	Drama Long Term Plan 2023 2024  Vision and intest: The curriculum for the Arts is delivered through a variety of themes in order to develop students' or		Although and halada day of order			
	The Arts in education provide safe environments, in which our students can understand and celebrate what it means:	inderstanding, equipment, appreciation and sixes of the Creative Arts. Our Creative Curriculum will provide every student with a to be a young person growing up in the tweetly-first century.				
	not Arts existed students to develop their set swareness and grow in set estatem. The Creative Arts will both complement and develop the ethos of our College community, qualities of empathy with	others, sensitivity and tolerance-qualities central to the ethos of St Mary's Catholic College.				
CS3	Aim - Our aim is for all children to express themselves, unleash their creativity and to be inspired by their own bound Unit of Work 1 Y7: Wh	less capacity for personal growth and change.  Do am I	Unit of Work 2 Y7 : 1	Where am 17	Unit of Work 3 Y7 : How can II	,
sar 7	Week 1 W/R 04.01.23 Week 2 W/R 18.01.23 Week 5 W/R 02.02.23 Week 7 Week 2 W/R 11.01.23 Week 4 W/R 25.01.23 Week 6 W/R 05.03.23 W/R 16.10.21	Week EW/8 00:1028 Week 50 W/8 18:1128 Week 12 W/8 27.1128 Week 50 W/8 11:1228 Week 64 W/8 06:1128 Week 12 W/8 20:1228 Week 12 W/8 20:1228 Week 12 W/8 18:1228	Week 16 W/8 08.01.26 Week 18 W/8 28.01.26 Week 20.06.02.26 Week 27 W/8 18.01.26 Week 21 W/8 18.01.26 Week 21 W/8 18.02.26	Week 22 W/W 27.02 24 Week 26 18.01.26 Week 26 Week 28 W/W 06.03.24 Week 25 W/W 20.03.24 W/W 27.03.24	Week 27 W/R 15.06.26 Week 29 W/R25.06.26 Week 10 W/R 06.05.26 Week 12 W/R 20.06.26 Week 10 W/R 06.05.26 Week 12 WR 18.05.26 W/R 20.05.26	Week 50 W/W 01.06.24 Week 16 W/W 17.06.26 Week 16 W/W 01.07.24 week 19 Week 16 W/W 23.06.24 Week 17 W/W 24.06.24 Week 16 W/W 08.07.24 W/W 15.07.24
view and	This is an irrouduction unit of learning to drama and used as a baseline to access erroy levely understanding.		this unit of learning is an introduction to issue based stimuli and how it can be used to create performance	e work.	this unit of learning is an introduction to vising a scripted tred as a stimule and how to explore this text through practical ag-	pplication .
	itudents will look at the development and application of drama skills to communicate a character, emotion and obje in respons	se to the theme Who am L	This unit of learning develops disidents approximate of Draina soles and Conventions and introduces then to this issue based thematic approach enables students to continue to necognise the layers of meaning through	them to medium of using Disma to chakenge the world around them.  gh a variety of stimuli surrounding the theme of New Brighton and its regeneration.	Thus writ of tearning commune to develop students approximan of bicama costs and conventions but through the medium of this unit of learning build on their application and understanding of distinutic conventions, the disciplines of brama and th	s proteoconst repertisine.  their sense of audience within a scripted performance.
	Puplis wil <mark>develop respond, perform</mark> and evaluate the drans, by actively developing the didits and conventions that are centr This unit of learning helps pupils to recognise the layers of meaning to develop their knowledge of dramatic conventions, the di		this unit of learning build on their application and understanding of dismatic conventions, the disciplines	of Drama and their sense of audience through a variety of stimuli.	They do this by participating in responding, developing, presenting and evaluating drams, and by strapping back to apprecia	
	They do this by participating in responding and developing drama, and by stepping back to appreciate and appraise their own o		They do this by participating in respecting, developing, presenting and evaluating drama, and by stoppin this unit of learning further prepares students to be able to develop as creative, effective and reflective ind	g back to appreciate and appraise their own contributions and those of others. Sinduals able to work collaboratively to create and perform drama.	this, unit of learning further prepares students to be able to develop as creative, effective and reflective individuals able to verifying unit of learning requires members to play different characters. A good understand of characters, roles and outness of the	
	this introductory unit this helps to builds their confidence and their self-esteen lewis. This confidence gained from learning dos This unit of learning ormanes doublets to be able to develop as creative, effective and reflective individuals able to work collaboration.		this unit of learning requires members to play different characters, allowing students; to relate better to di			
			to a result, students are eccounged to develop empathy – the ability to view the world from another periodeligence through the use of imagination".	sons' perspective without judgement. This is turn will build our members' encotional		
mes	Pupils will be able to respond to climals and communicate ideas based on the there of "identity" who am i? Pupils will be able to use commisc conventions to develop a dismalpiers.  Pupils will know him to evaluate their own development of partical and performance work.		Applix will be able to respond to ctimuli and communicate ideactased on the theme of "where am r".  Applix will be able to develop distinct conventions to develop a disma piece.  Applix will be able to resistant their own development of controlland or enformance work.		Pupils will be able to steedify the key elements of a scripped play.  Pupils will be able to present origined characters using voice and movement skills.  Replic will be able to present origined characters using voice and movement skills.	
KS3	Unit of Work 1 YS Who		Unit of Work 2 YE : Wh	ere can we go?	Unit of Work 3 YS:?Now can we	2
ear 8	Week 1 W/8 06.09.29 Week 2 W/8 18.09.29 Week 5 W/8 02.00.29 Week 7 Week 2 W/8 11.09.29 Week 4 W/8 25.09.23 Week 6 W/8 09.00.23 W/8 16.10.21	Week 8 W/N 851023 Week 10 W/N 111123 Week 27 W/N 27.1123 Week 50 W/N 111223 Week 50 W/N 1661123 Week 11 W/N 201123 Week 12 W/N 661123 Week 12 W/N 181223	Warek 15 My/k 01.03.24 Week 12 My/k 22.05.24 Week 20:06.02.24 Week 12 My/k 13.02.52 Week 21 My/k 13.02.24 Week 21 My/k 13.02.24 Week 21 My/k 13.02.24 Week 22 My/k 13.02 Week 22 My/k 13.02 Week 22 My/k 13.02 Week 22 My/k	Week 22 W/6 27.02 26 Week 24 18.01.24 Week 26 Week 25 W/6 20.01.24 W/6 27.01.24 W/6 27.01.24	Week 27 W/B 15.04.26 Week 29 W/B26.01.24 Week 12 W/B 06.05.24 Week 12 W/B 06.05.24 Week 12 W/B 22.06.24 Week 12 W/B 22.06 Week 12 W/B 22.06.24 Week 12 W/B 22.06 Week 12 W/B 22.06 Week 12 W/B 22.06 Week 12 W/B 22.06 Week	Week 3d W/N 03.06.3d Week 3d W/N 17.06.3d Week 3d W/N 03.07.2d week 3d W/N 03.06.2d Week 3d W/N 03.06.2d W/N 15.07.2d Week 3d W/N 03.06.2d W/N 15.07.2d
cee	in tear it, pupils will expore a range of drains stats, techniques and conventions which are developed and extended from year ? This unit develops their application of skills and conventions, under the theme of Who are we?		Students will scan back devicing techniques to create their own piece to be performed to as audience.  This is a 7 week unit of learning exploring issue based drama. Students will explore the issue of the Hillabo	arough through the use of in role acting and a variety of drama techniques.	to this scheme in year it, dudents will be practically dudying the test "Our Day Dut."  They will explore the role of performent as well as have an introduction to technical theatre.	
	this unit of learning enables children to work in groups to explore therees and feelings relating to the First World War and trens	th warfare, It focuses on caying goodbye to loved ones when leaving for war, day to day life in the trenches and 'going over the top'.	to this UCs year it, we focus on using skills learnt in previous devising lecture to build on a new topic of the source and creating pieces of the state to educate a pertain audience.	extre III Education, Students will develop their skills while tacking local	this year students will build on skills from year 7, focusing on what the playwrights the matic intentions were in relation to d	challenging society.
	Pupils will <b>develop, respond, perform</b> and <b>evaluate</b> drama to actively develop the skills and understanding that are centralise This unit helps pupils to recognise the buyers of meaning to develop their knowledge of dramatic conventions, the disciplines of		Students have been introduced to the Key Drama skills and conventions and performance craft in year 7 as somes in diama equipme Protect Drama.	nd R. Students will have had many opportunities throughout Year 7 and 8 to create short	In this scheme in year 8, students will Socus on building on their physical and woull skills which go together to create a chara- they will work on duolingues and whole group opener, exploring how to show relationships on the stage and also what cost	
	They do this by participating in responding and presenting drama, and by stepping back to appreciate and appraise their own co	erobutions and those of others.	Students will be introduced to the Practitioner Brecht and Protest Drama			nexual factors influenced the playwright.  Superience Week Tues - Thurs
	This unit pregares students to be able to develop as creative, effective and reflective individuals able to work cultaboratively to	zwate and perform drama.	Students will have become confident working in small groups or pairs and performing to an audience from Students will have become confident in charing their ideas to others to work together to create a devised or	previous schemes of work and in year 7.		
			Students will have become confident in sharing their ideas to others to work together to create a devised p Students will be aware of some basic devicing techniques from their study of frew brighton in Year 7.	erformance.		
cess	Pupils will be able to respond to a number of intercritistic character directionness contegies on the themse of identity—who are in Pupils will be able to work collaborativity to develop, present and evaluates postcal and performance work. Regular will be able to respond to account columnal and communicate intercritics on the there of identity—and are well.	43	Pupils will be able to apply appropriate frenchises techniques to perform a szene.  Pupils will be able to respond to -circuit based on the Theme of Identity - Where Can we go?  Pupils will be able to use dismostic conventions to develop a protect datas pince.		Aprils will be able to apply appropriate soice and movement skifts to a scripted discounter Aprils will be able to develop, when and apply performance skift to sorginal med Aprils will be able to select collections of the apply performance skift to sorginal med Aprils will be able to select collections of the apply performance skift to sorginal med application of the select collections of the application	
- 1						
CS3	Unit of Work	119 - Who can I be?	Unit of Work 2 79 : W		Unit of Work 3 Y9 :?How can	nwe?
ear 9	Week 3 W/R 0.2.0.2.1 Week 7 Week 2 W/R 0.2.0.2.1 Week 5 W/R 0.0.2.2.1 Week 7 W/R 0.2.0.2.1 Week 7 W/R 0.2.0.2.1 Week 6 W/R 0.0.0.2.2.1 Week 7 Week 6 W/R 0.0.0.2.2.1 Week 7 Week 6 W/R 0.0.0.2.2.1 Week 7 Week 7 Week 6 W/R 0.0.0.2.2.1 Week 7 Week 7 Week 6 W/R 0.0.0.2.2.1 Week 7 Wee	179 - WIND CEN 1007   Work 10 M/R 111128   Work 12 W/R 27.1128   Work 12 W/R 12.1128   Work 12 W/R 27.1128   W/R 27.1128   Work 12 W/R 27.1128   Work 12 W/R 27.1128   Work 12	Week I TO ME LO TO A T	Week 26 35.05.26 Week 26 35.05.26 Week 26 56.05.26 W/W 27.03.26 Scores.	Week 27 W/R 15 GD 25 Week 29 W/R25 GD 24 Week 13 W/R 66 GD 20 Week 12 W Week 12 W R 16 GD 24 W R 16 GD 25 W R 16 GD 25 W R 16 GD 26 W R 17 W R	week is to like 3.06.24 Week is 10 (iii) 2.0.6.24 Week is 10 Week is 10 (iii) 2.0.6.24 Week is 10 W
pose	This unit develops their application of skills and conventions under the theme of Who can t be?		this unit develops their application of skills and conventions under the theme of Where can I and explores	the text "the curious incident of the dog in the night time".	This unit develops their application of skills and conventions under the theme through students responding to a variety of st webstein draws.	timuli including verbatim theatre, professional repertoire and devising their own "Call to action"
	This unit of learning enables children to work in groups to explaine thence; and feelings relating gender representation.  Understs will explain show gender representation is explained through the script "Bouncent".		This unit of learning enables children to work in groups to explore themes and feelings relating to neurodi- structors will explore how autions is explored through the script.	iversity.	This unit of learning enables children to work is groups to explore contentual issues within our local community.	
	Pupils will develop, respond, perform and evaluate drama to actively develop the skills and understanding that are certains		Pupils will develop, respond, performand evaluate drama to actively develop the skills and understands	ng that are central to drama and explore page to stage, exploring how modern theatre is	Pupils will develop, respond , perform and evaluate drama to actively develop the skills and understanding that are central them.	to brama and explore how they can develop their own call to action to challenge the world around Experience
	This unit helps pupils to recognise the buyes of meaning to develop their knowledge of dismatic conventions, the disciplines of They do this by appriciation in resconding and preventing disma, and by strooping back to appreciate and appared their own co		made.  This unit helps pupils to recognise the layers of meaning to develop their knowledge of damatic convention	ns, the disciplines of Drama and their sense of audience and engathy through the sext and	This unit prepares coulerts to be able to develop as crossive, effective and reflective individuals able to work callaboratively.  This unit has necessary melant in their understood or of deviates the expensive product in least ?	Superfence - Week Trace - you crosse and perfense drama. There
	they do this by participating in responding and preventing disma, and by trapping back to appreciate and apposite their own co This unit prepares coudents to be able to develop as creative, effective and reflective individuals able to work collaboratively to		the firantic assembly  This unit prepares students to be able to develop as creative, effective and reflective individuals able to wo	vk collaboratively to create and perform drama.	This, unit also prepares students in their understanding of devising the experior learnization in level 2.	
			This unit also prepares students in their understanding of making theatre which is a component of the leve	1 2 Bloc.		
omes	Pupils will be able to apply appropriate voice and incovenent skills in response to the theme How can we? Pupils will be able to develop, where and apply performance skills to accepted fract.  The pupils will be able to context collaboratively to develop and prevent practical and performance work.		Pupils will be able to select and apply Frantic assembly techniques in practical work.		Pupils will be able to apply a variety of techniques and conventions to rehearcal and performance work	
- 1			Pupis will be able to seen and apply roams assembly techniques in practical work.  Pupils will be able to interpret and develop sections of script/text.  Pupils will be able to work callaboratively as an essentile to present corpt work.		Pupils will be able to apply a variety of techniques and conventions to inheartal and performance work. Pupils will be able to use appropriate salid to prevent characters in performance. Pupils will be able to work collaboratively to divelop and prevent deviced work in response to the theme How can we?	
and KS	5					
	HT1-Component 1 Exploring Performing Arts	HTZ Blood Erothers Component 1 Exploring Performing Arts	HT3- Blood Erothers Component 1 Exploring Performing Arts	HT4- Component 2 Developing Skills and Techniques in the Performing Arts	NTS Component 2 Developing Skills and Techniques in the Performing Arts	HTG Component 3- Mock Exam
nar 30	Work 1 Work 2 Week 3 Work 4 Work 5 Week 6 Work 7 Work 60.04 28 W/W 15.09.28 W/W 18.09.28 W/W 25.09.28 W/W 03.02.20 W/W 09.02.20 W/W 09.02.20 W/W 16.10.28	Week 2 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 W/8 16-01.34 W/8 28.01.34 W/8 30.01.24 06.02.24 W/8 18.02.35	Week 22 Week 28 Week 26 Week 25 Week 26 Week 26 Week 26 W/8 27.03.24 W/8 20.08.36 18.08.24 W/8 20.08.36 W/8 27.08.24	Week 27 Week 28 Week 29 Week 30 Meek 31 Week 32 Week 3	monk bit
rview and	This introduction unit will give pupils an insight into the performing arts industry.	This component introduce a pily text to students and how this professional repertoiry goes from page to stage.	In this HT pupils will further explore the oriented text. They will participate in development, workshops and remeanal then orient appropriate skills and sechniques; to cerform a role.	This component focuse on the application of skills and techniques in the rale of an actor.  This component builds on the work completed in Component 1. Skillbring the	this component focuses on the application of delits and techniques in the role of an actor.	his component provides learners with an opportunity to utilize the knowledge, dolls and techniques her have developed throughout components one and two to create an original workshop
	They will explore who contribute to the creation and development of performance work.	This unit purs into practice the making theater elements in the last term.  Students will analyze the play Sousing on the contentual factors and how the play was developed, and the creative intentions.	they will track their own skills development process with regular reviews and tagter setting.	Performing Arts, providing opportunity to develop skills within their choses role through practical activities.	This component builds on the work completed in Component 1.  Students will develop their knowledge of the sehearcal learning to apply appropriate behaviours and statutes whilst	edirmanics in response to a given brief and stimulus.  budents will work together in small groups in a performance or raile. They
	They will be able to detail the roles, responsibilities and skills of those who contribute. They will explore his both theorefically and practically during this half term.	Students, will their select and develop appropriate performance and interpretative skills and techniques appropriate to the selected play.	Pupils will be able to demonstrate the application of performance skills and techniques for selected	Students will develop their knowledge of the rehearsal learning to apply appropriate behaviours and attitudes whilst becoming familiar with repertoire to prepare a	Becoming familiar with repertoirs to prepare a performance.  ### Tradents will apply their skills and techniques through classes, workshops and rehearnals.	all consider the target audience and how this diages their response. They will begin the creative excess, exploring stimulus and generating ideas which can then be inveloped, otherward and, for relief and
			performance material.  Pupils will use this half term to complete their component I internal assessment.	pertornance.  Students will apply their skills and techniques: through classes, workshops and reheartais.		investions, interested and, for interest.  It develop and apply the relevant skills and techniques throughout the
			They will be required to link the set task theme to their selected play and give examples of how this is communicated within the play. They will detail the criterion process, boosting on the intention and critation of the surfacecoal work.	Students will develop a practical understanding of performance ctyle and how to communicate creative intensions either through performance.	tion to communicate creative intentions either through perconnance.  Pupils will use this half serm to complete their component 2 internal assessment.	Experience
			of the professional work.  They will detail with examples the specific role and their contribution to the performance.		they will be required to link the set task theme to their selected play and give examples of how this is communicated within the also.	Experience Week Tues - Thurs
comes	Pupils will be able to explain the role and responsibilities of different performing art job roles. Pupils will be able to identify the roles and responsibilities of an attack pupils will be able to explain the interestionalisty between constituent features of existing performance materials.	Augilis will be able to gartisigane in skill development workshops.  Augilis will be able to apply appropriate interpretative skills and tochniques to the selected play.  Augilis will be able to apply appropriate abring skills to performance.  Performance.	Pupils will be able to demonstrate the application of performance skills and techniques for oriented performance material.	Pupils will be able to apply interpretative skills for selected performance materials, discipline and styles.	Pupils will be able to apply interpretative skills for selected performance materials, discipline and styles.  Pupils will be able to apply interpretative skills for selected performance materials, discipline and styles.	spits will be able present a group performance in response to stimulus. Spits will be able demonstrate performance skills to communicate creative intentions during
	Rupos will be able to explore the interrestationalitys, between constituent features of existing performance insterior.	Pupils will be able to apply appropriate acting dutis in performance.	Pupils will be able to apply interpretative skills for selected performance materials, discipline and dyles.  Public will be able to evaluate development of cerformance skills. (Interactic and areas for improvement.)	Auplis will be able to evaluate development of performance skills, strengths and areas for improvement	Pupils will be able to evaluate development of performance skills, strengths and areas for improvement.  Pupils will be able to evaluate development of performance skills, strengths and areas for improvement.  Pupils will be able to evaluate development of performance skills, strengths and areas for improvement.	ruplit will be able-demonstrate performance-didfit to communicate creative intercions during efformance workshop uplit will be able to review and reflect on the effectiveness of devixed workshop performance
		MTS Comments & Comments & Developing Hills and Tackelouse In		NT4- Component 3		
ar 11	omponent 1 Exploring Performing Arts and Component 2 Summative assessment  Work 1 Work 2 Week 3 Work 4 Work 5 Work 6 Work 7		Week 16   Week 17   Week 18   Week 19   Week 20   Week 21   Week 20   Week 20   Week 20   Week 21   Week 20   Week		HTS- Component 3  Week 27 Week 28 Week 29 Week 30 Week 31 W/W Week 32 Week 33	Week ist Week is Week is Week is Week is Week is week is
view and	w/k oc.os.28 w/k 11.09.28 w/k 18.09.28 w/k 26.09.28 w/k 26.09.28 w/k 02.10.28 w/k 09.00.28 w/k 16.10.28 Pupils will use this half farm to complete their component 1 internal accessment ne submission.	w/le 60.10.26 W/le 06.11.28 W/le 18.11.29 W/le 20.11.28 W/le 27.11.26 W/le 06.12.29 W/le 18.11.23 W/le 18.12.28 This component focuses on the application of skills and techniques in the note of an action.		W/N 27.02.26 W/N 06.08.26 18.08.24 W/N 20.08.36 W/N 27.08.26 This component provides learnest with an opportunity to utilize the knowledge, skills and	Wint 17 / Verico 22         Wint 12 / Verico 23         Wint 10 / Verico 23         Wint 10 / Verico 23         Wint 10 / Verico 24         Wint 10 / Verico 25         Verico 25         Verico 24         Wint 10 / Verico 25         Wint 10 / Verico 25         Verico 25<	W/W 08.06.34 W/W 10.06.34 W/W 17.06.34 W/W 24.06.24 W/W 08.07.24 W/W 08.07.38 W/W 16.07.24
	They will be required to link the set task theme to their selected play and give examples of how this is communicated within the play. They will detail the cristive process, bousing on the intention and cristion of the professional work.	This component builds on the work completed in Component I: Explaining the Performing Arts, providing apportunity to develop-skills which lates raise channels and activities.	have developed throughout components one and two to create an original workshop performance in response to a given brief and crimulus.	workshop performance in response to a given brief and dismutus.	brief and climalus.	
	They will detail with examples the specific role and their contribution to the performance.	through practical activities.  Students will develop their knowledge of the rehearcal learning to apply appropriate heliciations and attitudes which becoming familiar with repertains to prepare a performance.	Students will work together in small groups in a performance or raise. They will consider the target audience and how this stopes their response. They will begin the cristive process, exploring climatus and generating ideas which can then be developed, reheased and/or referred.	Students will work together in small groups in a performance or rain. They will consider the target addince and how this dispectiver response. They will begin the creative process, explaining crimulus and generating ideas which can then be developed, inhearsed and, for refined.	Student; will work together in cruzil groups in a performance or role. They will consider the target audience and how this chapes their response. They will begin the creative process, exploring streads and generating li	
		appropriate behaviour, and attitudes whilst becoming familiar with ingertain to prepare a performance. Students will apply their skills and techniques through classes, workshops and rehearcals.	developed, reheared and/or refined.  Students will develop and apply the relevant skills and techniques throughout the Inhearcal process.	developed, reheared and/or refined.  Students will develop and apply the relevant skills and techniques throughout the sehwant renown.	developed, reheated and/or refined.  Students will develop and apply the relevant did and techniques throughout the reheated access, and derform their final closes to a law audience and complete the written components.	
		Students will develop a practical understanding of performance style and flow to communicate cristive intentions either through performance.	teleanal proces.	whearsal process.	rehearcal process, and perform their first pieces to a live audience and conglete the written components.	
		Transmitted control of the control o				
omes	Pupils will be able to explain the role and responsibilities of different performing art job sizes.  Pupils will be able to identify the roles and responsibilities of an actus.  The pupils will be able to identify the roles and responsibilities of an actus.	<u> </u>	Pupils will know:	Pupit will be able demonstrate performance skills to communicate creative intentions during performance workshops	Applix will be able to present their final deviace performance in response to external level.  Pupils will be able to detail and evaluate the development pacces of the final piece (speriormance.)  Pupils will be able to evaluate the final development appoint and belief.	
			Pupils will know: The lay floatures of divising in response to Component it now to select and availage stimuli to develop performance material now to work successfully as an essential	- Andrew	Pupits will be able to evaluate the final performance in response to a brief.	
	MT1-The Role of the Actor	MT2-unit of learning 2: Developing Skills and Techniques	HTS - Unit 2 unit of learning 2: Developing Skills and Techniques  Week 16 Week 17 Week 18 Week 19 Week 20 Week 21	HT4-Unit 3- Devising Exam	West 27 West 28 West 29 West 20 West 12 West 1	HT6 - unit of learning 2: Developing Skills and Techniques
rview and	Wales 1	W(N 80 50 23 W/N 06 11 28 W(N 181 11 28 W(N 181 11 128 W)N 20 11 28 W(N 20 11 28 W(N 20 11 28 W)N 20 11 28 W(N 20 11 28 W(N 20 11 28 W)N 20 11 28 W)N 20 11 28 W(N 20 11 28 W)N 20 11 28 W(N 20 11 28 W)	Week 15   Week 17   Week 18   Week 19   Week	This unit requires learners to respond to a set task in the form of a given climulus.	Week 27   Week 28   Week 29   Week 20   Week 20   Week 21   Week 22   Week	
000	this first unit serves us as induction into the performing acts where students develop the appropriate skills and techniques in the the performance designate of acting.  Students will equipme the of the raile of the professional performer.	Incorporary sechnical, practical and interpretative performance skills to help them succeed when performing live to an audience.	praction and develop the secretary technical, practical and interpretative performance skills to help them outcomed when performing live to an audience.	isudects will practically explain and research to interpret to strouble and device as original piece of performance work to present to an instead audience.		Name Superience Superience Superience Thurs
	founderst will evaluate the various technical, practical, employability and personal skills required, and how the performer may secure employment and achieve language through effective skills and professional development.	Students will consider the nature, skills and attributes of the rale of the actor and work with existing performance works, a salysing and intercentials the	Students will consider the nature, skills and attributes of the sole of the actor and work with existing senformance works, analysing and intercenting the	as invited audience.		
	the personner ruly secure employment and actione single-sty though effective data and professional development. Bruderits will evaluate training and qualification router in series of their appropriateness and viability and their work will draw conclusions about the impact of working patterns and filestyle factors on the performent career.	interpreting the state fails order to understand and apply the relevant skills and techniques appropriate to the tight.	performance works, analysing and interpreting the stated in order to understand and apply the relevant skills and techniques appropriate to the Eyle.			
20000	Pupils will be able to: Injuries by features of the tole and skills of a performer Assigns are features of the tole and skills of a performer Assigns are features of the tole and skills of a performer Assigns the law features of the robe and skills of a performer	Pugils will be able to:  Termonication for information and a performance with through equitation, and workshops.  Termonication for information of interpretation visits.  Termonication for information of interpretation visits.  Termonication for information of information data and the represented area for impresented.	Pupils will be able to: Decoration the application of performance skills and techniques for selected performance numerial Apply interpretates with for selected performance materials, discipline and typic liabilitate development of performance skills, strengths and areas for improvement	Pupils will be able to understand how to interpret and respond to stimulus for a group performance	Again self de ablis to:  revient group performance in response to ottimului.  temonomies performance abilit to communication orazive intendiose during performance workshop  temonomies performance abilit to communication orazive intendiose, during performance  believe and infection of the effectivement of devialed workshop performance.	
	ALLayue key teatures of the sole and skills of a performer fusitions the key features of the role and skills of a performer	Suitable development of performance dath, strengths and areas for improvement	evanuate development of performance skills, strengths and areas for improvement		neview and retrect on the intectiveness of devised workshop performance	
$\dashv$	RTI-Unit 1	HT2- Uelt 1	HT4- Unit 27	NT4 - Unit 3	NTS - Unit 3	NTG
13	Merk 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 6 Week 6 Week 7 We	Mirek S Week 15 Week 15 Week 15 Week 15 Week 16 Mirek 16 Week	Week 26 Block 17 Week 18 Block 19 Week 20 Block 21 W/W 26.01.24 W/W 26.01.24 W/W 26.01.24 Se/W 10.01.24 G6.02.24 W/W 10.02.24	Week 22 Week 26 Week 26 Week 26 Week 26 Week 26 Week 26 W/8 27.02.04 W/8 20.01.24 W/8 20.01.24	Total 27 Total 28 Total 29 Whit SO Total 28 Total 29 Whit SO Total 28 Total 28 Total 29 Total 20 Total	Medi 36 (Modi 35 (Modi 36 (Modi 37 (Modi 38 (Mod
view and cee	In this unit students will investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work in preparation for the external unit 5.	In this unit students will investigate the work of performing arts practitioners and develop critical analysis skills and contentual understanding of how practitioners communicate themes in their work in preparation for the external unit 1.	This unit requires teamers to respond to a set task in the form of a given stimulus.	This unit requires trainers to respond to a set task in the form of a given dimutus.	Deving each	
	deudents will explore two practitioner and various live repertoirs and how the contestual factors have influenced and informed the work of performing arts.	Students will explore two practitioner and various live repertains and how the contextual factors have influenced and informed the work of performing arts.	Studiests will practically explore and recearch to intergret the stimulus and device as original piece of performance work to present to an inchest audience.	Students will practically explore and research to interpret the climals; and device as original piece of performance work to present to as invited audience.		
	itudents will develop skills that allow them to investigate the work of influential performing arts practitioners.	Students will develop dolls that allow them to investigate the work of influential performing arts practitioners.				
omes.	Pupils will be able to:		Pupils will be able to:	Pupils will be able to: understand how to interpret and respond to stimulus for a propo performance	Rupix will be able to:	
	registe that not able than discribly the controllad factors that have influenced Frantic Assembly and Bredhit's work levels how there are communicated through production elements register discribed notes for wit 1 seems.	region in our date in a detectify the contentual fischers that have influenced francic Assembly and Brecht's work become how themes are communicated through production elements. Propagate detailed notes for wint 1 seed.	region was set and tax. Demonstrates the application of performance skills and techniques for selected performance material Apply interpretative skills for selected performance inspecting, describes and cryles Laukane development of performance skills, carrieghts and areas for improvement skills and the selection of the sel	unidentains how to interpret and respond to ctimulus for a group performance	Pupils will be able to: researcy group performance in response to ctimulus Demonstrate performance kills to communicate creative intentions; during performance workshop Review and infliction the efficience of deviated workshop performance	
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