

<u>Half Term 1</u> Theatre in Education	Subject Content / Knowledge	Developing pupils' ability to work with others to create a purposeful performance for their baseline assessment.
	Skills	Interactive social skills, drama techniques (for example tableau, thought track, narration, role play) and character skills (for example tone of voice, facial expression, gestures, movement etc). Evaluation and reflective skills (re-visiting skills from Years 7 and 8).
	Assessment	To create a devised performance through 'Theatre in Education' for their baseline assessment.
<u>Half Term 2</u> Response to existing repertoire	Subject Content / Knowledge	Developing pupils' ability to respond to existing dramatic texts.
	Skills	Social skills, drama techniques (for example tableau, thought track, narration, role play) and character skills (for example tone of voice, facial expression, gestures, movement etc). Evaluation and reflective skills.
	Assessment	To re-create a chosen section of existing repertoire for performance. Peer assessment will take place before the end performance in order to develop understanding. There will be a written evaluation of this performance.
<u>Half Term 3/4</u> Response to stimulus	Subject Content / Knowledge	For pupils to develop their ability to devise a performance from a range of stimuli.
	Skills	Drama techniques, character skills, structure, evaluation and reflective skills.
	Assessment	To create and perform based on a stimulus.
<u>Half Term 4/5</u> Abstract Theatre	Subject Content / Knowledge	To develop a pupil's ability to create a piece of abstract theatre.
	Skills	Drama techniques including physical theatre, slow motion, mime, choral speaking, repetition etc. Evaluation and reflective skills.
	Assessment	To create and perform a piece of abstract theatre (building on feedback from Year 8).
<u>Half Term 5/6</u> BTEC Performing Arts	Subject Content / Knowledge	To develop a pupil's ability to explore various theatre styles and genres, linking to the BTEC Tech Award qualification.
	Skills	Reading, understanding existing professional repertoire and devising own response to the works. Theme and/ or context, character development, blocking, evaluation and reflective skills.

qualification
link
(Component 1)

Assessment

Performance of response to existing professional repertoire. Peer assessment will take place before the end performance in order to develop understanding. There will be a written evaluation of this performance.