Drama Long Term Plan				
Vision and Intent: The curriculum for the Arts is delivered through a variety of themes at Ks3 and Arts are a means through which every student can realise their potential. The Arts in education	set topics at Ks4 and 5, in order to develop students' understanding, enjoyment, appreciation and skills of the Cre provide safe environments, in which our students can understand and celebrate what it means to be a young persr	eative Arts. Our Creative Curriculum will provide every student with a high quality and inclusive Arts education. The on growing up in the twenty-first century. The Arts enable students to develop their self awareness and grow in self		
	ies of empathy with others, sensitivity and tolerance-qualities central to the ethos of St Mary's Catholic College.			
In Drama our aim is to develop confident and creative students with the knowledge and underst	anding of making and performing. We want to create an appreciation and love of drama in a safe, creative and supp	portive environment.		
9				
Term 1	Term 2	Term 3		
Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Therms: Good to be me	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Theme: Community	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Thems: Our World		
Introduction to Physical Narration and Mime Devisine/Develo Stating a Perform and	Greek Theatre Shakespeare Shakespeare Melodrama Melodrama Silent Movie Perform and	Introduction to Character Voice and Stating a scene Rehearse a section Presenting a Perform and		
drama and team Theatre and Role-Play ping Characters performance Review building games. Still image	Review	play plot development Movement of script section of Review Skills Workshop		
Dark will have	Darlouil law	Parkethan		
Pupils will know: The key drama skills and conventions used in the development of performance work. Hinto to anoth drama skills and measuritiens in merical work.	Pupils will know: Key periods of theater history from to provide the techniques of theater next Women	Pupils will know: Now to practically explore a scripted play How to design and anoty units and measurement skills.		
New to apply drama skills and convertions in practical work Now to work collaboratively to develop and present practical and performance work	How to apply appropriate techniques of theatre practitioners How to apply appropriate techniques of theatre practitioners in performance work	Now to develop and apply voice and movement skills Now to present sections of script		
Pupils will be able to: Identify and describe the key drama skills and conventions	Pupils will be able to: Recall features of low theatre history era's	Pupils will be able to: Apply approprish voice and movement skills to a scripted character Develop, elect and apply performance skills to a scripted play		
Select and present key drama skills and conventions in practical work Work collaboratively to develop and present practical and performance work	Apply appropriate techniques to specific theatre history era's Work collaboratively to develop and present performance work	Develop, select and apply performance skills to a scripted play Work collaboratively to present practical and performance work		
Theme: Change Topic: Our Day Out	Thems: Divenity Topic: Devising			
Theme: Change Topic: Our Day Out Team building Stereotype Voice and Our Day Out Plot Exploring a scene Presenting a Perform and		Theme: Rebellion Topic: Scripted Play Issue Exploring play Character Staging a scene Rehearse a section Presenting a Perform and		
games Characters Movement Skills & Characters and section of Review Workshop	What is a drama Image stimuli Character Song Stimuli Issue Stimuli Developing Perform and Stimuli? Stimuli	Issue Exploring play Character Staging a scene Rehearse a section Presenting a Perform and exploration plot development of script section of script script		
Pupils will know:	Puola will know:			
Now to develop acting and performance skills Now to anothe encryption when and measurement skills to characterisation	Now to respond to drama stimuli Now to respond to drama stimuli	Pupils will know: Now to practically explore an issue using drama techniques Now to interpret characters and scripped text.		
Now to work collaboratively to develop and present practical and performance work	Now to incorporate key skills, techniques and conventions into devised performance work	How to interpret characters and scripted text How to present sections of script		
Pupils will be able to: Apply appropriate voice and movement skills to a scripted character	Pupils will be able to: Respond to a variety of drama stimuli	Pupils will be able to;		
Develop, select and apply performance skills to scripted text Work collaboratively to develop and present practical and performance work	Practically present devised responses Work collaboratively to develop and present devised performance work	r rugen was un anno en Johongreit and referenzi a character using performance skills Totogreit and referenzie actions of scopi Work collobershillwigh to prevene practical and performance work.		
Theme: Harmony Topic: Rhys Jones	Theme: Legends Topic: Practitioners	Theme: Conflict Topic: Scripted Play		
Team building The Rhys Jones Character Assumptions- Building Tension Devising Perform and games Story Development Role-play Device Performance Beview	Theatre Hatory Stanislavski Brecht Berkoff Frantic Applying Perform and Recap Practitioner Review	hsue Exploring play Character Staging a scene Rehearse a section Presenting a Perform and exploration plot development of script section of Review		
enaberial material	Techniques	script		
Pupils will know: How to creatively respond to drama stimuli	Puplis will know: Key periods of theater history	Pupils will know: How to practically explore an issue using drama techniques		
now to create and present realistic characters. Now to create and present realistic characters. Now to incorporate key skills, techniques and conventions into performance presentation work.	Ney periods or measure natory How to explore the techniques of theatre practitioners How to apply appropriate techniques of theatre practitioners in performance work	Now to precedury expose an issue using prima incliniques. How to interpret characters and scripted text. Now to present sections of script		
Pepila will be adde to: Practically respond to a stimuli Apply a winity of techniques and conventions to rehearal and performance work	Pupils will be able to: Recall the techniques of theatre practitioners Efficientive) apply appropriate techniques of theatre practitioners Work collaboratively to develop and present practical and performance work.	Pupils will be able to; Interpret and present a character using appropriate performance skills Interpret and interains sections of script Work colluboratively to present practical and performance work		
Use appropriate skills to present characters in performance Work collaboratively to develop and present devised work	Work collaboratively to develop and present practical and performance work	Work collaboratively to present practical and performance work		
Week1 Week2 Week3 Week4 Week5 Week6 Week7	Week 8 Week 9 Week 10 Week 11 Week 12 Week 13 Week 14	Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21	Week 22 Week 23 Week 24 Week 25 Week 26 Week 27	Week 25 Week 30 Week 31 Week 32 Week 33 Week 34 Week 35 Week 36 Week 37 Week 38
W/8 06.09.21 W/8 13.09.21 W/8 20.09.21 W/8 27.09.21 W/8 04.10.21 W/8 11.10.21 W/8 18.10.2	1 W/B 01.11.21 W/B 08.11.21 W/B 15.11.21 W/B 22.11.21 W/B 29.11.21 W/B 06.12.21 W/B 13.12.21	1 W/B 03.01.22 W/B 10.01.22 W/B 17.01.22 W/B 24.01.21 W/B 31.01.22 07.02.22 W/B 14.02.22	W/8 28.02.22 W/8 07.03.22 14.03.22 W/8 21.03.22 W/8 28.03.22 W/8 04.04.22	w/8 25.04.22 w/8 62.05.22 w/8 69.05.22 w/8 16.05.22 w/8 16.05.22 w/8 11.05.22 w/8 11.05.22 w/8 11.05.22 w/8 10.06.22 w/8 10.05.22 w/8 1
Component 1 Exploring Performing Arts	Component 2 Blood Brothers Rich and Thettes and Character Character Assessment 1 Character Come	Component 2 Blood Brothers	Component 1 Blood Brothers	Component 2 - Teechers Component 2 - Teechers
Team Building Making Theatre Roles within the The role of the The Modern The Dream Essay Salits Performing Arts Actor - Theatre Actor Role Habory	Plot and Themes and Character Character development Assessment 1 Character Scructure Contextualizatio analysis development	Assessment 2 Putting on a Page to Stage Page to Stage Rehearsal Rehearsal Rehearsal Renormance Final Assessment 2	Style and Genne Contextualisatio Practitioner Roles and Production Page to Stage n Responsibilities Elements Essay	Plot and Intellectual Character Character Assessment 1 Character Scene Assessment 2 Miledone Performance Evaluation Structure Contextualizatio analysis development development Development Development Prival
Pupils will know: Who contributes to the creation and development of performance work.	Pupils will know: Now to develop performance and interpretative skills and techniques appropriate to the selected play.	Deall will income	Pupils will know: Who contributes to the creation and development of performance work	The second
		How to develop performance and interpretative skills and techniques appropriate to the selected play.	Who contributes to the creation and development of performance work Detail roles, responsibilities and skills of practitioners and how they contribute to performance of Blood	selected play. Second play.
Pupils will be able to: Explore the interrelationships between constituent features of existing performance material.				
	Pupils will be able to: Learners will participate in workshops and classes to develop performance and interpretative skills and techniques represented to the adjusted element	Pupils will be able to: Learners will participate in workshops and classes to develop performance and interpretative skills and techniques assessed into the submitted rates.	Enothers Pupils will be able to:	Pupls will be able to: Learners will participate in workshops and classes to develop performance and interpretative skills and techniques appropriate to the selected play appropriate to the selected play.
	Pupir will be able to: Learners will participate in workshops and classes to develop performance and interpretative skills and techniques appropriate to the selected play	Pupis will be able to: Learners will participate in workshops and classes to develop performance and interpretative skills and techniques appropriate to the selected play		Pagits will be add to: Learners and perception to excludings and clasms to denote performance and interpretation wills and techniques appropriate to the selected play performance and interpretative will and techniques appropriate to the selected play performance and interpretative will and techniques appropriate to the selected play.
Week1 Week2 Week3 Week4 Week5 Week6 Week7	Papelina vite basis description Second	Learners will participate in workshops and classes to develop performance and interpretative skith, and techniques appropriate to the selected play. Work 32 Work 30 Work 37 Work 18 Work 19 Work 20 Work 21	Bothers Pupils will be able for: Explore the internetiationships between constituent features of existing performance material.	Interpretative skills and techniques appropriate to the selected play performance and interpretative skills and techniques appropriate to the selected play performance and interpretative skills and techniques appropriate to the selected play.
	appropriate to the selected play	Learners will participate in workshops and classes to develop performance and interpretative skills and techniques appropriate to the selected play	Boothers Papils will base to: Explore the internetalisensigs between constituent features of existing performance material. Water 9.2 Minute 23 Mark 24 Minute 26 Minute 26 Minute 27	Interpretative skills and techniques appropriate to the selected play performance and interpretative skills and techniques appropriate to the selected play performance and interpretative skills and techniques appropriate to the selected play.
West 3 West 3 West 4 West 5 West 5 West 7 Techary Techary <td>Work 1 Week 2 Week 32 Week 33 Week 34 WW 05.11.21 W/9 05.11.21</td> <td>Summory will generate in workshops and disars to develop performance and interpretation with and techniques generate its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and interpretation solution and interpretation and interpretation solution and interpretation solution and interpretation and inter</td> <td>Barters Paghod H1 adda to: Paghod H1 adda to:</td> <td>Negrophie is her briefweine appreciate is the solubility of the so</td>	Work 1 Week 2 Week 32 Week 33 Week 34 WW 05.11.21 W/9 05.11.21	Summory will generate in workshops and disars to develop performance and interpretation with and techniques generate its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and techniques generation its performance and interpretation solution and interpretation with and interpretation solution and interpretation and interpretation solution and interpretation solution and interpretation and inter	Barters Paghod H1 adda to:	Negrophie is her briefweine appreciate is the solubility of the so
West 3 West 3 West 4 West 5 West 5 West 7 Techary Techary <td>Operation Note 5:2 Note 5:2</td> <td>Learners of garticipate in workshops and classes to develop performance and integration with and techniques propriorate to the inclusion of performance and integration with and techniques (MIV) Statistical (MIV) Statistical (M</td> <td>Genters Page/and 114 and/a file: Page/and 114 and/a file: Page/and/and/and/and/and/and/and/and/and/and</td> <td>Negrophie is her broken opprojekt is the school day provide the scho</td>	Operation Note 5:2	Learners of garticipate in workshops and classes to develop performance and integration with and techniques propriorate to the inclusion of performance and integration with and techniques (MIV) Statistical (MIV) Statistical (M	Genters Page/and 114 and/a file: Page/and 114 and/a file: Page/and/and/and/and/and/and/and/and/and/and	Negrophie is her broken opprojekt is the school day provide the scho
Note1 Note2 Note 2 Note 1 Note 5 Note 5 Notes Note 5 Note 6 Note 6 Note 6 Note 6 Note 6 Note 6 Note 6 Note 6 Note 6 Note 6 Note 6 Note 6 N	Regruption bits working pay References	Lammar de gartingen normaling an de la de	Androm, "Automatic Total States To	exception and an advectory appropriate to the output of y
Name Nam Name Name	separation bits workers pay means the second secon	Lammar Weight Statut Sensitivity Sensitivity </td <td>Data manufacture Description And the Anti-Anti-Anti-Anti-Anti-Anti-Anti-Anti-</td> <td>Marchanna Marchanna <t< td=""></t<></td>	Data manufacture Description And the Anti-Anti-Anti-Anti-Anti-Anti-Anti-Anti-	Marchanna Marchanna <t< td=""></t<>
NMA1 MMA1 MMA1 MMA1 MMA1 MMA1 MMA1 MMA1 Texture Massimum Massimas Massimum Massima	expropried for the surface pay term of the su	Lammar de participant sontralinga anticipant la classe de Antigonal Construction en la classe de Antigonal en la construction de la cardinal de la classe de la c	Description Description Reader to the restriction of statistic participation of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of examples Reader to the restriction of the restriction of examples Reader to the restriction of the restriction of examples Reader to the restriction of examples	seoprime la de la
Note1 Mark 2 Note 2 Note 1 Note 5 Note 5 Tender	exprovide for the sub-field part sector of the sub-field part of	Learning of gartingsh nucleology and the set to develop performance and referentiate at the set band spanners and performance and referentiate at the set band spanners and performance and referentiate at the set band spanners and performance and performa	Name Description Description <thdescription< th=""> <thde< td=""><td>sergerbarie de la de de la de l</td></thde<></thdescription<>	sergerbarie de la de de la de l
NMA Image I	experiation for the subscriptly the subscript of the su	Lammar of gartingin in unrichlog and datas to davleg parforman out relayerind a data and barteringen gartingin in the analysis of the second	Name Nam Name Name	segendaria da la da dobiega appropriada ta da soluzión appropriada ta da de destructura grandaria ta da de destructura grandaria ta da de destructura grandaria ta da de destructura de la de de destructura de la de de destructura de la de
math math <th< td=""><td>exprovements for the surface pay term of the surface pay that as a surface pay of the surface pay of the surface pay that as a surface pay of the surface pay of</td><td>Lammar with the participant markshap and manual participant and the partipant and the participant and the participant and t</td><td>Name Description <thdescription< th=""> <thde< td=""><td>Rest Direction with the out-biology may project to the solubility Provide the out-biology may project to the solubility of provide the direction and provide the direction and provide the direction of provid</td></thde<></thdescription<></td></th<>	exprovements for the surface pay term of the surface pay that as a surface pay of the surface pay of the surface pay that as a surface pay of the surface pay of	Lammar with the participant markshap and manual participant and the partipant and the participant and the participant and t	Name Description Description <thdescription< th=""> <thde< td=""><td>Rest Direction with the out-biology may project to the solubility Provide the out-biology may project to the solubility of provide the direction and provide the direction and provide the direction of provid</td></thde<></thdescription<>	Rest Direction with the out-biology may project to the solubility Provide the out-biology may project to the solubility of provide the direction and provide the direction and provide the direction of provid
NSE1 NMS2 NMS1 NMS1 NMS1 NMS1 NMS1 NMS1 Tender Interface	Approximation Non-Xi Markal X	Learning of gringing in our holps and calls to develop performance our developer that the last development of the second outperformance our performance outperformance outp	Name Description Description <thdescription< th=""> <thde< td=""><td>Interface of a strengthing any optimized in the observation of the observatio the observation of the observation of the observatio</td></thde<></thdescription<>	Interface of a strengthing any optimized in the observation of the observatio the observation of the observation of the observatio
Mini Low Line Control	Approximation Non-Xi Markal X	Community of graning in marching and class to develop performance on every develop in the event of	Name Name <th< td=""><td>nergenting and provide and band working and provide the the shared drive New XX AND NEW XX N</td></th<>	nergenting and provide and band working and provide the the shared drive New XX AND NEW XX N
meth meth <th< td=""><td>separation for the surface pay term of the su</td><td>Lammar with the participant markship and markship participants and strangest denses and enterparticipant is a strange to participant markship participant markshipartexhip participant markship participant markship part</td><td>Name Name <th< td=""><td>Non-Transmission Non-Transmission Non-Transmission<</td></th<></td></th<>	separation for the surface pay term of the su	Lammar with the participant markship and markship participants and strangest denses and enterparticipant is a strange to participant markship participant markshipartexhip participant markship participant markship part	Name Name <th< td=""><td>Non-Transmission Non-Transmission Non-Transmission<</td></th<>	Non-Transmission Non-Transmission<
NSE1 NMS2 NMS1 NMS1 NMS1 NMS1 NMS1 NMS1 Texture Encodential Encod	separation by a worker pay separation by a worker and separation of the separation	Lammar up gartingin markhaga afakan tu deng parkaman undersperifika tai ka serba denga afakan tu denga parkaman undersperifika tai ka serba denga afakan tu denga parkaman undersperifika tu serba denga afakan tu denga denga afakan tu denga denga afakan tu denga denga afakan tu denga	Name Description Description <thdescription< th=""> <thde< td=""><td>Non-Status Non-Status Non-Status</td></thde<></thdescription<>	Non-Status
math math <th< td=""><td>expression between the sector of pro- sector of the sector of the secto</td><td>Lammar up gartingin markhaga afakan tu deng parkaman undersperifika tai ka serba denga afakan tu denga parkaman undersperifika tai ka serba denga afakan tu denga parkaman undersperifika tu serba denga afakan tu denga denga afakan tu denga denga afakan tu denga denga afakan tu denga denga</td><td>Name Description Baseling and Status and</td><td>Regeneration of the decisional segmentation of the decisional</td></th<>	expression between the sector of pro- sector of the sector of the secto	Lammar up gartingin markhaga afakan tu deng parkaman undersperifika tai ka serba denga afakan tu denga parkaman undersperifika tai ka serba denga afakan tu denga parkaman undersperifika tu serba denga afakan tu denga denga afakan tu denga denga afakan tu denga denga afakan tu denga	Name Description Baseling and Status and	Regeneration of the decisional segmentation of the decisional
minit main to main to service main to service main to main to service main to service	Non-static part in the sub-static	Lammar up gartingin markhaga afakan tu deng parkaman undersperifika tai ka serba denga afakan tu denga parkaman undersperifika tai ka serba denga afakan tu denga parkaman undersperifika tu serba denga afakan tu denga denga afakan tu denga denga afakan tu denga denga afakan tu denga	Partial Partia Partial Partial Partial Partial Partial Partial Partia	Regenerational and band band band band band band band
MMA MMA 3 MMA 4 MMA 5 MMA 4 MMA 7 MMA 7 Texture Section 2 Section 2 </td <td>expression between the sector of pro- sector of the sector of the secto</td> <td>Lammar with the participant markship and markship participants and strangest denses and enterparticipant is a strange to participant markship participant markshipartexhip participant markship participant markship part</td> <td>Name Description Baseling and Status and</td> <td>nergenerize in a device many angle part is the socied size Series and Series and Series</td>	expression between the sector of pro- sector of the sector of the secto	Lammar with the participant markship and markship participants and strangest denses and enterparticipant is a strange to participant markship participant markshipartexhip participant markship participant markship part	Name Description Baseling and Status and	nergenerize in a device many angle part is the socied size Series and Series
MMA MMA & MMA	Special colspan="2">Special colspan="2"Special colspan="2">Special colspan="2"Special colsp	Lammar de garringen a unarbalega a de la sub se des garringen a unarbalega de la sub se de la	Partial Partia Partial Partial Partial Partial Partial Partial Partia	Non-State and build with the state of any state and b
Math Math <th< td=""><td>expression for the "unitary for the state of the state o</td><td>Lammar up gartingin markhaga afakan tu deng parkaman undersperifika tai afa afak bentagan seperifika tu tai afaka tai afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu tai afaka tai afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu tai afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu afaka tu afaka tu afaka tu afaka du bentagan seperifika tu afaka tu</td><td>Partial Partial Partia Partial Partial Partial Partial Partial Partial Partia</td><td>Non-State and build with the state of any state and b</td></th<>	expression for the "unitary for the state of the state o	Lammar up gartingin markhaga afakan tu deng parkaman undersperifika tai afa afak bentagan seperifika tu tai afaka tai afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu tai afaka tai afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu tai afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu deng parkaman undersperifika tu afaka du bentagan seperifika tu afaka tu afaka tu afaka tu afaka tu afaka du bentagan seperifika tu afaka tu	Partial Partia Partial Partial Partial Partial Partial Partial Partia	Non-State and build with the state of any state and b
Mark Mark Mark Mark Mark Mark Mark Mark	Normal State	Lammer of generation is marked and attacks to develop performance on transmittance and and transmittance and transm	Name Name State of the interferences in a state of the interferences in a state of the interferences in a state of the interference interferen	Sector
NMA1 MMA1 MMA1 <th< td=""><td>Normal State Normal State<</td><td>Lamma for any lamba f</td><td>Bang Margine Dial Bang Angel A</td><td>Rest Rest Res Rest Rest Rest</td></th<>	Normal State Normal State<	Lamma for any lamba f	Bang Margine Dial Bang Angel A	Rest Res Rest Rest Rest
Note: Note: <th< td=""><td>Bits Bits <th< td=""><td>Lamma transmission Section 2014 (Section 2014) Section</td><td>Name Name States 1000000000000000000000000000000000000</td><td>Registric la de de de la de la</td></th<></td></th<>	Bits Bits <th< td=""><td>Lamma transmission Section 2014 (Section 2014) Section</td><td>Name Name States 1000000000000000000000000000000000000</td><td>Registric la de de de la de la</td></th<>	Lamma transmission Section 2014 (Section 2014) Section	Name Name States 1000000000000000000000000000000000000	Registric la de de de la
model model <th< td=""><td>Note: Note: <th< td=""><td>Learning of straight marchalog and all as to develop performance independence and straight developments and the straight of th</td><td>Name Name Base of the interventional base was an element of the intervention base an element of the intervention base and the intervent of t</td><td>Residence Residence Resid</td></th<></td></th<>	Note: Note: <th< td=""><td>Learning of straight marchalog and all as to develop performance independence and straight developments and the straight of th</td><td>Name Name Base of the interventional base was an element of the intervention base an element of the intervention base and the intervent of t</td><td>Residence Residence Resid</td></th<>	Learning of straight marchalog and all as to develop performance independence and straight developments and the straight of th	Name Name Base of the interventional base was an element of the intervention base an element of the intervention base and the intervent of t	Residence Resid
Math Math <th< td=""><td>Performance performance perfor</td><td>Lammar and appropriate to a marked parameter and appropriate to a mark</td><td>Name Name Barris Maria Name Name<td>Regenerate and and devices any appropriate the sector of t</td></td></th<>	Performance perfor	Lammar and appropriate to a marked parameter and appropriate to a mark	Name Name Barris Maria Name Name <td>Regenerate and and devices any appropriate the sector of t</td>	Regenerate and and devices any appropriate the sector of t
Math Math <th< td=""><td>Application burners of paragram Results <th< td=""><td>Larrenze gartingen en enclose en la enclose de enclose en la enclose e</td><td>Name Name Barris Maria Name Name<td>Registerio e a seguritaria e s</td></td></th<></td></th<>	Application burners of paragram Results Results <th< td=""><td>Larrenze gartingen en enclose en la enclose de enclose en la enclose e</td><td>Name Name Barris Maria Name Name<td>Registerio e a seguritaria e s</td></td></th<>	Larrenze gartingen en enclose en la enclose de enclose en la enclose e	Name Name Barris Maria Name Name <td>Registerio e a seguritaria e s</td>	Registerio e a seguritaria e s
NMA MMA MMA <td>Appropriate bit which a physical bit which a phy</td> <td>Learning and graning in morthing and data to develop performance independentia and and thermitian and thermit</td> <td>Name Name Base of the interventional base was an element of the intervention base an element of the intervention base and the intervent of t</td> <td>Residual is in a data base in particular set in a data data data data data data data d</td>	Appropriate bit which a physical bit which a phy	Learning and graning in morthing and data to develop performance independentia and and thermitian and thermit	Name Name Base of the interventional base was an element of the intervention base an element of the intervention base and the intervent of t	Residual is in a data base in particular set in a data data data data data data data d