

English Martyrs' Drama KS5 Medium-term Plan

Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 12 5 x lessons per week	Key focus: Practitioner workshop Key content: Technique experimentation Levels of tension Lifts Mime Ensemble building Exaggeration Objects Exploring scripts	Key focus: Component 1 – 3 sessions per week Component 2 – 2 sessions per week Key content: Comp 1 - <ul style="list-style-type: none"> • Developing and applying practitioner techniques • Exploring characters • Text exploration • Writing a report Comp 2 - <ul style="list-style-type: none"> • Historical and cultural context • Themes • Character exploration • Text exploration • Watch adaptation of play • Mock exams / practice questions 	Key focus: Component 2 – 5 sessions per week Key content: Historical and cultural context Themes in the play Characters in the play / relationships Shakespeare's language Structure Design elements Watch live theatre Watch modernisation of the play Mock exams / practice papers	Exam leave Key focus: Preparing for year 13 Key content: Read plays Saved and Curious incident of the dog in the nighttime. Recap knowledge of physical theatre Evaluating performances from component 1 Bridging activities for new practitioners/styles		
HPA Focus challenge	Use of abstract scripts Peer-marking and direction of performance work Exploring alternative/advanced movements and techniques Text analysis and sophisticated character techniques	Use of abstract scripts Exploration of advanced techniques Peer-marking and direction of performance work Sophisticated and highly meaningful vocabulary and structures explored Teaching of Shakespeare's language Links to live theatre Text analysis and sophisticated character techniques	Peer-marking and direction of performance work Sophisticated and highly meaningful vocabulary and structures explored Teaching of Shakespeare's language Exploring advanced design elements Links to live theatre and modernisation of Shakespeare Text analysis and sophisticated character techniques	Peer-marking and direction of performance work Sophisticated and highly meaningful vocabulary and structures explored Teaching of Shakespeare's language Exploring advanced design elements Links to live theatre and modernisation of Shakespeare Text analysis and sophisticated character techniques	Creating revision material Creating links between year 1 practitioner study and styles to be studied in year 2 Creating performance concepts for year 2	

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<p>ASSESS</p>	<p>Baseline assessment and vocabulary check</p> <p>Assessment of performance skills:</p> <ul style="list-style-type: none"> • What knowledge do students already have? • How well do students perform vocal and physical skills? <p>Developing basic skills into advance skills through exploration of character study.</p> <p>Observation of student's activities:</p> <ul style="list-style-type: none"> • What knowledge of the practitioner/styles do they have? • How is this being used in class activities? • How sophisticated are ideas for performance? 	<p>Assess script adaptation:</p> <ul style="list-style-type: none"> • How well do students understand the script? • Are students understanding themes and artistic intentions? • How can performance skills be developed in relation to the style of performance? • Have students curated relevant and thought-provoking themes for performance linking to physical theatre? <p>Written process report and evaluation – relevant vocabulary used. Links to techniques, characterisation, physical and vocal skills in performance</p> <p>Observation of student's rehearsals – feedback and development where necessary</p> <p>Connections between classical theatre and contemporary theatre:</p> <ul style="list-style-type: none"> • Do students understand the context of the play? • What knowledge do students have on characters and plot? And can they make links to contemporary theatre? 	<p>Vocabulary check</p> <p>Assessment of play knowledge – characters, plot and themes</p> <p>Knowledge of Elizabethan/Jacobean theatre</p> <p>Identify areas of misconception/lack of knowledge</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the key plot points in the play? And how do they impact other scene in the play? • How are students structuring their written work? • What information is key to hitting the criteria? • How relevant is their justification for ideas in exam questions? • How efficiently are they communicating meaning through their performance justification? 	<p>End of year quiz - Knowledge check of styles studied this year</p> <p>Evaluation of live theatre and exam work using A level criteria (rather than AS). Feedback on how to develop in preparation for year `13.</p>
<p>Year 13</p> <p>5 x lessons per week</p>	<p>Key focus:</p> <p>Component 1 – 4 sessions per week</p> <p>Component 3 – 1 session per week</p> <p>Key content:</p> <p>Comp 1 -</p> <ul style="list-style-type: none"> • Developing and applying practitioner techniques • Exploring characters • Text exploration • Writing a report <p>Comp 2 -</p> <ul style="list-style-type: none"> • Historical and cultural context • Themes • Character exploration • Text exploration • Watch adaptation of play • Mock exams / practice questions 	<p>Key focus:</p> <p>Component 2 – 3 sessions per week</p> <p>Component 2 – 2 sessions per week</p> <p>Key content:</p> <p>Comp 1 -</p> <ul style="list-style-type: none"> • Developing and applying practitioner techniques • Exploring characters • Text exploration • Writing a report <p>Comp 2 -</p> <ul style="list-style-type: none"> • Historical and cultural context • Themes • Character exploration • Text exploration • Watch adaptation of play • Mock exams / practice questions 	<p>Key focus:</p> <p>Component 2 – 5 sessions per week</p> <p>Key content:</p> <p>Historical and cultural context</p> <p>Themes in the play</p> <p>Characters in the play / relationships</p> <p>Shakespeare's language</p> <p>Structure</p> <p>Design elements</p> <p>Watch live theatre</p> <p>Watch modernisation of the play</p> <p>Mock exams / practice papers</p>	<p>EXAM LEAVE</p>

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<p>HPA Focus challenge</p>	<p>Use of abstract scripts Exploration of advanced techniques Direction and critical feedback techniques Peer-marking and direction of performance work Sophisticated and highly meaningful vocabulary and structures explored Teaching of Shakespeare's language Links to live theatre Text analysis and sophisticated character techniques</p>	<p>Use of abstract scripts Exploration of advanced techniques Direction and critical feedback techniques Peer-marking and direction of performance work Sophisticated and highly meaningful vocabulary and structures explored Teaching of Shakespeare's language Links to live theatre Text analysis and sophisticated character techniques</p>	<p>Peer-marking and direction of performance work Sophisticated and highly meaningful vocabulary and structures explored Writing exam questions Teaching of Shakespeare's language Exploring advanced design elements Links to live theatre and modernisation of Shakespeare Text analysis and sophisticated character techniques</p>	
<p>ASSESS</p>	<p>Baseline test – assess knowledge retention from year 12</p> <p>Assess script adaptation:</p> <ul style="list-style-type: none"> • How well do students understand the script? • Are students understanding themes and artistic intentions? • How can performance skills be developed in relation to the style of performance? • Have students curated relevant and thought-provoking themes for performance linking to physical theatre? <p>Written process report and evaluation – relevant vocabulary used. Links to techniques, characterisation, physical and vocal skills in performance</p> <p>Observation of student's rehearsals – feedback and development where necessary</p> <p>Connections between classical theatre and contemporary theatre:</p>	<p>Exploration of stimulus::</p> <ul style="list-style-type: none"> • How have students interpreted the stimulus? • What themes and ideas have they come up with? • How are they using knowledge of Artaud in their piece? • What is the message and how well is that being presented in their work? <p>Assess script adaptation:</p> <ul style="list-style-type: none"> • How well do students understand the script? • Are students understanding themes and artistic intentions? • How can performance skills be developed in relation to the style of performance? • Have students curated relevant and thought-provoking themes for performance linking to physical theatre? <p>Written process report and evaluation – relevant vocabulary used. Links to techniques, characterisation, physical and vocal skills in performance</p> <p>Observation of student's rehearsals – feedback and development where necessary</p> <p>Connections between classical theatre and contemporary theatre:</p> <ul style="list-style-type: none"> • Do students understand the context of the play? • What knowledge do students have on characters and plot? • Can they make links to contemporary theatre? 	<p>Vocabulary check Assessment of play knowledge – characters, plot and themes Knowledge of Elizabethan/Jacobean theatre Identify areas of misconception/lack of knowledge Observation of student exercises – can students apply relevant performance skills to the scenes? Key questions:</p> <ul style="list-style-type: none"> • What are the key plot points in the play? And how do they impact other scene in the play? How are students structuring their written work? • What information is key to hitting the criteria? • How relevant is their justification for ideas in exam questions? • How efficiently are they communicating meaning through their performance justification? 	

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	<ul style="list-style-type: none">• <i>Do students understand the context of the play?</i>• <i>What knowledge do students have on characters and plot? And can they make links to contemporary theatre?</i>			
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