

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 1	<p>Storytelling – The Grinch</p> <p><b>BASELINE ASSESSMENT (TEACHER MARKED)</b> Performance of a scene based on the Grinch</p> <p><i>Homework: rehearsal of lines</i></p>	<p>Harry Potter</p> <p><i>Homework:</i></p> <p><b>Teacher ASSESSMENT</b></p>	<p>Introduction to Drama- Drama games/skills</p> <p>Teacher assessment on a weekly basis.</p>	<p><i>Introduction to Blood Brothers</i></p> <p><i>Homework:</i></p> <p><b>ASSESSMENT- Essay question based on directorial decisions for a scene in Blood Brothers. Teacher Marked</b></p>	<p><i>Live performance review</i></p>
Autumn Term 2		<p>Stimulus - The Sea Devised Drama based on a stimulus.</p> <p><i>Homework: Research task based on the stimulus</i></p> <p><b>TEACHER MARKED ASSESSMENT</b></p>	<p>Introduction to Devised Drama – workshops introducing key approaches to devising Drama</p> <p><b>TEACHER MARKED ASSESSMENT</b></p>	<p><i>Introduction to Blood Brothers</i></p>	<p>Presenting &amp; Performing texts (Component 3) Concept pro-forma</p>
				<p><i>Re-visit Theatre practitioners – Stanislavski, Brecht, Artaud.</i></p>	<p>Presenting &amp; Performing texts (Component 3) Concept pro-forma</p>
Spring Term 1	<p>Refugee Project</p> <p><i>Homework:</i></p> <p><b>SELF &amp; PEER ASSESSMENT</b> <b>TEACHER ASSESSMENT</b></p>	<p>From page to stage – Ernie’s incredible illusions by Alan Ayckbourn</p> <p>Understanding how the work of dramatists is communicated effectively through performance....</p> <p><i>Homework: Learn lines from script</i></p> <p><b>Teacher &amp; Peer ASSESSMENT</b></p>	<p>Stephen Lawrence Murder- Devised Drama (inc portfolio writing). Introduction to Theatre practitioners</p> <p><i>Homework: Completion of weekly log book entries and production of final portfolio</i></p> <p><b>Teacher marked assessment</b></p>		<p>Presenting &amp; Performing texts (Component 3) Concept pro-forma</p>
Spring Term 2	<p>Refugee Project</p> <p><i>Homework:</i></p> <p><b>ASSESSMENT</b></p>		<p>From page to stage- Re-introduction to scripted techniques through workshops</p> <p><b>Teacher marked assessment</b></p>		<p>Presenting &amp; Performing texts (Component 3) Concept pro-forma</p>
Summer Term 1	<p>GROUP 1 Melodrama</p> <p><i>Homework:</i></p> <p><b>ASSESSMENT</b></p>		<p>From page to stage- Presenting &amp; Performing texts (Component 3) Too much punch for Judy by Mark wheeler</p> <p><b>Teacher marked assessment of public performance.</b></p>	<p>Devising drama – Component 01/02 &amp; Portfolio writing</p>	
Summer Term 2	<p>GROUP 2 Melodrama</p>	<p>GROUP 2 Anti-smoking</p>	<p><i>Live performance review</i></p>	<p>Devising drama- Component 01/02 &amp; portfolio writing</p>	

DRAMA 5 year plan

EXAM BOARD: OCR

Unit title

Assessment

Homework

KS3 Descriptor

	<p><i>Homework:</i></p> <p>ASSESSMENT</p>	<p><i>Homework:</i></p> <p>ASSESSMENT</p>	<p><i>Show TBC based on local theatre listings</i></p> <p>Teacher marked assessment</p>	<p>Final examination of component – 30% of total mark.</p>	
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