying SFX and LFX accurately  Sustaining a role for an extended time  Spontaneous improvisation  **End Learning Goal**  By the end of the unit students will have achieved the creation of an immersive piece of theatre using theatre craft and acting skills to sustain an extended piece of drama, understanding the impact this has on an audience. | **As above** | Teacher in role  Students in role  Improvisation  Spontaneous improvisation  Mood  Atmosphere  Role play  Immersive  GEMS | **From Year 7 Term 1**  Basic drama terminology  **From Year 7 Term 2**  Stock character and related acting style – melodrama leading onwards to gothic horror in year 8  **From Year 7 Term 3**  Understanding of SFX and LFX to support acting and create mood/atmosphere | **Assessment Objectives 1,2,3**  Create and develop ideas to communicate meaning for theatrical performance.  Apply theatrical skills to realise artistic intentions in live performance.  Demonstrate knowledge and understanding of how drama and theatre is developed and performed.  Students are asked to recall prior learning through starter activities and cold call questioning.  **Unit assessment**  **Teacher judgement grade** based on the ability to consistently demonstrate the AOs together in action to explore and create theatrical material. |
| **7** | **6** | **Non-naturalism** | **Knowledge**  Students acquire a basic understanding of the practitioner Brecht and his ideology the use of non-naturalistic techniques to communicate a political message to an audience and how this historical figure changed the face of theatre over time.  **Skills**  Direct address  Multi role  Using gestus to communicate meaning to an audience  Creating political messages through theatre  **End Learning Goal**  By the end of the unit students will have explored Brecht’s political theatre and be able to identify and perform each non-naturalistic technique, working them together to create, perform and evaluate their own political piece of theatre | **As above** | Non-naturalistic  Naturalistic  Brecht  4th wall  Episodic  Political theatre  Multi role  Gestus  Epic theatre  Distancing | **From Year 7 term 5**  Immersive (opposite)  **From Year 7 term 4**  Moral dilemma  Political content | **Assessment Objectives 1,2,3,4**  Create and develop ideas to communicate meaning for theatrical performance.  Apply theatrical skills to realise artistic intentions in live performance.  Demonstrate knowledge and understanding of how drama and theatre is developed and performed.  Analyse and evaluate their own work and the work of others.  Students are asked to recall prior learning through starter activities and cold call questioning.  Students demonstrate recall of prior learning through the development of a performance.  **End of year assessment**  Create, perform and evaluate another group’s political theatre piece performed in Brecht’s epic theatre style. |
| **8** | **1** | **Why did the Chicken?** | **Knowledge**  Students build on their basic understanding of how to explore a theme through an existing script – ‘Wacky Soap’ by reading and exploring the dialogue, themes and strategies in ‘Why did the chicken cross the road?’ a road safety play also by Mark Wheeller. They learn some of his strategies, writing style and theatre in education genre.  **Skills**  Developing character using GEMS to assist  Creating narrative through devising  Empathy  Decoding script  Precis theatre  Choral speaking  Script learning  **End Learning Goal**  By the end of the unit students will have explored the narrative of the play/story and learnt how to use role play in their exploration and development of material for performance. They will have explored the morals surrounding the plays’ themes, using unique Wheeller strategies outlined above and performed using a script. | **As above** | Theatre in education  Precis theatre  Script  Character  Role play  Two-touch theatre | **From Year 7 Term 1**  Basic drama terminology  GEMS  Strategies for devising and creating theatre.  **From Year 7 Term 2**  Theatre craft which supports the creation of theatre.  **From Year 7 term 4**  Moral dilemma  Empathy  Working from script | **Assessment objective 2**  Apply theatrical skills to realise artistic intentions in live performance.  Students are asked to recall prior learning through starters, questioning, demonstration of skill from year 7 in creating and performing theatrical ideas  **End of unit assessment**  Perform a short extract from the play using theatrical skills, demonstrating understanding of the taught Wheeller strategies through accurate performance. |
| **8** | **2** | **Horror genre inc Woman in Black and The Night Circus** | **Knowledge**  Students start to use existing knowledge gained in Year 7 term 5 and learn the strategies involved in constructing a piece in the genre of Gothic Horror. They will gain knowledge and understanding of tension, climax and anti-climax and how this is engineered in theatre.  **Skills**  Developing character using GEMS to assist  Creating narrative through devising  Applying SFX and LFX accurately  Sustaining a role for an extended time  Building and releasing of tension  Body propping  **End Learning Goal**  By the end of the unit students will have explored through theoretical and practical methods the strategies used in creating theatre in a horror genre and be successful in demonstrating how tension is built and released. | **As above** | Gothic  Horror  Climax  Anti-climax  Body propping  Physical theatre  SFX  LFX | **From Year 7 term 5**  Creation of mood and atmosphere  **From Year 7 Term 3**  Understanding of SFX and LFX to support acting and create mood/atmosphere | **Assessment Objective 3**  Demonstrate knowledge and understanding of how drama and theatre is developed and performed.  **Unit assessment**  **Teacher judgement grade**  Based on the ability of students to understand and demonstrate the strategies during their lessons |
| **8** | **3** | **Live theatre review** | **Knowledge**  Students build on their basic understanding of theatre craft required to stage a professional performance secured in year 7, using an existing piece of professional digital theatre to analyse. They learn to articulate their opinion regarding the success of the performance using verbal and written skills. Additionally, we explore the different stage types and the demands on the actors.  **Skills**  Analysing and evaluating design elements  Analysing and evaluating vocal and physical skills  Forming opinions  Identifying stage types  **End Learning Goal**  By the end of the unit students will have developed their ability of how to successfully identify the theatre craft elements that work together to create live theatre, communicate using the language of each craft, why they are used in live theatre and be able to and be able to articulate their opinion of the success of the elements working together, as well as being able to identify different stage types. | **As above** | Theatre in the round  End-on  Thrust  Traverse  Wings  Cyclorama | **From Year 7 Term 2**  Theatre craft which supports the creation of theatre.  **From Year 7 term 3**  Articulate your opinion regarding the success of the performance using verbal and written skills. | **Assessment Objective 4**  Analyse and evaluate their own work and the work of others.  Students are asked to recall prior learning through starter activities and cold call questioning and through their demonstration of building stage types with classroom resources.  **End of unit assessment**  Written assessment guided with a writing frame which allows students to identify, analyse and evaluate one moment in the live theatre production which made and impact on them. Students are also asked to identify stage types through ground plans and name the strengths and challenges of each type. |
| **8** | **4** | **The identification** | **Knowledge**  Students acquire a basic understanding of the practitioner Stanislavski and his ideology the use of naturalistic techniques to communicate a truthful and believable performance to an audience and how this historical figure changed the face of theatre over time.  **Skills**  Stanislavski’s system  Imagination  What if?  Given circumstances  Belief and truth  Performing a naturalistic role  **End Learning Goal**  By the end of the unit students will have explored Stanislavski’s system and be able to identify and perform each naturalistic technique, working them together to create, perform and evaluate their own naturalistic performance. | **As above** | Stanislavski’s system  Imagination  What if?  Given circumstances  Belief and truth  Stimulus  Naturalism | **From Year 7 Term 6**  Naturalistic and non-naturalistic  **From Year 7 Term 4 and Year 8 Term 2**  Understanding what empathy is and to attempt to put yourself in someone else’s shoes  **From Year 8 Term 2**  Sustaining a role for a long period of time | **Assessment Objective 1**  Create and develop ideas to communicate meaning for theatrical performance.  Students are asked to recall prior learning through starter activities and cold call questioning.  **End of unit assessment**  Demonstrate creative skills through the development of a performed piece of drama which communicates an interpretation of events surrounding the poem ‘The identification’ by Roger McGough. |
| **8** | **5** | **Creative project** | **Knowledge**  Students start to use existing knowledge gained over previous 4 units and learn how to create an original piece of theatre from a stimulus. Students gain an understanding of the devising process from initial idea through research, development and refinement, resulting in an original performance.  **Skills**  Developing ideas from a stimulus  Research, selecting and rejecting  Developing character using GEMS to assist  Creating narrative through devising  Sustaining a role for an extended time  Choosing strategies appropriately to communicate meaning effectively.  **End Learning Goal**  By the end of the unit students will have achieved the creation of an imaginative piece of theatre using research, theatre craft and acting skills to sustain an extended piece of drama, understanding their artistic intentions. | **As above** | Devising  Research  Development  Selection  Rejection  Artistic intentions  Structure | **From Year 8 Term 4**  Use a naturalistic style of acting to communicate character  **From Year 7 Term 2**  Theatre craft which supports the creation of theatre. | **Assessment Objectives 1,2,3**  Create and develop ideas to communicate meaning for theatrical performance.  Apply theatrical skills to realise artistic intentions in live performance.  Demonstrate knowledge and understanding of how drama and theatre is developed and performed.  Students are asked to recall prior learning through starter activities and cold call questioning.  **End of unit assessment**  Performance of an original piece using the AOs together in action to explore and create theatrical material. |
| **8** | **6** | **Hunger games** | **Knowledge**  Students start to use existing knowledge gained over previous 2 years to develop plot, character, narrative structure, tension, climax and anti-climax using sections of the book ‘The Hunger Games’. Using strategies learnt from all previous units, students explore character and relationships.  **Skills**  Developing narrative  Developing character using GEMS to assist  Sustaining a role for an extended time  Choosing strategies appropriately to communicate meaning effectively.  **End Learning Goal**  By the end of the unit students will have achieved the creation of an imaginative and atmospheric piece of theatre using creativity, theatre craft and acting skills to sustain a character in a fictional piece. | **As above** | Plot  Character  Protagonist  Villain  Climax  Atmosphere  Artistic intentions | **From Year 8 Term 5**  Use select and reject to edit own work  **From Year 7 & 8 Term 3**  Analyse and evaluate own work and the work of others  **From Year 8 Term 4**  Use a naturalistic style of acting to communicate character | **Assessment Objectives 1,2,3,4**  Create and develop ideas to communicate meaning for theatrical performance.  Apply theatrical skills to realise artistic intentions in live performance.  Demonstrate knowledge and understanding of how drama and theatre is developed and performed.  Analyse and evaluate their own work and the work of others.  Students are asked to recall prior learning through starter activities and cold call questioning.  Students demonstrate recall of prior learning through the development of a performance.  **End of year assessment**  Create, perform and evaluate another group’s performance |
| **9** | **1** | **Face the play or DNA play** | **Knowledge**  Students secure their understanding of how to explore a theme through an existing script, how to analyse language used by the playwright to create meaning. They also begin to examine the style of questions used by the Eduqas examining board for GCSE Drama in preparation for Year 10.  **Skills**  Analysing language, punctuation and dialogue to communicate character  Design skills – costume hair and make up  Set design  Character development  Analysing character function to drive narrative goals  **End Learning Goal**  By the end of the unit students will have explored the themes and issues of this play, addressed by the playwright’s use of language and character journey. They will have explored the morals surrounding the plays’ themes using learnt strategies from previous 2 years of drama study. | **As above** | Power  Status  Hierarchy  Character motivation  Interaction  Vocal skills  Physical skills  Rehearsal strategies | **All Year 7**  **Year 8 Term 1**  Decoding script  **Year 8 Term 4**  Naturalistic acting | **Assessment Objective 2**  Apply theatrical skills to realise artistic intentions in live performance  Students are asked to recall prior learning through starter activities and cold call questioning.  Students demonstrate recall of prior learning through the development of a character through on and off script work |
| **9** | **2** | **Pantomime including Comedy, mask and commedia** | **Knowledge**  Students extend their knowledge of theatre history, linking their understanding of stock characters from year 7, adding commedia del arte, and pantomime and develop their appreciation for family entertainment.  **Skills**  Mask work  Slapstick strategies  Commedia del arte characterisation  Physical comedy  Pantomime traditional acting  **End learning goal**  To have a competent skill set in comedic acting ranging from mime in mask work to physical slapstick comedy, learning how to use the stock character physicality of commedia del arte to inform their comedy characters. | **As above** | Commedia del arte  Dame  Principal boy  Slapstick  Word play  Mischief theatre  Trestle theatre  Hero  Villain  Damsel | **Year 7 Term 2**  Theatre History  Stock Characters  Melodrama | **Assessment Objective 2**  Demonstrate knowledge and understanding of how drama and theatre is developed and performed  Students are quizzed to allow for recall of stock characters from previous learning.  **Unit assessment**  **Teacher judgement grade**  Based on the ability of students to understand and demonstrate the strategies during their lessons |
| **9** | **3** | **Too much punch for Judy** | **Knowledge**  Students use their understanding of previously studied Wheeller plays to explore the drink driving theme.  **Skills**  Developing character using GEMS to assist  Creating narrative through devising  Empathy  Decoding script  Precis theatre  Choral speaking  Script learning  **End Learning Goal**  By the end of the unit students will have explored the narrative of the play/story and learnt how to use role play in their exploration and development of material for performance. They will have explored the morals surrounding the plays’ themes, using unique Wheeller strategies outlined above and performed using a script. By using this verbatim piece students will be prepared for the KS4 prescribed script which is also by Mark Wheeller. | **As above** | Verbatim  Physical theatre  Moral compass  Empathy | **All of Year 7**  **Year 8 Term 1**  Wheeller plays  Physical theatre | **Assessment objective 1**  Create and develop ideas to communicate meaning for theatrical performance.  Students are asked to recall prior learning through starter activities and cold call questioning.  Students demonstrate recall of prior learning through the development of a character through on and off script work  **End of Unit assessment**  Planning/creative activity which allows students to express ideas creatively without having to demonstrate |
| **9** | **4** | **Live theatre review – One Man two Guvnors** | **Knowledge**  Students build on their understanding of theatre craft required to stage a professional performance, using an existing piece of professional digital theatre to analyse. They learn to articulate their opinion regarding the success of the performance using verbal and written skills. Additionally, we explore the genre of comedy using prior knowledge gained in term 2.  **Skills**  Analysing and evaluating vocal and physical skills  Forming opinions  Identifying comedic strategies  Writing in depth using terminology  **End Learning Goal**  By the end of the unit students will have developed their ability of how to successfully identify the theatre craft elements that work together to create live theatre, communicate using the language of each craft, why they are used in live theatre and be able to and be able to articulate their opinion of the success of the elements working together, as well as being able to identify different aspects of comedy witnessed in the performance. | **As above** | Comedy  Slapstick  Stereotypes  Commedia  Stooge  4th Wall | **Year 9 Term 2**  Comedic strategies  **Both Live Theatre units in year 7 & 8** | **Assessment Objective 4**  Analyse and evaluate their own work and the work of others.  Students are asked to recall prior learning through starter activities and cold call questioning.  **End of unit assessment**  Written assessment guided with a writing frame which allows students to identify, analyse and evaluate one moment in the live theatre production which made and impact on them. Students are also asked to offer their opinion. |
| **9** | **5** | **Hillsborough** | **Knowledge**  Students start to use existing knowledge gained over previous 2 years to develop plot, character, narrative structure, tension, climax and anti-climax using historical content from the Hillsborough disaster. Using strategies learnt from all previous units, students explore character and relationships, naturalistic acting and empathy.  **Skills**  Developing narrative  Developing character using GEMS to assist  Sustaining a role for an extended time  Choosing strategies appropriately to communicate meaning effectively.  Empathy  **End Learning Goal**  By the end of the unit students will have achieved the creation of an imaginative and atmospheric piece of theatre using creativity, theatre craft and acting skills to sustain a character in a piece rooted in historical fact. | **As above** | Power  Status  Hierarchy  Character motivation  Interaction  Vocal skills  Physical skills  Rehearsal strategies  Naturalism  Stanislavski  4th Wall | **All previous apart from Year 9 term 2** | **Assessment Objectives 1,2,3**  Create and develop ideas to communicate meaning for theatrical performance.  Apply theatrical skills to realise artistic intentions in live performance.  Demonstrate knowledge and understanding of how drama and theatre is developed and performed.  Students are asked to recall prior learning through starter activities and cold call questioning.  **Unit assessment**  **Teacher judgement grade** based on the ability to consistently demonstrate the AOs together in action to explore and create theatrical material. |
| **9** | **6** | **Devising** | **Knowledge**  Students start to use existing knowledge gained over previous 2 years and learn how to create an original piece of theatre from a stimulus. Students gain an understanding of the devising process from initial idea through research, development and refinement, resulting in an original performance.  **Skills**  Developing ideas from a stimulus  Research, selecting and rejecting  Developing character using GEMS to assist  Creating narrative through devising  Sustaining a role for an extended time  Choosing strategies appropriately to communicate meaning effectively.  **End Learning Goal**  By the end of the unit students will have achieved the creation of an imaginative piece of theatre using research, theatre craft and acting skills to sustain an extended piece of drama, understanding their artistic intentions. | **As above** | **All previous** | **All previous units** | **Assessment Objectives 1,2,3,4**  Create and develop ideas to communicate meaning for theatrical performance.  Apply theatrical skills to realise artistic intentions in live performance.  Demonstrate knowledge and understanding of how drama and theatre is developed and performed.  Analyse and evaluate their own work and the work of others.  Students are asked to recall prior learning through starter activities and cold call questioning.  Students demonstrate recall of prior learning through the development of a performance.  **End of year assessment**  Create, perform and evaluate another group’s performance |