



Curriculum Mapping

ART, CRAFT & DESIGN							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
7	Theme	PORTRAITURE			LANDSCAPE/ ENVIRONMENT		
	Skills Knowledge Concept	<p>Measured Portrait</p> <p>Measuring - how to use a ruler, proportions and use of guidelines</p> <p>Proportions of the face – how to ensure accuracy</p> <p>Line – quality of line, accurate use of pressure and pencil when drawing.</p> <p>Tone – adding shading to the face and making features look more realistic.</p> <p>Texture – use of tonal textural marks for things like hair to add further detail and realism .</p>	<p>Cubist Style Painted Portrait</p> <p>Colour mixing with paint - how to mix colours using various approaches including how to use poster paint to accurately mix secondary colours, tints and tones.</p> <p>Colour theory – the colour wheel, primary, secondary, tertiary and complementary colours.</p> <p>Collage – how to apply collage paper to create a Cubist mixed media style approach to a background.</p> <p>Tone how to use a pencil to add tonal values to painted areas.</p> <p>Composition – use of Cubist examples to show how to create a Cubist style approach to composing a portrait</p>	<p>Collograph print</p> <p>Textures – how to use a variety of tapes to create a range of textural surfaces.</p> <p>Line – how a textural approach to creating line can create details on a collograph printing block</p> <p>Proportion – reference to Cubist style composition and limitations of creating line with tapes. Use of exaggerated proportion</p> <p>Printing technique – How to print using a printing block. How to use a printing roller and ink, correct use of the printing process.</p>	<p>Observational Drawing of Saltaire Building</p> <p>Critical research – introduction to landscape painting, looking at the work of Hockney, Hundertwasser, Van Gogh.</p> <p>Observational drawing – how to use perspective and guidelines to draw a realistic Saltaire building from a photograph.</p> <p>Proportion – how guidelines or a grid and measuring will help to aid accurate proportion.</p> <p>Colour blending – adding Hundertwasser style colour to the observational drawing.</p> <p>Line – importance of guidelines, drawn lines and pressure of pencil.</p>	<p>Tile Design with Rousseau detail</p> <p>Critical research – Introduction to the work of Rousseau,</p> <p>Composition – How to trace a section of a drawing and create a mixed media approach to a design using collage & fine liner.</p> <p>Ceramic design – How to develop a flat design that will have to include areas of relief and texture. Use of a range of materials and skills.</p>	<p>Hundertwasser / Rousseau Clay Tile.</p> <p>Ceramic tile – How to use clay. Clay H&S, wedging, rolling and cutting clay accurately. How to use slip to add areas of relief to a clay tile.</p> <p>Texture – how to use a range of clay tools and different objects to create textures on the clay tile to recreate the tile design accurately.</p> <p>Colour theory – use of wax crayon & ink wash or paint to add colour to the clay tiles referencing the work of Hundertwasser.</p>
8	Theme	STORYTELLING & ILLUSTRATION			OBJECTS, VIEWPOINTS & TEXTURES		
	Skills Knowledge Concept	<p>Everyday object Observational Drawing</p> <p>Observational drawing – use of observational drawing skills, guidelines to aid proportion when creating a drawing of an everyday object.</p> <p>Tone – how to apply a variety of tonal values to make a drawing look 3D. The addition of shadows and highlights and textural marks.</p> <p>Proportion – how to use additional guidelines and measuring to create an accurate observational drawing.</p>	<p>Character Design based on an Everyday Object.</p> <p>Creative drawing – how to creatively take a shape and use it to create a character design, use of basic shapes to create features. How expressions can help to add personality to a character design.</p> <p>Critical research – the use of a range of animation and illustration influences to show how character design is developed.</p> <p>Collage – looking at the work of Sara Fanelli to create a collage version of the character design.</p>	<p>Creating a world for the illustrated character.</p> <p>Perspective – use of atmospheric perspective, use of colour, tone and a range of materials to build up detail in a three-dimensional way.</p> <p>3D construction -creating a background, middle ground and foreground by building each layer of the scene from card and paper construction techniques.</p> <p>Painting – Use of a range of paints to create atmospheric perspective. How to create a watercolour wash, how to build up areas of stronger colour.</p>	<p>Observational Still life drawing.</p> <p>Critical research – investigating the differences between traditional still life and a Cubist approach.</p> <p>Still life – working from a collection of 3D objects. Creating a drawing from multiple viewpoints.</p> <p>Line- quality of line, accurate use of pressure and pencil when drawing.</p> <p>Proportion / Angle – the 3 different viewpoints. How to draw from a range of different angles. How to draw an ellipse. Accurate use of centre line to maintain accurate proportion.</p>	<p>Mixed Media Still Life Composition.</p> <p>Critical research – referencing Lichtenstien and Cubism. Different ways to apply colour and detail use of strong colour and making objects stand out.</p> <p>Pencil blending</p> <p>Collage – linking to Cubism, How to accurately trace and apply a section of collage to a piece of work.</p> <p>Mixed media – adding paint, collage, tonal pencil, blended pencil colour and a range of relief textures to the composition.</p> <p>Mark-making – how to add fine liner detail to the work.</p>	<p>Cubist inspired Cardboard Sculpture.</p> <p>Composition – how to design a 3D structure by looking at what the different sides might look like.</p> <p>3D construction – ways of constructing with cardboard. Joining, scoring, folding, forming and cutting techniques covered.</p> <p>Decoupage – how to add colour to a 3D sculpture, linking to the Cubist collage approach.</p> <p>Painting – adding neat and accurate colour to the 3D form.</p> <p>Colour theory – use of muted colours, warm and cold colours, the colour wheel, colour mixing,</p>

		<p>Detail – How use pencil in a range of ways to add realistic detail to an observational drawing.</p>	<p>Watercolour – how to paint using watercolour washes, investigating a range of illustrative influences including Quentin Blake.</p> <p>Mark-making – how to apply tonal values, shadows and highlights to add illustrative detail to character designs.</p>	<p>Colour theory – colour mixing, tints and tones, the colour wheel.</p>			
	Theme	CHANGING STYLES			CULTURES		
9	Skills Knowledge Concept	<p>Bug Observational Drawing</p> <p>Art history – timeline that covers the different styles of art that are researched within the unit. A brief introduction to the changing styles and the impact they have had. Names of key figures and works within each movement.</p> <p>Critical research – Op Art, Pop Art, Cubism, Impressionism, Realism, Hyper Realism, Cubism.</p> <p>Observational work – use of guidelines to aid accurate proportion. Additional guidelines, how to draw and recall of pencil drawing techniques.</p> <p>Tone – adding realistic tonal values to the drawing to show texture and detail.</p>	<p>Changing Styles Bug.</p> <p>Colour Blending – linked to Realism style of Art. Layering of colour. Use of more than 3 shades to add depth to blended colour.</p> <p>Painting – Painting areas of bold flat colour in the Pop Art style, recalling Lichtenstein work from year 8.</p> <p>Pointillism – linked to Impressionism and Neo-Impressionist styles. Use of oil pastel, felt tip or paint to add pointillist style marks to the bug.</p> <p>Collage – Cubist style collage, adding detail and abstraction to the bug work.</p> <p>Mark-making – addition of tonal pencil, mark making techniques to support the materials in the styles covered.</p>	<p>Paper Cut & Printed background for Styles Bug.</p> <p>Cultural research – history of Paper cutting as a technique in Chinese Culture. How papercut has changed, how materials have altered over time and the approach to the technique has developed.</p> <p>Paper cut – how to use a craft knife safely. Neat and accurate cutting. Adding pattern and detail.</p> <p>Poly-print – use of printing process. How to create a poly printing block,</p> <p>Composition – using pattern from a variety of cultures to create a pattern that will print successfully.</p> <p>Realise intentions – Completed A3 composition showing successful papercut and printed areas.</p>	<p>Cultural Mask Observational Drawing.</p> <p>Cultural research – linking different masks to different cultures. How masks are used within different cultures. Specific details that are found within different cultures.</p> <p>Observation – how to draw accurately from observation. The use of guidelines and how to draw with accurate proportion.</p> <p>Line quality of line, accurate use of pressure and pencil when drawing.</p> <p>Proportion how to use additional guidelines and measuring to create an accurate observational drawing.</p> <p>Colour blending - Layering of colour. Use of more than 3 shades to add depth to blended colour. Adding shadows and highlights to make mas look fully 3D.</p>	<p>Multicultural Mask Design.</p> <p>Composition – Using 4 different mask images as a minimum to create a multicultural mask design.</p> <p>Exploring types of paint use of a range of different paints, covering he blend and fade techniques to add three dimensional aspects to the designs.</p> <p>Colour theory – use of colour, authentic colour, colour wheel, mixing tints and tone, gradient, blending, fading.</p>	<p>Ceramic Mask.</p> <p>Composition – recreating mask design onto a slab of clay. Altering / re-planning detail and design features to make them work in a different material.</p> <p>Ceramic mask – Clay H&S, how to wedge, roll and cut clay.</p> <p>Relief – how to apply areas of relief using slip. Sculpting clay to create more 3D areas.</p> <p>Texture – using a range of tools to create different textural marks on the clay mask.</p>
	Theme	COMBINATIONS					
10	Skills Knowledge Concept	<p>Critical research – variety of artists presented to students who then choose which will best suit their ideas and intentions</p> <p>Photography – still life based on the starting point</p> <p>Mono printing – using primary and secondary sources</p> <p>Observational drawing & painting – combinations of primary and secondary sources</p>	<p>Critical research – student choice</p> <p>Photoshop digital image manipulation – transforming primary sources into layered compositions which they then transform into stencils</p> <p>Stencil printing – layered compositions incorporating abstract critically informed backgrounds with Photoshop work</p> <p>Observational drawing & painting – primary and secondary sources</p>	<p>Critical research – student choice</p> <p>Composition – explore different compositional techniques</p> <p>Developing ideas – take influence from artist research, insights and experimental work</p> <p>Lino printing – history of woodblock and lino, produce a printing block inspired by research and insights</p>	<p>Critical research – student choice</p> <p>Refining ideas & practises – revisiting drawing and painting skills and techniques</p> <p>Mark-making & experimental drawing – exploration of different drawing, painting and printing techniques</p>	<p>Critical research – student choice</p> <p>Ceramic tile – experimentation with clay, compositional ideas, texture and relief using clay</p> <p>Composition – revisit compositional techniques and plan for further developmental work</p>	<p>Critical research – student choice</p> <p>Ceramic form – develop skills in clay and create a 3D sculpture</p> <p>Refine skills & composition ideas – review progress and plan for an end product</p> <p>Realise intentions – create an end product</p>



	Theme	CULTURES		COMPONENT 2		
11	Skills Knowledge Concept	<p>Critical research – Students research a variety of different cultures</p> <p>Observational work – primary and secondary sources</p> <p>Composition – revisit compositional techniques and create plans for further developments</p> <p>Developing ideas – create original pieces inspired by research and insights</p>	<p>Refining ideas & practises - revisiting drawing and painting skills and techniques</p> <p>Composition – compositional techniques</p> <p>Realise intentions – create an end product</p>	Externally set assignment Students respond to starting points set by AQA		
Extra curricular		Year 10 trip to Hepworth Gallery			Arts week all year groups - workshops, visiting artists, arts competitions	



(Dance)							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
9	Theme	Good Studio Practice and Urban Dance	Good Studio Practice and Urban Dance	Musical Theatre: Smooth Criminal/ High School Musical	Musical Theatre: Smooth Criminal/ High School Musical	Exploring Dance styles and genres: Technique and Performance	Ensemble Dance and Group Compositions
	Skills Knowledge Concept	Safe working practice, developing fitness, stamina, physical strength and mobility, developing movement vocabulary, expressive and stylistic qualities, appreciation of historical influences and contextual background. Understanding of roles and career opportunities with Dance, including artistic director, company member and researcher.	Safe working practice, developing fitness, stamina, physical strength and mobility, developing movement vocabulary, expressive and stylistic qualities, appreciation of historical influences and contextual background. Understanding of roles and career opportunities with Dance, including artistic director, company member and researcher.	Movement through characterisation, narrative dance, stylised actions and execution, exploration of approaches used by key practitioners, including Jack Cole and Bob Fosse, technical exercises to develop accurate translation of repertoire. Detailed exploration of movement components, as well as personalised technical approaches.	Movement through characterisation, narrative dance, stylised actions and execution, exploration of approaches used by key practitioners, including Jack Cole and Bob Fosse, technical exercises to develop accurate translation of repertoire. Detailed exploration of movement components, as well as personalised technical approaches.	Developing technique and performance skills in lyrical contemporary and Hip-Hop styles, reproducing choreography with more advanced technical and interpretive skills, applying compositional sections to develop originality and individual interpretation. Appreciation of professional works, linked to practical work developed, including Boy Blue and Paris Cavanagh.	Exploring professional repertoire, (A Linha Curva), exploring and combining a range of styles to present hybrid forms in performance, rehearsal/ compositional approaches and methods used by key practitioners including Merce Cunningham, Martha Graham and Itzik Galili, appreciation of cultural forms of dance including Samba, Capoeira and Salsa. Developing group compositions based on the theme of Chaos and Control.
10	Theme	Exploring Dance styles, qualities and techniques	Technique and Performance	Live Performance: Mock Exam- Responding to a Brief	Live Performance: Mock Exam- Responding to a Brief	Preparation for Ensemble Dance Unit	Preparation for Ensemble Dance Unit
	Skills Knowledge Concept	Techniques and performance qualities in Dancehall, Lyrical, Commercial and Jazz. Researching key practitioners and contextual influences. A dancer in training- link to careers in the industry, as well as methods and approaches, diet and nutrition, roles and responsibilities.	Exploring hybrid choreography and repertoire in Indian and Contemporary dance. Technique workshops in Kathak, Indian Folk and Bhangra. Appreciating cultural dance styles and exploring key technical requirements and stylised technique. Developing accurate interpretive skills in response to musicality and accompaniment	Exploring a range of stimuli including tactile, visual, auditory, ideational and kinaesthetic. Connecting a series of individual movement responses to a common theme of Peace and Conflict. Experimenting with a variety of mediums to create and develop initial ideas and responses, including mind-maps, peer modelling, Chance Dance and command words.	Approaches to composition, choreographic devices, teamwork and cooperation, organisational skills, compositional structure, theme, purpose and intentions, target audience, primary research about local community and relevant issues to inform ideas for a group performance.	Workshops to explore key features of movement components and stylistic qualities of professional repertoire. Learning individual motifs, refining technical and performance requirements. Analysis of compositional techniques and application of dance skills. Developing foundations of technique by exploring influential styles.	Learn, develop and choreograph 2 contrasting Contemporary Dance pieces, (A Linha Curva and Charge), Perform repertoire, demonstrating understanding of the key features of the Contemporary genre. Present an understanding of key dance performance skills including: Musicality, Spatial awareness, Control and Co-ordination. Develop detailed knowledge of Health and Safety for dancers, including how to work in a team demonstrating leadership, compromise and problem-solving skills.
11	Theme	Revision of Technique, dance styles and performance skills/ Ensemble Dance	Ensemble Dance Performance	Ensemble Dance Performance / Live Performance: External Exam	Live Performance: External Exam	Live Performance: External Exam	Advanced technique and Performance skills- Preparation for Level 3
	Skills Knowledge Concept	Revisit technique and interpretive skills/ understanding of styles/ genres and dance forms from Year 10. Develop more advanced technical and interpretive skills, based on the principles of key practitioners, including Martha Graham, Lester Horton and Andrew Winghart. Learning set repertoire in contrasting Contemporary styles.	Developing and revising repertoire, motifs and stylistic technical requirements of a Linha Curva and Charge. Understanding movement intention, purpose and artistic aims. Workshops to develop fundamental qualities, techniques and rehearsal approaches used by professional choreographers. Motif and development methods to produce personalised interpretation of repertoire.	How to work in a team demonstrating leadership, compromise and problem-solving skills. Choreographic development using a range of devices, relationships and formations. Choreographic form and structure, application of knowledge in terms of arranging movement material effectively to communicate an intention/ purpose. Understanding different dance styles for performance purposes.	Experience of roles and responsibilities in relation to Performing Arts industry, inclusive of choreographer, rehearsal director and designers. Interpretive skills to include characterisation/stage persona, ability to convey/communicate theme and intentions. Assessment of production and Health and Safety for Performance. Advanced planning to identify/ foresee potential hazards/ issues of a live performance. Problem-solving to establish and anticipate resolutions.	Description of personal aims in relation to the live performance including rigorous consideration of own image, repertoire and audience expectation. Propose ideas for a live group performance. accomplished abilities in working with others to plan and rehearse effectively for the performance. Identify strengths and areas for development. Work co-operatively with others showing leadership qualities to rehearse and perform a dance. Showing consistent technique in the chosen style accurately with very good musicality, co-ordination and spatial awareness. Developing and applying stylistic.	Developing complexity of movement and muscle memory. Experimenting with more intricate technical and performance skills such as balance, coordination and musicality. Developing independent research skills, using primary and secondary sources. Dance appreciation exploring a broad range of professional practitioners, performance works, as well as styles and genres, inclusive of Contemporary, Jazz and Global styles.
Wider Curriculum						Arts week, visiting dance artists and workshops for all year groups.	



Music							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
7	Theme	Transition		Melody and Rhythm		Structure and Harmony	
	Skills Knowledge Concept	A focus on Singing, Basic Composition using the musical elements, Ukuleles and Whole Class Performance.		Treble Clef Notation and Note Values, Samba and Chair Drumming, Music Theory, Keyboard Skills and Rhythmic Composition.		Listening and Appraising, Chord types, Chords and Melody composition and Britpop	
8	Theme	Blues and Notation		Timbre and Texture		Remixing and Music Technology	
	Skills Knowledge Concept	Singing, Culture and History of the Blues, Chords, Bass Clef Notation, Lyric Writing, Improvisation and Ensemble Performance.		Listening and Appraising, African Drumming, Gamelan, Composition Assessment and Computer Game Music		Stylistic Features of Popular music including Reggae, Arranging and Performing to fit other styles and use of Ableton Live.	
9	Theme	Asian Music		Remixing, Dance Music and Music Technology		Popular Music	
	Skills Knowledge Concept	Chinese Music, Pentatonic scales, Gamelan, Indian Performance Task, Texture and Structuring Performances.		Ableton Live, Identifying Musical Features, Structuring Composition and Arranging, Developing and Expanding ideas, Career routes in the Music Industry.		Popular Music Song writing, Performance on Popular Instrumentation, Listening and Appraising	
10	Theme	Baseline	Composition and Set Works	Composition, Performance and Set Works	Composition, Performance and Set Works	Composition, Performance and Set Works	Composition, Performance and Set Works
	Skills Knowledge Concept	Instrument recognition, musical theory, structuring composition, cadences and chords sequences, melody writing, ground bass and solo performance.	Ternary Composition, Introduction of Set Work 1, Instrumentation, Harmony, Texture, Cultural Significance, Instrumental Technique.	Set Work 2, Solo Performance practical routine and repertoire selection. Minimalist Composition, Compositional Devices and Techniques.	Set Work 3, Minimalist Composition and Technique consolidation, Ensemble Performance Activity.	Set Work 4, Rhythmic Composition Activity, Metre, Polyrhythms, Texture in composing,	Set Work 5, Rhythmic Composition Activity, Solo Performance Recital.
		Component 1 – Exploring Musical Products and Styles				Component 2 – Music Skills Development	
	BTEC Skills Knowledge Concept	Baseline Ternary Composition and Polyrhythmic composition. Ensemble and Solo Performance Techniques, Self-Management, Performance Evidence 1 and 2.	Baseline Ternary Composition and Polyrhythmic composition. Ensemble and Solo Performance Techniques, Self-Management, Performance Evidence 1 and 2.	Baseline Ternary Composition and Polyrhythmic composition. Ensemble and Solo Performance Techniques, Self-Management, Performance Evidence 1 and 2.	Baseline Ternary Composition and Polyrhythmic composition. Ensemble and Solo Performance Techniques, Self-Management, Performance Evidence 1 and 2.	Skills Audit. Target Setting. Self-management. Rehearsal Scheduling. Log Books. Solo/Ensemble Performance practice and milestones. Music Production.	Reviewing and evaluating progress made. Self-management. Log Books. Solo/Ensemble Performance practice and milestones. Music Production
11	Theme	Component 2 – Music Skills Development		Component 2 – Music Skills Development and Component 3 - Responding to a Commercial Music Brief	Component 3 - Responding to a Commercial Music Brief		
	Skills Knowledge Concept	Reviewing and evaluating progress made. Self-management. Log Books. Solo/Ensemble Performance practice and milestones. Music Production	Final practice sessions. Developing skills to try to meet targets set and be able to fill gaps in original audit. Final milestone evidence.	Evaluation of Developments evidence during Component 2. Creation of final blog format of log book evidence. Component 3 – Musical Fingerprints of styles and techniques to 'remix'.	Planning how to respond to the brief. Focus on styles and original tracks. How can they be merged?	Set Hours from BTEC for the completion of this 'examined' unit. Planning document evidence. Process of creating the remix. (Set number of hours in exam conditions)	Final examination submission prepared for the exam board. (This may be performance or technology based but will need recording for evidence for the exam board).
Wider Curriculum		Extra-Curricular provision as part of the Arts Faculty enrichment program.				Arts Week with visiting musicians. workshops for all pupils to engage and enthuse. Extra-curricular Provision	



DRAMA

		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
7	Theme						
	Skills Knowledge Concept						
8	Theme	Performance Through Time	Pantomime	Improvisation	Physical Theatre	Performance from Text	Live Theatre Evaluation
	Skills Knowledge Concept	Vocal & Physical skills Characterisation Collaboration Improvisation Research Staging Understanding theatre genres Evaluation	Vocal & Physical skills Characterisation Collaboration Improvisation Analysing script Staging Role of a director Understanding genre Evaluation	Vocal & Physical skills Characterisation Collaboration Improvisation Staging Evaluation	Vocal & Physical skills Characterisation Collaboration Improvisation Staging Evaluation	Vocal & Physical skills Characterisation Collaboration Analysing script Memorising lines Staging Costume, lighting set, sound design choices Evaluation	Understanding context Understanding character Role of a director Costume, lighting set, sound design Analysis Evaluation
9	Theme	Performance Through Time	Live Theatre Evaluation	Devising		Performance from a Text	Performance from a Text
	Skills Knowledge Concept	Vocal & Physical skills Characterisation Collaboration Improvisation Research Evaluation Staging Understanding theatre genres	Understanding context Understanding character Role of a director Costume, lighting set, sound design Analysis Evaluation	Vocal & Physical skills Characterisation Collaboration Research Improvisation Devising Process of performance Practitioners' techniques Costume, lighting set, sound design choices Evaluation		Vocal & Physical skills Characterisation Collaboration Analysing script Memorising lines Staging Costume, lighting set, sound design choices Evaluation	
10	Theme	Performance Skills (UNIT 1)	Exam Skills ('AIC' – UNIT 3)	Devising & Portfolio (UNIT 1 Assessment)			Exam Skills (Live Theatre Evaluation – UNIT 3)
	Skills Knowledge Concept	Vocal & Physical skills Characterisation Collaboration Analysing script Memorising lines Staging Evaluation	Understanding context Understanding character Role of a director Costume, lighting set, sound design Analysis Evaluation	Vocal & Physical skills Characterisation Collaboration Research Improvisation Devising Process of performance Practitioners' techniques Costume, lighting set, sound design choices Evaluation	Process of performance Design choices Practitioners' techniques Analysis Evaluation Understanding context Understanding character		Understanding context Understanding character Role of a director Costume, lighting set, sound design Staging Analysis Evaluation



11	Theme	Devising & Exam Skills (UNIT 1 & UNIT 3)		Devising & Portfolio (UNIT 1)	Exam Skills (UNIT 3)		
	Skills Knowledge Concept	Vocal & Physical skills Characterisation Collaboration Research Improvisation Devising Process of performance Practitioners' techniques Costume, lighting set, sound design choices Evaluation	Understanding context Understanding character Role of a director Costume, lighting set, sound design Staging Analysis Evaluation	Process of performance Design choices Practitioners' techniques Analysis Evaluation Understanding context Understanding character	Understanding context Understanding character Role of a director Costume, lighting set, sound design Staging Analysis Evaluation		
12	Theme	Devising in style of a Practitioner (UNIT 1)	Set Text (UNIT 3)		Exam Skills (Live Theatre Evaluation – UNIT 3)	Performance from a Text (UNIT 2)	
	Skills Knowledge Concept	Vocal & Physical skills Characterisation Collaboration Research Improvisation Devising Process of performance Practitioners' techniques Costume, lighting set, sound design choices Role of a director Analysis Evaluation	Understanding context Understanding character Role of a director Costume, lighting set, sound design Analysis Evaluation		Understanding context Understanding character Role of a director Costume, lighting set, sound design Staging Analysis Evaluation	Vocal & Physical skills Characterisation Collaboration Analysing script Memorising lines Staging Costume, lighting set, sound design choices Evaluation	
Wider Curriculum		KS4 & KS5 performance of a play in early Spring Term - focus on vocal & physical skills and confidence in performing.			KS3 Drama Club – focus on vocal & physical skills and confidence in performing.		