


Drama	Prepare	Consolidate	Deepen
<b>Y9 - Winter GCSE &amp; BTEC</b>	Watch the performances used as stimulus for devising: Fast Car	Update your research logs with where you have used the stimulus' you have watched	Explain how your performance links to each stimulus: - what did you feel when you first explored it? - Explain one key moment that explains the link of all 3?
<b>Y9 - Spring GCSE &amp; BTEC</b>	Learn key vocabulary for GCSE Drama 	Create a mind map that outlines what the stimulus' are on please include: - Where is it from - What themes does it link to? - How were the themes explored	Research a practitioner that you do not know and answer the following questions: - Does this relate to your performance? - Could you use this practitioner to support and enhance your performance?
<b>Y9 - Summer GCSE &amp; BTEC</b>	Research a practitioner that you will be using to help with the devising process.	Draw a picture of a character and or set for your production and add labels to justify why you are using them.	Research a theme or an issue that you are trying to portray in you work.
<b>Y10 - Winter</b>	<b>GCSE C2</b> - Complete the plan for section one of your GCSE C2 Log book <b>BTEC C1</b> - Watch one of the 3 performances of repertoire (Blood Brothers, Wicked, Love Song)	<b>GCSE C2</b> - Write section one for your GCSE C/W. (page 5 of your GCSE logbook) <b>BTEC C1</b> - Create a mind map of what would happen during a rehearsal	<b>GCSE C2</b> - Come to at least 4 break/lunch or after school rehearsal sessions and have them signed of in your planner <b>BTEC C1</b> - Compare the similarities and differences of rehearsals processes in the different performance repertoire.
<b>Y10 - Spring</b>	<b>GCSE C2</b> - Complete the plan for section two of your GCSE C2 Log book <b>BTEC C1</b> - Research and describe the different roles and responsibilities within the theatre	<b>GCSE C2</b> - Write section two for your GCSE C/W. (page 7 of your GCSE logbook) <b>BTEC C1</b> - Create a revision tool for each of the roles and responsibilities within theatre and describe how they link to each of the different repertoire.	<b>GCSE C2</b> - Come to at least 4 break/lunch or after school rehearsal sessions and have them signed of in your planner <b>BTEC C1</b> - Explain how one of the roles and responsibilities links to one of the performances you have watched.
<b>Y10 - Summer</b>	<b>GCSE C2</b> - Complete the plan for section three of your GCSE C2 Log book <b>BTEC C1</b> - Research the practitioner, which links to each of the different repertoire.	<b>GCSE C2</b> - Write section three for your GCSE C/W. (page 9 of your GCSE logbook) <b>BTEC C1</b> - Create a presentation where you describe the practitioner's main theories within theatre.	<b>GCSE C2</b> - Final checks of exam C/W <b>BTEC C1</b> - Explain how one of the practitioners work links to one of the repertoire you have watched.
<b>Y11 - Winter</b>	<b>GCSE C3</b> - Read the play for your chosen monologues and find out about context, character and themes <b>BTEC C3</b> - Read through and create a mind-map of what the stimulus means to you.	<b>GCSE C3</b> - Complete the character booklet for your chosen monologues <b>BTEC C3</b> - Create a storyboard of the different scenes in your performance.	<b>GCSE C3</b> - Come to at least 4 break/lunch or after school rehearsal sessions and have them signed of in your planner. <b>BTEC C3</b> - Explain how you have used the stimulus in performance
<b>Y11 - Spring</b>	<b>GCSE C1</b> - GCSE Drama (home study) pages set by teacher in the class + Seneca learning <b>BTEC C3</b> - Research and describe the different themes within your performance.	<b>GCSE C1</b> - GCSE Drama (home study) pages set by teacher in the class + Seneca learning <b>BTEC C3</b> - Update your research log on skills you have used in your performance.	<b>GCSE C1</b> - GCSE Drama (home study) pages set by teacher in the class + Seneca learning <b>BTEC C3</b> - Research facts and statistics about your performance theme and add them into your performance work.