

	YEAR 7		YEAR 8		YEAR 9	
	Scheme of Work	Assessment	Scheme of Work	Assessment	Scheme of Work	Assessment
Autumn Term 1	Scheme of Work (First 3 Lessons Baseline Assessment) Independent Learning Programme -Students given set stimulus from which to create a performance -Group work skills/ contribution -Focus/ concentration -Performance ability -Evaluation	Summative Baseline Assessment (Performing from stimulus) Threshold Concept: 1, 2, 3, 5	"The Haunted Lift" -Using literacy in Dramatic work. - Use of set - Role on the wall - Hot seating - Narration - Role play - Creating tension	Formative Assessment Threshold Concept: 1, 2, 3, 4, 5, 6	Page to Stage (Cont.) - Working with script - Taking work from page to stage. - Interpreting playwright's in an imaginative way - Producing public performance. - Characterisation. - Performance ability	Summative Assessment (Performance to other students) Threshold Concept: 1, 4, 5, 6
Autumn Term 2	-Communication of ideas -Collaborative work -High expectations - Confidence - Co-operation - Thinking skills - Respect - Concentration	Formative Assessment Threshold Concept: 5	Greek Theatre -Choral speech/movement - Voice (volume, projection, pace, chant, stage whisper, echo, canon) - Ensemble/ Unison - Formation - Exaggeration - Movement/ mime/ gesture	Summative Assessment Greek theatre performance of Perseus and Medusa Threshold Concept: 1, 4, 5, 6	Hillsborough -Exploration of issue-based Drama - Key GCSE Vocab - Dramatic Irony - Structuring Evaluations - Refining skills - Sustaining mood and atmosphere.	Formative Assessment Threshold Concept: 1, 2, 3, 5, 6
Spring Term 1	Inspirational Person (LAMDA based Presentational skills) Literacy -Reading & writing skills -Line learning Performance -Voice -Stance -Presentation Character Education	Summative Assessment (Presentation of speech) Threshold Concept: 1, 2	Drama Skills LVL 2 - Drama vocabulary - Voice - Movement - Forum theatre - Genre - Non-naturalism - Creating atmosphere - Body as prop	Formative Assessment Threshold Concept: 1, 2, 5,	The Curious Incident of the Dog in the Night Time -The work of Frantic Assembly - Physical theatre - Working with published plays - Exploration of disability	Formative Assessment (Performance) Threshold Concept: 1, 4, 5, 6
Spring Term 2	Drama Skills - Role Play - Forms Naturalism/ Non-Naturalism - Characterisation & improvisation - Movement, mime and gesture - Staging/ Use of space - Vocal Technique - Adopting, sustaining and developing convincing roles. - Script work	Formative Assessment Threshold Concept: 1, 2, 4, 5	"ASBO" - Working with script - SMSC - Monologue - Choral speech/ movement - Contrast - Characterisation - Verbal evaluation	Summative Assessment (Performance) Threshold Concept: 1, 2, 4, 5, 6	The Curious Incident of the Dog in the Night Time -The work of Frantic Assembly - Physical theatre - Working with published plays - Exploration of disability	Summative Assessment (Performance of key extract) Threshold Concept: 1, 4, 5, 6
Summer Term 1	Drama Skills - Refining - Group work skills/ contribution - Devising - Focus/ Concentration - Performance Ability	Formative Assessment Threshold Concept: 1, 2, 4, 5	Devising Project - Devising creative and original work. - Working from a stimulus. - Ability to record and log progress and evaluation. - Performance ability. - Evaluation.	Summative Assessment (Performance & Log Book) Threshold Concept: 1, 2, 3, 5, 6	Devising Project -Devising work from stimulus - How to structure Drama - Symbolism and semiotics - Scripting - Professionalism - Evaluation of process and performance.	Formative Assessment Threshold Concept: 1, 2, 3, 5, 6
Summer Term 2	End of Year Formal Assessment Response to stimulus - Interpretation skills - Devising skills - Performance skills - Evaluation	Summative Assessment (Performance & Verbal evaluation) Threshold Concept: 1, 2, 3, 5	Page to Stage - Working with script - Taking work from page to stage. - Interpreting playwright's in an imaginative way - Producing public performance. - Characterisation. - Performance ability	Formative Assessment Threshold Concept: 1, 4, 5, 6	Devising Project (cont.) -Devising work from stimulus - How to structure Drama - Symbolism and semiotics - Scripting - Professionalism - Evaluation of process and performance.	Summative Assessment (Performance & Written Evaluation) Threshold Concept: 1, 2, 3, 5, 6

	YEAR 10		YEAR 11	
	Scheme of Work	Assessment	Scheme of Work	Assessment
Autumn Term 1	<p>Welcome to GCSE</p> <ul style="list-style-type: none"> Drama terminology Ability to evaluate work of self and others 	<p>Formative Assessment: Written work</p> <p>Threshold Concept: 2</p>	<p>Component 2</p> <ul style="list-style-type: none"> Devising from stimulus Presenting professional performance <p>Maintaining written log of work</p>	<p>Summative/ External Assessment: Performance & Logbook</p> <p>Threshold Concept: 1, 2, 3, 5, 6</p>
Autumn Term 2	<p>Mock Component 3</p> <ul style="list-style-type: none"> Line learning Sustaining role with conviction Performance ability Creating mood and atmosphere 	<p>Summative Assessment: Mock exam</p> <p>Threshold Concept: 1, 4, 5, 6</p>	<p>Component 3</p> <ul style="list-style-type: none"> Line learning Sustaining role with conviction Performance ability <p>Creating mood and atmosphere</p>	<p>Formative Assessment: Performance</p> <p>Threshold Concept: 1, 4, 5, 6</p>
Spring Term 1	<p>The Crucible</p> <ul style="list-style-type: none"> Understanding how to construct tension Plot Close study of text Preparation for Component 1 Themes and content 	<p>Formative Assessment: Written work</p> <p>Threshold Concept: 2, 4, 6</p>	<p>Component 3</p> <ul style="list-style-type: none"> Line learning Sustaining role with conviction Performance ability <p>Creating mood and atmosphere</p>	<p>Summative/ External Assessment: Performance</p> <p>Threshold Concept: 1, 4, 5, 6</p>
Spring Term 2	<p>Component 2</p> <ul style="list-style-type: none"> Devising from stimulus Presenting professional performance Maintaining written log of work 	<p>Formative Assessment: Written & performance work</p> <p>Threshold Concept: 1, 2, 3, 5, 6</p>	<p>Component 1 (EVALUATION)</p> <ul style="list-style-type: none"> Evaluation of external professional performance. Using correct Drama terminology (THE CRUCIBLE) Recap 	<p>Summative Assessment: Mock exam</p> <p>Threshold Concept: 2, 4, 6</p>
Summer Term 1	<p>Component 2</p> <ul style="list-style-type: none"> Devising from stimulus Presenting professional performance Maintaining written log of work 	<p>Formative Assessment: Written & performance work</p> <p>Threshold Concept: 1, 2, 3, 5, 6</p>	<p>Component 1 (EVALUATION)</p> <ul style="list-style-type: none"> RECAP (THE CRUCIBLE) RECAP 	<p>Formative Assessment: Written work</p> <p>Threshold Concept: 2, 4, 6</p>
Summer Term 2	<p>Component 2</p> <ul style="list-style-type: none"> Devising from stimulus Presenting professional performance Maintaining written log of work 	<p>Summative Assessment: Performance</p> <p>Threshold Concept: 1, 2, 3, 5, 6</p>	<p>Component 1 (EVALUATION)</p> <ul style="list-style-type: none"> RECAP (THE CRUCIBLE) RECAP 	<p>Summative/ External Assessment: Written exam</p> <p>Threshold Concept: 2, 4, 6</p>