



Drama

Year 7 - Half Term 1 – INTRODUCTION TO DRAMA

Prior Learning	Students who attend Performing Arts Academies, Stage School Workshops or have completed LAMDA exams will already have experience of Drama in many forms. For others, the annual school production or Nativity play may be the only opportunity children will have had to perform in front of an audience.
What will I learn?	Students begin by learning the basic dramatic techniques required to be able to plan, rehearse and perform a piece of drama. Collaborative learning is encouraged through warm-up games, group work and demonstrations in front of the class (the audience!)
Next Steps	The social skills fostered through collaborative learning and group works are fundamental to the success of live performance and this is the basis for all theatre, film and TV work. Our aim is to embed the consistent <i>process</i> of making drama and instil in the students that this remains the same; from age 0 to 100.
Personal Development	Meeting new students and getting to know them well enough to be confident to perform in front of them. Listening, taking turns, suggesting ideas for improvement and watching drama with a critical eye are all skills which are transferable and crucial to the development of competent performers.
Key vocabulary	Freeze frame, thought-track, improvisation, gesture, narration, narrator, prepared, spontaneous, mime, physical theatre, routine, collaboration. AWL: respond, create, benefit, area, establish, interpret, role, structure, process.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Formal end of unit assessment testing skills of a simple performance and a written test to evaluate technique knowledge and spelling of key words.
Resources to use	Quizlet test your vocab https://quizlet.com/324575405/drama-flash-cards/ Introduction to Dramatic Techniques for a simple discussion on techniques used
Enrichment opportunities	Fortunately we are blessed with many venues to watch live theatre and ticket prices need not always be expensive if you shop around and keep an eye out for offers. Websites, mail shots and emails will keep you updated on what's on in around the Fylde Coast; Blackpool Grand Theatre What's On Winter Gardens & Opera House What's On Closer to school there are the Marine Hall & Thornton Little Theatre You Tube and Netflix are also great places to watch live theatre, look out for any performances screened by the National Theatre for top quality productions. If you get the performance 'bug' you might want to join a local Performing Arts Academy or Dance School. There are many companies running successful weekend classes who regularly put their skills into practice through end of year productions. Starmaker PAA based in Poulton and Fleetwood https://starmakerpaa.co.uk/ JoanneWilson, Poulton https://www.joannewilsonballetanddance.co.uk/ Barbara Jackson's Dance, Fleetwood https://www.bigreddirectory.com/barbara-jackson-theatre-arts-centre-fleetwood Phyllis Davis Dance Location Scream Theatre School https://screamtheatreschools.com/ and many, many more options in the local area. NB: We recommend parents to check out an Academy which is suitable for <i>their</i> child. We do not promote any schools over another; merely suggest what is available on the Fylde coast. The above list is by no means exhaustive.

Year 7 - Half Term 2 – STAGE CRAFT

Prior Learning	Following the work learned in the first module, this topic will utilise the dramatic techniques required to be able to plan, rehearse and perform a piece of drama using collaborative learning.
What will I learn?	You will examine the aspects of performing in front of an audience, entrances and exits, blocking, working stage areas and dynamics. Students will learn the etiquette of attending the theatre and how to behave as an actor and a member of the audience.
Next Steps	The social skills fostered through collaborative learning and group work are fundamental to the success of ultimately live performance in front of an audience and the route to get there; planning, devising, rehearsing and constantly improving. These are all skills required in the early stages and learning and the final exam phases – KS4 and beyond.
Personal Development	Being able to work with other people and develop the skills of discussion and listening are transferable to the work place and other subjects. Students are encouraged at all times to seek solutions to problems and work through ideas with their peers.
Key vocabulary	Stage, cue, entrance, exit, audience, diagonals, blocking, proxemics, dynamics, director, 'the book', wings, back drop, backstage, props, set, strike (the set). AWL: Respond, role, process, assess, create.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Formal end of unit assessment testing skills of performance by way of a group task involving line learning, movement and vocal work.
Resources to use	BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1 Quizlet test your vocab https://quizlet.com/324575405/drama-flash-cards/
Enrichment opportunities	<p>Attending the theatre is undoubtedly the best way to enhance your learning of what goes on during a performance. Visit Blackpool Grand Theatre, Thornton Little Theatre, winter Gardens & Marine Hall for local productions delivering high quality performances and sometimes hosting well-known actors from TV and film.</p> <p>Equally, our feeder post-16 colleges Blackpool 6th Form and Blackpool & Fylde College produce some fantastic pieces of drama delivered at very low ticket prices to the public – also, a great opportunity to see Cardinal Allen Alumni in action!</p> <p>On a more ambitious (and expensive) note, attending a performance in London's West End is an amazing experience. Even better, if you happen to be lucky enough to visit New York on holiday, be sure to catch a show on Broadway creating a memory to last a lifetime.</p> <p>The National Theatre has many videos online instructing viewers how a performance is put together right through to the actual live streamed performances.</p> <p>Follow this link to watch a trailer for Jane Eyre, devising the play, costume and set design. There are 10 clips covering how the show was put together.</p> <p>National Theatre JANE EYRE</p> <p>You could watch an interpretation of <i>Into The Woods</i> on stage; notice the wide variety of costume, set, entrances and exits by the actors.</p> <p>Into The Woods stage production</p> <p>Compare with the film version starring Meryl Streep and James Corden or a 'site specific' version filmed at London's Regent's Park Open Air theatre for a small rental cost;</p> <p>Regents Park Into The Woods</p>

Year 7 - Half Term 3 – TEXT

Prior Learning	Following Units 1 and 2, students are now well equipped to use dramatic techniques and perform on a stage setting in front of an audience. These skills will be further developed by using a script and working with existing plot and characters.
What will I learn?	Students will work with a teacher chosen script(s) developing new techniques such as on-text and off-text improvisation, line learning, directing and performing in pairs and small groups. Knowledge of vocabulary used and reading skills are constantly monitored. Students will primarily learn how to use a script correctly and project their voice clearly and confidently.
Next Steps	The early skills adopted working on simple scripts and in small groups are crucial to the success of being able to work in large groups and on longer, more complex scripts. Students need to put in the groundwork of line learning and interaction with other performers on set before they move to more mature themes and abstract drama. (YR8 HT1,3) A Level Drama & Theatre; <i>Comp1 & 3 Performing from a set text.</i>
Personal Development	Transferable skills of speaking clearly and projecting one’s voice. Interaction with other performers teaches a student about personal space and communicating while keeping eye contact and responding to what has been said rather than ‘churning out lines’ merely because they have been learned by rote. This unit may also encourage empathy if the roles require it and of course the reinforcement of good manners and correct etiquette while being an audience member.
Key vocabulary	Set, costume, performance space, act, scene, character, movement, voice, gesture. AWL: analyse, approach, respond, area, establish, role, structure, identify, assume, context, select, appropriate, participate, evaluate, assist, achieve.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Formal end of unit assessment testing of knowledge acquired throughout topic by way of a small group performance in front of an audience. The section of script to be performed will be chosen by the student.
Resources to use	KEY WORDS TO TEST YOURSELF Using the online tool of ‘Quizlet How to write a play - BBC Bitesize
Enrichment opportunities	Read novel of ‘Kestrel for a Knave’ for background knowledge and insight https://www.goodreads.com/book/show/328766.A_Kestrel_for_a_Knave You Tube links for how to use a script https://www.youtube.com/watch?v=2hYspvDXBOU Recommendations of literature suitable for young readers and young adults available in the school LRC. Watch young performers online and their interpretations of how to use a script in action https://www.youtube.com/watch?v=r7YA8i4a5b8 If you are lucky enough to have an opportunity to attend the theatre either with your family or on a school trip then you can’t beat the bright lights and atmosphere of London’s West End. ‘Matilda’ is a fantastic show and a great example of fine acting, singing and dancing by young people. ‘Revolting Children’

Year 7 - Half Term 4 – MAKING A FILM TRAILER

Prior Learning	Students understand and are able to apply the rudimentary techniques and skills of performance. They can act on a stage and know the importance of working to an audience. This process of bringing a script to life will link to the film topic.
What will I learn?	Students are taught how to create a film trailer using iPad software. Skills developed here include collaborative learning, acting and filming, all based on a chosen genre. Examples of well-known, age appropriate film trailers are discussed and viewed.
Next Steps	Working in harmony with other group members in a fundamental part of making drama. The roles of director, props manager, camera man and performers are ones adopted later in KS4 studies. The disciplines fostered earlier in the Drama course are reinforced and developed towards exam standards. Post-16 <i>A Level Media Studies</i> .
Personal Development	The ability to share out roles and take on responsibilities is crucial in this topic. Meeting deadlines and working at speed, completing tasks and an atmosphere of constant progress means that work can get done – quickly. Using technology confidently as well is a transferable skill.
Key vocabulary	Title, strap lines, underscore, credits, director, camera, angle, film company, release date, voice over, genre, style, science fiction, project, iPad, iMovie. AWL: similar, approach, create, source, area, role, function, involve, method, section, structure, process, issue, identify, assume, distribute, require, appropriate, assist.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Formal end of unit assessment watching trailers produced on white board and matching work achieved to success criteria previously shared with the class.
Resources to use	iPad at home practising with the software iMovie. Attempt to upload a film made on mobile phone to lap top or computer and teach self to edit, add titles and credits to a simple movie. Upload films to You Tube (age appropriate). Open own You Tube channel and monitor subscribers, views.
Enrichment opportunities	Media City at Salford Quays is a fantastic venue and one which is less than an hour away for you to visit. You can see what goes on behind the scenes and the process of building and using a set for TV and film. Follow the link below to book a visit; Book a Tour For students who would like to pursue an interest and studies in film making, Blackpool Sixth Form run a course for post 16 entry. This course is offered as part of the college's Route3 programme. It is an exciting course covering some of the important skills needed for modern digital media including films and on-line. Click on the link for further information; Creative Digital Media There is no better way to gain knowledge and ideas from film making than to watch as many different styles, genres and eras of film making. There are lots of films online and TV now either free to watch or for a small rental price. Alternatively, the Island Cinema in St Anne's is a super little venue with low priced tickets and refreshments costing as little as a £1. Why pay the big Odeon and Vue prices when you can see the latest releases for £4? Follow the link for Island Cinema https://theislandcinema.com

Year 7 - Half Term 5 – MOVEMENT/DANCE

Prior Learning	Students who have attended Dance schools or PA Academies will have varying levels of skills in a catalogue of different dance genres; some may be expert. For most there is an assumption that students will have some concept of rhythm from music lessons on Primary school and all will have participated in PE lessons and their school shows.
What will I learn?	The basics of warming up/cooling down and a range of choreography will be teacher led before students have the opportunity to create their own routines. One of the stimuli is <i>Romeo and Juliet</i> / <i>West Side Story</i> with a cross curricular link for any students studying Shakespeare in English.
Next Steps	The basics of choreographed routines can be employed later in KS4 exam studies when Drama moves into a deeper understanding of the Performing Arts and the industry which supports creative careers. Stage combat is used in the later study of Macbeth; clear understandings of choreography and safety measures are vital. (YR8 HT3, YR10 HT2,4,5)
Personal Development	Health and safety measures are paramount working in large spaces and within classes and these are important throughout life; staying safe. Students may learn more about the flexibility of their own bodies and the practices which can be adopted to improve their health and well-being.
Key vocabulary	Collaboration, ballet, step, routine, pattern, energy, rehearsal, jump, repetition, style, cannon, artistic, space, dynamics, gesture, shuffle, action, motif, flow, cool down, warm up, rhythm, choreography. AWL: create, area, role, function, involve, method, section, structure, process, require, appropriate, assist, injure, previous, select, maintain, final, participate, evaluate, achieve, approach, environment, interpret, vary, require.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Intermittent checks on progress of routine, usually at the end of each lesson followed by teacher feedback and EBIs Formal end of unit assessment watching and filming routines as a class, half class, targeted groups, always working towards shared success criteria. Sometimes peer assessed with justified marks and comments linking to success criteria.
Resources to use	Watch 'West Side Story' clips on You Tube (links available on MOODLE) or the whole film on Netflix. Research the background of 'Romeo and Juliet' and in particular why the Montagues and Capulets don't like each other. Why-were-capulets-montagues-fighting? Follow the link to see why it is important to warm up and cool down for Dance and sporting activities https://www.youtube.com/watch?v=tH2Q5ablels
Enrichment opportunities	Local Dance schools offer lots of professional training and instruction in a variety of genres. You can take recognised qualifications and even become a dance assistant or instructor yourself. Post 16 studies at Blackpool Sixth, Blackpool & Fylde College and Preston College all offer qualifications specific to Dance and Movement, while establishments such as Laine, Tring, Bird and Hammond all specialise in Dance courses further on in your career path. The audition process is rigorous and can be expensive so be prepared for a hard slog, lots of determination and commitment if you want to make a career in Dance and Performance. However, many students from our school have gone on to study the Arts and have enjoyed great success in their chosen fields. Click on the links to access courses available locally; Dance at Blackpool Sixth Blackpool and Fylde Dance Preston College

Year 7 - Half Term 6 – INTRODUCTION TO THE PA INDUSTRY

Prior Learning	The Film Trailer topic will have given the students an understanding of how to perform to camera. They will know the best angles to work with, the importance of a suitable background and an appreciation of editing. Students who have an agent and have attended casting calls will have a very good understanding and appreciation of the competitive nature of the Performing Arts Industry. (YR7 HT4)
What will I learn?	Students are introduced to the professional world of acting, specifically the requirements of a casting and the roles within TV/Film. They will gain further knowledge of how acting in front of a camera differs from theatre acting and have the opportunity to work on genuine soap opera scripts.
Next Steps	Camera work is a skill which will need to be mastered for the Unit 1 and 2 sections of the AQA Tech Award. Performances must be filmed, assessed in school then sent to the exam board for external moderation. Acquiring a camera savvy piece of work from a candidate therefore, is crucial. (YR10 HT3,4 YR11 HT1, final exam)
Personal Development	Working to a deadline and presenting in front of peers are transferable skills which will be required for interviews and the workplace. Students' confidence will grow as they become well practised at performing in front of their classmates repetitively.
Key vocabulary	Rehearsal, deadline, task, script, casting, director, camera, microscopic, natural, emotion, character, agency, facial expression, timing, interaction, audition. AWL: role, involve, method, section, process, require, appropriate, assist, previous, select, maintain, final, participate, evaluate, achieve, approach, environment, interpret, vary, require.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Intermittent checks on progress of lines learned, usually at the end of each lesson followed by teacher feedback and EBIs. Workshop of a chosen group to demonstrate improvements from a casting director's point of view. Formal end of unit assessment in the form of a simulated audition.
Resources to use	Apps which can be downloaded and used to help actors learn lines; Apps-every-actor-should-use You tube tutorials on preparation for audition and what to do at a casting; How to prepare What NOT to do https://www.youtube.com/watch?v=RFWu1N9hP40
Enrichment opportunities	Most Performing Arts schools and academies will have an agent attached to their company. If you are successful in being placed on their books they will put you forward for parts they think you are suitable for. This may require you to travel long distances and take time off school ☹️ You will probably have to pay all your expenses as well. However, if you successfully land a part then you might get paid! Your Agent will take a 'cut' of your earnings to cover the work they have done for you. After GCSEs, you might want to carry on your studies at local colleges. Blackpool & Fylde College, click below; Media Production & Technology L3 Diploma While Blackpool Sixth offer A level Media Studies A Level Media It is possible to audition for parts without an Agent; you would need to look up 'Open Auditions' on Twitter, through theatre company websites and <i>The Stage</i> newspaper.

Year 8 - Half Term 1 & 2 – TEXT

Prior Learning	Students have worked with a teacher chosen script developing techniques such as on-text and off-text improvisation, line learning, directing and performing in pairs and small groups. Students have learned how to use a script correctly and project their voices clearly and confidently. (YR7 HT3)
What will I learn?	The early skills adopted working on simple scripts and in small groups are crucial to the success of being able to work in large groups and on longer, more complex scripts. A deeper understanding of working with a new script is applied in this module along with performance of larger sections of text. Vocabulary and understanding are constantly monitored.
Next Steps	In the next module students are working with a script in the context of Musical Theatre. By adding in the elements of song and dance, it is crucial that competence in use of script and line learning are firmly embedded. The next time students will use a script will be at KS4 during the AQA Tech Award course. (YR10 HT1,2)
Personal Development	Growing confidence in presentation skills and speaking to an audience -transferable skills for future pitch presentations in exam work and the workplace/interviews. Speaking with clarity, pace, pitch and projection are crucial to the success of spoken work in English lessons and communication with peers, teachers and employers. Working to deadlines, for example with line learning, crosses all aspects of the workplace. This unit will reinforce good manners and correct etiquette while being an audience member.
Key vocabulary	Set, costume, performance space, act, scene, character, movement, voice, gesture. AWL: analyse, approach, respond, area, establish, role, structure, identify, assume, context, select, appropriate, participate, evaluate, assist, achieve.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Formal end of unit assessment testing of knowledge acquired throughout topic by way of a small group performance in front of an audience. The section of script to be performed will be chosen by each assessment group.
Resources to use	KEY WORDS TO TEST YOURSELF Using the online tool of 'Quizlet How to write a play - BBC Bitesize How to Act Realistically pt1 How to Act Realistically pt2
Enrichment opportunities	Attendance at the school theatre company – BRAVO! will enable you to be able to work with students across other year groups and allow you to develop your dramatic skills with those of a similar mind set. The extra-curricular sessions will include workshops including scripts not studied in class therefore expanding your repertoire of texts. You will be able to work at a much quicker pace than in class and also benefit from the experience of older group members and the knowledge they can pass on. Consistent and regular attendance of BRAVO! leads to opportunities to perform in front of audiences in and out of school and playing a role in the annual school production. Local academies and Drama schools offer opportunities for students to further their interest in performance and be on the books of an Agent who may put you forward for roles on TV and commercials. Reading plays, scripts and novels will enhance your vocabulary and deeply embed the skills needed to perform successfully using texts on stage.

Year 8 - Half Term 3 & 4 – MUSICAL THEATRE

Prior Learning	The skills adopted working on simple scripts and in small groups have been crucial to the success of being able to work in large groups and on longer, more complex scripts. Students have gained a deeper understanding of working with a new script in the previous module along with performance of larger sections of text. Knowledge base of dramatic vocabulary continues to increase. Dance skills from year7 will be vital to the success of producing a performance in the MT module. (YR7 HT3,5)
What will I learn?	In this module students are working with a script in the context of Musical Theatre. By adding in the elements of song and dance, the competent use of a script and line learning need to be firmly embedded. Students will work with the musical version of 'Our Day Out' by Willy Russell and edited sections to produce an overall ensemble performance for assessment purposes.
Next Steps	The next time students will use a script in a Musical Theatre context will be at KS4 during the AQA Tech Award course. Candidates are required to produce a lengthy performance based on a brief set by the exam board, which enables them to show off their best skills of performance – acting, singing, and dancing. (YR10 HT4,5,6 YR11 HT2,3)
Personal Development	The MT module ultimately requires a high standard of co-operation and team work at all times. Students will foster the practice of repeating, refining, editing and polishing in order to produce their best work. Listening skills are developed as the group work towards an ensemble performance. Taking instruction from the Director is a vital requirement and important in the work place when employees must listen and follow orders from those in authority. Accepting and acting upon constructive criticism; important.
Key vocabulary	Set, performance space, act, scene, character, movement, voice, gesture, repeat, edit, polish, ensemble, direction, instruction, 'from the top', rhythm, synchronisation. AWL: approach, create, environment, respond, area, establish, role, structure, context, select, appropriate, participate, evaluate, assist, achieve.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Formal end of unit assessment in an ensemble performance in front of an audience to include elements of line delivery, characterisation, singing and movement. The section of script to be performed will be chosen by each assessment group based on a selection of pages offered by the teacher.
Resources to use	Read full script of 'Our Day Out' available in school library, Drama & English departments and from usual booksellers (Amazon etc) Watch online; Our Day Out 'Play for Today' A musical version produced by a secondary school; Our Day Out - Musical
Enrichment opportunities	Member of BRAVO! to practise Musical Theatre, especially leading towards the annual school production in Term 3. Visiting local schools to watch their shows; Rossall, Fleetwood High, Millfield, Hodgson and Baines all produce annual performances with ticket prices at low costs. Going further afield AKS always feature musicals and advertise at the front of their school. Typical musicals produced in schools have included; <i>We Will Rock You</i> , <i>School of Rock</i> , <i>Grease</i> , <i>Oliver</i> , <i>Annie</i> , <i>Bugsy Malone</i> , <i>Joseph and the Amazing Technicolor Dreamcoat</i> , <i>Fame</i> and <i>High School Musical</i> . Blackpool Sixth Form and B & F College also produce shows and encourage younger students to attend their performances. <i>Our House</i> , <i>Fame</i> and <i>Les Miserables</i> shown at Blackpool Sixth are examples of high quality, professional work and starred many of our ex-pupils in principal roles.

Year 8 - Half Term 5 & 6 – DEVSING

Prior Learning	The introductory topic in year7 covered some forms of devising or developing own drama based on themes or stimuli. To give examples of techniques (eg freeze frame and improvisation) students will have been required to develop their own pieces based on a given idea then to demonstrate the technique learned. (YR7 HT1,4,5)
What will I learn?	Using the school motto of ' Be All You Can Be ', students will work in groups to produce a motivational performance piece created to inspire future pupils of the school. Classes will be able to access a range of materials and stimuli to put together their own unique work using any of the mediums they are familiar with; acting, singing, dancing, reading, narrating, storytelling, visual and audio media. The technique of sound collage will be introduced and encouraged for inclusion in student pieces.
Next Steps	The skill of <i>devising</i> and thinking on your feet is useful for actors working particularly in the education sector as performances often need to be adapted to fit the target audience. <i>Devising</i> is used frequently at KS4 where candidates are given a 'performance bag' (range of stimuli) and asked to produce a piece of drama within a given time frame and according to task instructions. (YR10 HT2,4,6 YR11 HT1,2,3)
Personal Development	Creativity, working with limited resources, teamwork, co-operation, meeting deadlines, reworking, repetition, editing and polishing are all skills fostered and developed within this module. Initiative and being a self-starter are important as is the skill of leadership which some pupils will naturally lean towards.
Key vocabulary	Devising, ideas, discussion, plan, deadline, motivation, inspiration, narration, improvisation, creativity, imagination, target audience. AWL: approach, create, respond, area, establish, role, structure, process, select, appropriate, participate, evaluate, assist, achieve, research, source, benefit, consist.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Formal end of unit assessment in group performances in front of an audience (possibly invited from yr7) Option of Assembly is available or Primary liaison visit.
Resources to use	Research best methods for how to devise; BBC Bitesize - Creating Drama Watch instruction and ideas online; Gecko Theatre Group Masterclass from National Theatre; Workshop for Devising
Enrichment opportunities	Member of BRAVO! to practise devising with pupils from other year groups and of a similar mind-set. Joining local theatre groups would enable you to participate in workshops where devising is a feature, particularly during warm ups and beginning a new play. The Grand Theatre, Blackpool run workshops and activities aimed at young people and link up with other establishments to create new and exciting pieces; Grand Young Company If you are lucky you may get to visit Edinburgh Festival during August Summer Holidays. The Festival hosts an enormous number of artists performing all over the city in a variety of venues and shows can be seen throughout the day and evening. You can witness professional companies with premiere works in preparation for bigger things to schools who have put pieces together specifically for the Festival; Edinburgh International Festival You need a broad mind and deep pocket, however. Watching a lot of shows can become expensive and it's difficult to know if they'll actually be any good or suitable! There are lots of free activities and plenty to see and do, though.

Year 10 - Half Term 1 – INTRODUCTION TO THE TECH AWARD

Prior Learning	In lower school students should be familiar with and confidence performing a range of dramatic techniques. Collaborative group work has been a familiar constant of class work as has devising, performing in front of an audience, working with a range of different students, Musical Theatre, text, movement and singing – every element required to successfully develop and achieve a credit worthy grade in the final Tech Award exam. (YR7 HT1,2,5, YR8 HT1,3,5)
What will I learn?	The first section of the Tech Award course is all about reviewing the basic techniques learned in Lower School and putting these into practice in a more sophisticated manner. Skills learned earlier should now become refined and second nature in order to be able to focus on other elements of Performing Arts and the industry. Students will work in small groups to produce finished performances within short time frames then record evidence by way of written and verbal evaluations and sometimes visual evidence through filming on iPads.
Next Steps	Once group work is firmly embedded and students are familiar with how they operate as a unit, knowledge of the industry is developed through workshops focusing particularly on style and production aspects of performance. A Level Drama & Theatre; <i>Comp1 Drama & Theatre</i> , A Level Dance; <i>Comp1 Performance</i> , BTec L3 Performing Arts; <i>Module A Developing Skills in the Performing Arts</i> .
Personal Development	Transferable skills of meeting short deadlines, collaborative work and showing initiative are at the forefront of this module. Memory recall and putting knowledge into practice in different scenarios are also developed.
Key vocabulary	Freeze frame, improvisation (prepared & spontaneous), mime, narration, physical theatre, sound collage, theme, thoughts aloud. AWL: create, respond, area, establish, role, process, select, appropriate, participate, evaluate, assist, achieve, benefit, consist, individual, specific, identify, final.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers following each workshop. No formal assessment at this stage.
Resources to use	National Theatre Workshops; https://www.youtube.com/watch?v=2FWAUncAvv4 A Day in the life of a Julliard Student; What's it like? Warm up your body, shake it out; National Theatre
Enrichment opportunities	Member of BRAVO! to practise acting with pupils from other year groups and of a similar mind-set. Opportunities for writing simple scripts will present themselves during extra-curricular activities. Taking lead roles in the annual school production will instil confidence and show a level of commitment and dedication to the arts. To enhance your vocal skills you could volunteer to help with liturgical activities in school or any opportunities where readers are needed. To challenge yourself you could learn the text rather than reading from behind the lectern. By reading at whole school functions, you create a positive image of the arts and become a role model for younger pupils. Joining local theatre groups would enable you to participate in workshops and show off your skills, thus gaining in confidence. Early in year10, you might start thinking about post-16 opportunities in Performing Arts; it'd be a good idea therefore to have a chat with your Career's Advisor. If you fancy a Summer School working in London's West End, early booking is advised. It can be quite pricey but when you factor in accommodation, classes, workshops and final performance on a West End stage, it's well worth the money! Click on the link to access details; https://www.westendstage.com/

Year 10 - Half Term 2 – KNOWLEDGE of the INDUSTRY

Prior Learning	Students have reviewed the basic techniques learned in Lower School and put these into practice in a more sophisticated manner. Skills learned earlier should now become refined and second nature in order to be able to focus on other elements of Performing Arts and the industry. Students have worked in small groups to produce finished performances within short time frames then recorded evidence by way of written and verbal evaluations and sometimes, visual evidence through filming on iPads. (YR7 HT4, YR8 HT5)
What will I learn?	Knowledge of the industry is developed through workshops. Students will become familiar with alternative types of staging, styles of performance through practitioners and the vocabulary used to describe different forms of speech. While looking at what is needed to put on a production, students will also have the opportunity to design their own lighting and sound cue sheet while some will operate the lights for other groups in the class. Students will need to arrive at class with a positive attitude and a willingness to make progress quickly.
Next Steps	Using the style of a particular practitioner is a requirement for the Unit 1 module assessed in yr11. A Level Drama & Theatre; <i>Comp 2 Creating Original Drama</i> , A Level Dance; <i>Comp 1&2 Performance and Choreography</i> , BTec L3 Performing Arts; <i>Module F Collaboration</i> . Lighting and sound will be included in post 16 studies Blackpool Sixth BTec Perf Arts Further studies at Blackpool & Fylde Perf Arts
Personal Development	Working 'out of the box', creativity, pushing boundaries, having a go, team work and collaboration. Trying to encourage students to move away from being risk averse. Challenging self, confidence, sense of well-being and satisfaction.
Key vocabulary	Stanislavski, Brecht, Artaud, practitioner, lighting, sound, cue sheet, brief, stimulus, theme, naturalistic, abstract, breaking the fourth wall, influences. AWL: create, respond, area, establish, role, process, select, appropriate, participate, evaluate, assist, achieve, benefit, consist, individual, specific, identify, final.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers following each workshop. Internally assessed performance piece in response to a mini-brief.
Resources to use	National Theatre ; Lighting for WarHorse Sound for WarHorse Sound for Wicked; https://www.youtube.com/watch?v=JrkSwNYI_p8 Lighting plot for Wicked; https://www.youtube.com/watch?v=QUKDU3r6MY Revision of Brecht Theatre-of-cruelty-Artaud Stanislavski - BBC Bitesize
Enrichment opportunities	Jobs in the Performing Arts Industry; https://www.youtube.com/watch?v=0zQebR_1JBw https://www.youtube.com/watch?v=NYrG6W7OzrY https://www.youtube.com/watch?v=buDijqRDQAs Behind the scenes of Mama Mia; https://www.youtube.com/watch?v=gQ_mPbd7biQ Some theatres offer backstage tours and a look round behind the scenes of big productions in the West End. This is an amazing opportunity and one rarely witnessed by the general public. https://actdrop.uk/xtras/backstage_tours

Year 10 - Half Term 3 – PUTTING THE SHOW ON THE STAGE

Prior Learning	<p>Knowledge of the industry is developed through workshops. Students will become familiar with alternative types of staging, styles of performance through practitioners and the vocabulary used to describe different forms of speech.</p> <p>While looking at what is needed to put on a production, students will also have the opportunity to design their own lighting and sound cue sheet while some will operate the lights for other groups in the class. (YR7 HT2,6 YR8 HT3)</p>
What will I learn?	<p>How to bring a show from the page to the stage. The routine is much the same for any show undertaken – it all revolves around a timescale, being prepared and a good team. There are lots of elements to consider leading up to show day and then even more on the actual days of performance. Students will learn how to work backwards from show dates then a rehearsal schedule can be worked out and stuck to.</p>
Next Steps	<p>Independently bring a show to life putting all skills and knowledge into practice.</p> <p>Produce a piece of drama from scratch using a given stimulus or brief. Prepare an item of drama to be performed at Open Evening to play in front of prospective pupils and parents. Questions on the exam relating to ‘Roles within the Industry’ and ‘Working to a brief’ should be answered based on practical experience gained throughout the course. A Level Drama & Theatre; <i>Comp1 Live theatre makers</i>, BTec Performing Arts L3; <i>Module F Performing Arts Industry</i>.</p>
Personal Development	<p>The Seven Transferable Skills https://blog.tutorhub.com/2015/10/29/the-seven-most-transferable-skills-gcse-drama-will-give-you/amp-on/</p>
Key vocabulary	<p>Set, lighting, sound, props, costume, make-up, orchestra, backing tracks, cue sheet, brief, stimulus, theme, naturalistic, abstract, breaking the fourth wall, influences</p> <p>AWL: create, respond, area, establish, role, process, select, appropriate, participate, evaluate, assist, achieve, benefit, consist, individual, specific, identify, final.</p>
How and when will I be assessed?	<p>In-class formative assessment with verbal feedback from teacher/peers following each workshop. Exam-style questions submitted and marked weekly.</p> <p>Internally assessed performance piece in response to a mini-brief.</p>
Resources to use	<p>Bringing a script to the stage; https://www.youtube.com/watch?v=X7Fi208Cb6M</p> <p>Discussions with writer and director; Danny Boyle and Nick Dear</p> <p>Phantom of the Opera; Behind the Scenes</p>
Enrichment opportunities	<p>Lighting and sound will be included in post 16 studies Blackpool Sixth BTec Perf Arts</p> <p>Further studies at Blackpool & Fylde Perf Arts</p> <p>You could write your own script and enter competitions to get your piece performed; https://scriptpipeline.com/shop/first-look-project?msclkid=375fd755ad5515fd8c3b89e67afd1c73</p> <p><i>Shadowing a stage manager</i> either in school or at one of our local theatres would be a good way to see how a show operates behind the scene. Alternately, helping a stage crew or lighting/sound technicians will also help embed knowledge of the roles and responsibilities in the industry.</p> <p>Lytham Operatic Society has a storage unit in Blackpool where they make set and store props and costumes. They are always keen to accommodate volunteers who can lend a hand mending costumes and painting set.</p>

Year 10 - Half Term 4 – UNLOCKING CREATIVITY

Prior Learning	How to bring a show from the page to the stage using a timescale, the importance of being prepared and good teamwork. There are lots of elements to consider leading up to show day and then even more on the actual days of performance. Students know how to work backwards from show dates then how to draw up a rehearsal schedule. Knowledge of all the considerations of putting on a show will be embedded along with skills of production and performance carefully honed. (YR8 HT5, YR10 HT1,2)
What will I learn?	The Unit 1 element of the Tech Award involves pitching an idea for a performance to a panel of Commissioners. The group pitching must consider all elements of the production and also include vignettes to offer an idea of performance style, technical elements, costume, plot, characters and also how to market the show. The first Unit of the Tech Award course is all about speaking confidently in front of an audience about content you have carefully prepared. It is vital you put in the effort to plan your spiel thoroughly then learn it by heart so you can speak flawlessly. Give yourself enough to talk about; and your performance choice should be acting/singing or dancing.
Next Steps	This topic of work is vital preparation towards a final assessment in year11. The practise of building and performing the pitch is crucial to the success of repeating skills learned and amending mistakes for the 'real' pitch during assessment. In terms of post 16, many job interviews now require some form of 'pitch' to assess candidate's confidence and presentation skills. BTEC Performing Arts; <i>ModuleG Personal Project</i> , A Level Drama & Theatre; <i>Comp2 Creating Original Drama</i>
Personal Development	Transferable skills are an integral element of the Technical Award. Post-16 education providers and professional/trade bodies state the following skills as being desirable; teamwork, communication, research and problem solving.
Key vocabulary	Vocal qualities – tone, pitch, pace, volume, mannerism, projection. Body language – posture, gesture, use of space, interaction with audience. Vignette, collaboration, teamwork, discussion, planning, rehearsal, progress AWL: role, process, create, achieve, evaluate, participate, design, interpret, context, require, relevant, appropriate, commission, structure, approach, establish.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. The 'Practice Pitch' will be used as an assessed piece of work in the <i>practical</i> element of the course for yr10 exam purposes.
Resources to use	Pitching advice; https://www.slideshare.net/presenting-and-pitching-skills https://www.aqa.org.uk/subjects/performing-arts/technical-award Exam specification Example of a great pitch - watch from 11:08mins https://www.youtube.com/watch?v=P2LwuF7zn9c How to start a pitch How to give the perfect pitch from David Beckett
Enrichment opportunities	Joining a debating society will improve your presentation skills and help gain confidence speaking in front of others. Watch a variety of episodes from <i>Dragons' Den</i> and jot down ideas of any that impressed you and why. There are many available on BBC IPlayer https://www.bbc.co.uk/iplayer/episodes/b006vq92/dragons-den If you have an entrepreneurial streak you may want to have a go yourself one day! Knowledge of the industry gained throughout the course could lead to pursuing a career in theatre or a member of a theatre group. There are many avenues aside from being a performer and if you join a company, you may need to pitch an idea one day to an investor or theatre. http://www.musicalstages.co.uk/careers-performing-arts-industry/

Year 10 - Half Term 5 –PERFORMANCE

Prior Learning	Practice of the Unit 1 element of the Tech Award which involved pitching an idea for a performance to a panel of Commissioners. The groups considered all elements of the production and also included vignettes offering an idea of performance style, technical elements, costume, plot and characters. Students can speak confidently in front of an audience about content they have carefully prepared. Students can learn lines by heart and speak flawlessly. Performance skills include acting/singing or dancing. Production skills have covered lighting, sound, make-up and costume. (YR7 HT2,5, YR8 HT3,5, YR10 HT1,2,3)
What will I learn?	You have primarily focused on stage work up to now be it Musical Theatre, straight plays or devising. Movement has to be exaggerated, voices projected and an actor always has to be mindful of their audience. Performing in a show for school comes with added considerations; your target audience of families and your peers. A plot for this audience must be very 'obvious' and easy to follow while any jokes should also be simple and comical. Characterisation will require development and this is where your well-honed acting skills will come into play.
Next Steps	Confidence developed during this module will lay the groundwork for the final Unit 2 showcase performance in yr11. BTec L3 Performing Arts; <i>Module A Developing Skills</i> , A Level Drama & Theatre; <i>Comp 2 and 3</i> , A Level Dance; <i>Comp 1 and 2</i> . During the Summer break students may like to attend a stage school in the West End. (fees apply) https://www.westendstage.com/
Personal Development	https://wabisabilearning.com/blogs/future-fluencies/6-skills-performing-arts-develops https://www.gsmd.ac.uk/production_arts/programmes/ba_hons_production_arts/career_opportunities/transferable_skills/ https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/creative-arts-and-design/7-skills-you-need-to-succeed-in-performing-arts
Key vocabulary	Confidence, versatility, performance, production, rehearsal, planning, devising, develop, facial expression, gesture, movement, interaction, character. AWL: role, process, create, achieve, evaluate, participate, design, interpret, context, , relevant, appropriate, structure, approach, establish.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Performance in front of an audience, filming of show then levels awarded using AQA exam criteria and levels (ranging from L1 Credit up to L2 Distinction*)
Resources to use	Watch past pupils' filmed performances, especially good examples. Use as many online resources on You Tube and similar to see what a 'good' performance looks like. National Theatre and West End shows professionally filmed will give you the best visuals in terms of set and performance skills. Try to avoid other schools' and colleges' work as their shows may not necessarily be of any benefit to you.
Enrichment opportunities	Attending a Performing Arts club will undoubtedly help you gain confidence in working with others and also the creation of new projects. You can start with BRAVO! in school, attend local academies on the Fylde Coast, join Amateur Dramatic societies or even go further afield and apply to attend a stage school such as <i>Anna Scher Theatre School</i> ; https://www.annaschertheatre.com/ This is a big commitment, however and would require you to live away from home. A step before this might be to get on the books of an agent and see if you have a talent for performing and getting work before putting all your eggs into one basket. https://www.thestage.co.uk/training/institutions https://actinginlondon.co.uk/best-drama-schools-in-uk/ The above links lead you to information about where you can gain vocational training post-18.

Year 10 - Half Term 6 –ONCE UPON A TIME

Prior Learning	Skills of devising, script work, movement, pitching, working to a brief, dramatic techniques and styles of practitioners have all been developed and embedded this year. Most of these skills have been refreshed and enhanced from lower down the school.(YR7 HT1,5 YR8 HT3,5) Students now are well equipped to be able to workshop ideas in preparation for their final showcase performance and assessment for Unit 2 of the final award.
What will I learn?	Create a company to work as an ensemble and present a performance that brings together a range of performance and production skills that will engage a target audience of young children. The proposed venue(s) for the performance(s) are local primary school halls. The finished performance will take place as part of a local Literary Festival that has been developed to encourage young people to explore the wonderful world of literature. The theme of the performance is 'Once Upon a Time' and should take inspiration from a range of literary sources.
Next Steps	Foundations for the Unit 2 showcase performance in yr11 when students are required to devise, plan, create, rehearse and refine a piece of drama to be performed in front of an audience for assessment purposes. BTec L3 Performing Arts; <i>Module A Developing Skills in Performing Arts</i> , A Level Drama & Theatre; <i>Comp 1 & 2 Drama & Theatre, Creating Original Drama</i> . Click on the links below to view post-16 courses; https://blackpool.ac.uk/course/vp1fe38 https://www.blackpoolsixth.ac.uk/courses/btec-level-3-performing-arts-triple/
Personal Development	Team working, verbal and written communication skills, problem solving, time management, managing financial resources, practical application of IT, research skills, people management are all skills which Drama can personally develop in an individual. Moreover, the skills of resilience, confidence, self-discipline, stamina, the ability to self-reflect and flexibility are also nurtured and embedded.
Key vocabulary	Target audience, character, projection, clarity, tone, pitch, pace, movement, blocking, deadline, rehearsal, commitment, teamwork, unity, standard, quality. AWL: Achieve, assist, evaluate, conclude, feature, resource, respond, role, process, assess, create, participate, design, text, secure, appropriate, maintain, relevant, vary, context, involve, interpret, establish, approach, research.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Performance in front of an audience, filming of show then levels awarded using AQA exam criteria and levels (ranging from L1 Credit up to L2 Distinction*)
Resources to use	Watch past pupils' filmed exam performances under the guidance and commentary of the teacher. Allow students to assess and 'mock' award marks of what they think each performer should gain. Compare and discuss with actual mark. Watch professionally filmed and acted performances with similar stimuli. 'Into the Woods' available on Digital Theatre online for a small rental cost will give students ideas on how to develop characters and build set. https://www.digitaltheatre.com/consumer/production/into-the-woods Watch as many versions as possible of Alice in Wonderland; https://archive.org/details/AliceInWonderland1951 While gathering information about the characters, costume and dialogue from the original Lewis Carroll books. Reading and researching work by The Brothers Grimm will lend a different perspective to fairy tale characters.
Enrichment opportunities	'Alice In Wonderland' never fails to get a run in theatres as the story has stood the test of time and the characters are great fun. Keep an eye out for what productions are coming up in the North West. https://www.britishtheatreinfo.com/northwest

Year 11 - Half Term 1 – UNIT 1

Prior Learning	Year 10 will have given students the opportunity to practice a 'pitch presentation' to an audience by way of their annual exam. They already have the skills of presentation in the voice, posture and interaction with an audience and will have covered how to research for a brief during theory lessons. (YR10 HT4, YR8 HT5)
What will I learn?	Learners will provide evidence of their learning and development of appropriate skills through the presentation of a portfolio of supporting evidence and a recorded pitch. This will be based on a brief provided by a current performing arts company supported with vignettes from the proposed completed work.
Next Steps	Both the pitch and supporting practical extracts should be seen as an integrated piece of work where learners can illustrate their ideas with practical examples from their chosen performing arts disciplines. This Unit leads to a deepening of knowledge in areas where the three assessed units work symbiotically to enhance performance, production, knowledge of the performing arts industry, approaches to rehearsal, roles and responsibilities and working in different key roles; director, practitioner, performer and facilitator. BTec L3 Performing Arts; <i>Module F The PA Industry</i> , A Level Drama & Theatre; <i>Comp2 Creating & Performing Devised Drama</i> .
Personal Development	Transferable skills are an integral element of the Technical Award. Post-16 education providers and professional/trade bodies state the following skills as being desirable; teamwork, communication, research and problem solving.
Key vocabulary	Vocal qualities – tone, pitch, pace, volume, mannerism, projection. Body language – posture, gesture, use of space, interaction with audience. Vignette, collaboration, teamwork, discussion, planning, rehearsal, progress AWL: role, process, create, achieve, evaluate, participate, design, interpret, context, require, relevant, appropriate, commission, structure, approach, establish.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Log book recording 'work in progress' and the process of decision making & devising. Later, in HT2, a final performance in front of an audience, filmed and teacher assessed, externally moderated by AQA exam board.
Resources to use	https://www.aqa.org.uk/subjects/performing-arts/technical-award Exam specification Example of a great pitch - watch from 11:08mins https://www.youtube.com/watch?v=P2LwuF7zn9c How to start a pitch How to give the perfect pitch from David Beckett
Enrichment opportunities	Watch a variety of episodes from <i>Dragons' Den</i> and jot down ideas of any that impressed you and why. There are many available on BBC IPlayer https://www.bbc.co.uk/iplayer/episodes/b006vq92/dragons-den If you have an entrepreneurial streak you may want to have a go yourself one day! Knowledge of the industry gained throughout the course could lead to pursuing a career in theatre or a member of a theatre group. There are many avenues aside from being a performer and if you join a company, you may need to pitch an idea one day to an investor or theatre. http://www.musicalstages.co.uk/careers-performing-arts-industry/ A company specialising in Physical Theatre https://www.franticassembly.co.uk/ Contemporary ballet/dance https://www.rambert.org.uk/about-us/ What it's like to work for 'Disney' https://jobs.disneycareers.com/

Year 11 - Half Term 2 – UNIT 2

Prior Learning	All work which has been learned and practised throughout the student’s learning in Drama will now come together in the final showcase performance. Dramatic techniques and skills developed and honed in lower school and yr10 will be refined and adopted to devise a final piece of drama. The social skills mastered of working within a group are essential building blocks towards the creative process of bringing a show from the ‘page to the stage.’ (All prior performance units)
What will I learn?	The purpose of this unit is to produce a piece of work fit for assessment towards the final exam grade (30%) Students will build on the knowledge, disciplines and specific skills areas developed earlier to create a performance suitable for an audience. The final showcase performance should be the epitome of everything studied for in all aspects of dramatic teachings be it in school or attendance at theatre academies/stage/dance schools.
Next Steps	This is one of three units, which contribute to the final overall result of an exam grade, accounting for 30% of the exam. Skills of devising, group work, script writing, performance and consideration of production element all augur well for future studies in Performing Arts and theatre. A Level Drama & Theatre; <i>Comp 2 Creating Original Drama</i> , A Level Dance; <i>Comp1&2 Performance and Choreography</i> , BTec L3 Performing Arts; <i>Module A Performing Arts Skills Development</i> .
Personal Development	Transferable skills developed essential to the workplace and beyond – meeting deadlines, planning a work (rehearsal schedule), problem solving, decision-making, and consideration of other points of view. Relevant performance skills; presentation, vocal clarity and projection, awareness of an audience, confidence development, posture and body language.
Key vocabulary	Target audience, character, projection, clarity, tone, pitch, pace, movement, blocking AWL: Respond, role, process, assess, create, achieve, evaluate, participate, design
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Log book recording ‘work in progress’ and the process of decision making & devising. Final performance in front of an audience, filmed and teacher assessed, externally moderated by AQA exam board.
Resources to use	https://www.aqa.org.uk/subjects/performing-arts/technical-award Exam specification https://www.youtube.com/watch?v=1RRc4tq2kpE Creating a character
Enrichment opportunities	Digital theatre online offers opportunities to watch filmed live theatre online. Some of the productions are incredible. For a small rental cost, have a look at the following; https://www.digitaltheatre.com/consumer/production/into-the-woods - It ties in nicely with the brief ‘Once Upon A Time’ ‘Much Ado About Nothing’ produced by the National Theatre and starring Catherine Tate and David Tennant is a great example of how Shakespeare can be reinterpreted into a modern format. Click below; Much Ado About Nothing Productions at the Grand Theatre in Blackpool are always of very good quality and opening nights usually offer a discount on ticket prices. There are usually some student rates available as well. The tour offered would be a useful research tool for those of you wanting to look further than just ‘performance’ as you see backstage, wardrobes, wings, technology and all the workings which make up a performance. Blackpool Grand Theatre What's On? They also have their own You Tube Channel to see what goes on behind the scenes #AtHome

Year 11 - Half Term 3 – FINAL ASSESSMENT of UNIT 2

Prior Learning	Students have the knowledge, disciplines and specific skills areas learned and developed throughout their dramatic studies to create a performance suitable for an audience. Candidates should pull on all 'performance' skills available in their repertoire in order to plan a showcase of singing, acting, dancing and music. (All Units)
What will I learn?	Unit 2 is the final showcase performance which contributes 30% of the final overall result of an exam grade. Students will learn how to edit, adjust and amend a piece of drama. They will be guided towards producing a polished performance while receiving feedback from both examiner and audience perspectives. Students will be encouraged to consider what they would like to be included in what should be the epitome of their work studied in school – to be 'the best they can be'.
Next Steps	<p>https://www.blackpoolsixth.ac.uk/courses/ Blackpool Sixth Form offers a variety of courses which can be accessed with a qualification in AQA Technical Award in Performing Arts L1/2. These include; A levels in Dance or Drama & Theatre Studies BTec L3 double award in Performing Arts BTec L3 triple award in Musical Theatre Students who are particularly gifted singers or musicians may like to investigate A level and BTec options in Music.</p> <p>https://www.blackpool.ac.uk/leavers Blackpool & Fylde College offer the following courses in the Performing Arts; Music Performance & Production L2/3 Diploma Performing Arts L2/3 Diploma Both subject areas can be accessed as double or triple awards. It is worth noting that both <i>Newman College</i> and <i>Preston College</i>, although further afield, also offer courses in Performing Arts, Dance and Theatre.</p>
Personal Development	Having the confidence to be able to showcase their best work and knowing their strengths. Meeting deadlines and time management allowing reflection on other subjects. Listening and working harmoniously in a group while always working towards a common goal. The recognition that not all people work in the same way and that some may need more reflective periods while others enjoy the creative energy of bouncing ideas off each other face to face.
Key vocabulary	Target audience, character, projection, clarity, tone, pitch, pace, movement, blocking, deadline, rehearsal, commitment, teamwork, unity, standard, quality. AWL: Achieve, assist, evaluate, conclude, feature, resource, respond, role, process, assess, create, participate, design, text, secure, appropriate, maintain, relevant, vary, context, involve, interpret, establish, approach, research.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Log book recording 'work in progress' and the process of decision making & devising. Final performance in front of an audience, filmed and teacher assessed, externally moderated by AQA exam board.
Resources to use	<p>https://www.aqa.org.uk/subjects/performing-arts/technical-award Exam specification https://www.youtube.com/watch?v=1RRc4tq2kpE Creating a character https://www.youtube.com/watch?v=O58WMS_qvb4 How to write dialogue https://www.youtube.com/watch?v=u8h-tTnV_as Common mistakes writers make</p>
Enrichment opportunities	Blackpool Sixth Form and B & F College showcase their students' work, many of whom are CAHS alumni. Ticket prices are relatively low to accommodate younger viewers but the standard is very high. B & F Theatre Events at Sixth Form