

Subject: DRAMA	Areas Covered	What students should understand/be able to demonstrate	Available resources to consolidate areas of weakness
Year 7	<p>Term 5 – The Train Journey: 3 scripts with tasks on annotated set designs (2), costume designs, character and plot Q&A, script writing and annotating of scripts.</p> <p>Term 6: Pick ‘n’ mix of projects (they choose 3 or 4 of): script writing / performing monologues and duologues / mask design and making / set box model design and build / script writing / dance: research, learning choreography / costume design and (optional) make.</p>	<p>Design skills: costume, set, mask - understand design rationale and demonstrate process of manufacture from research, through process of creation, to finished product and evaluation.</p> <p>Line-learning skills Close-reading skills for play scripts Comprehension skills for Q&A on scripts.</p> <p>Character development/plot structure and thematic variety in drama scripts.</p>	<p>They have them all on the Terms 5 and 6 PowerPoints and their Digital Theatre + log in.</p>
Year 8	<p>Term 5 – The Railway Children: filmed streamed performance on Digital Theatre + with tasks on annotated set designs (2), costume designs, character and plot Q&A, script writing and annotating of scripts.</p> <p>Term 6: Pick ‘n’ mix of projects (they choose 3 or 4 of): script writing / performing monologues and duologues / mask design and making / set box model design and build / script writing / dance: research, learning choreography / costume design and (optional) make.</p>	<p>Design skills: costume, set, mask - understand design rationale and demonstrate process of manufacture from research, through process of creation, to finished product and evaluation.</p> <p>Line-learning skills Close-reading skills for play scripts Comprehension skills for Q&A on scripts.</p> <p>Character development/plot structure and thematic variety in drama scripts.</p>	<p>They have them all on the Terms 5 and 6 PowerPoints and their Digital Theatre + log in.</p>
Year 9	<p>Term 5 – ‘All My Sons’ by Arthur Miller: Filmed streamed performance on Digital Theatre + with tasks on annotated set designs (2), costume designs, character and plot Q&A, script writing and annotating of scripts.</p> <p>Term 6: Pick ‘n’ mix of projects (they choose 3 or 4 of): script writing / performing monologues and duologues / mask design and making / set box model design and build / script writing / dance: research,</p>	<p>Understanding character development in a modern tragedy.</p> <p>Design skills: costume, set, mask - understand design rationale and demonstrate process of manufacture from research, through process of creation, to finished product and evaluation.</p> <p>Line-learning skills Close-reading skills for play scripts Comprehension skills for Q&A on scripts.</p>	<p>They have them all on the Terms 5 and 6 PowerPoints and their Digital Theatre + log in.</p>

	learning choreography / costume design and (optional) make.	Character development/plot structure and thematic variety in drama scripts.	
Year 10	Blood Brothers (set text) Act II Practising past-paper questions on the set text (each of the 4, 8 and 12 mark questions)	Annotating scripts based on performance and design aspects, linked to exam-style responses. Writing responses focused on performance and design.	
Year 12	'Hedda Gabler' set text – studies first half 'Our Country's Good' set text – practice questions Devised Drama – working on Working Notebook	K&U of set text (character, theme, plot, language, theatrical devices) demonstrated through their annotations and the essay on acting Hedda. OCG: further practice on past paper questions Devising: research of practitioner.	They have set texts, Digital Theatre +, notes in folders.