

# Drama

## Year 7

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| <b>School Vision</b>               | <b>Challenging all of our students supportively to become confident and curious enhancing lives now and in the future</b>                                                                                                                                                   |          |                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                           |          |
| <b>Faculty Intent</b>              | <i>Understanding the past, exploring the present and making global citizens of the future</i>                                                                                                                                                                               |          |                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                           |          |
| <b>Subject Intent</b>              | “To develop students’ creativity and criticality through engagement with literature and the cultural and creative industries. To equip students with the confidence, communication skills and ability to play that will allow them to be successful citizens of the future. |          |                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                           |          |
|                                    | <b>Term 1</b>                                                                                                                                                                                                                                                               |          | <b>Term 2</b>                                                                                                                                                                                    |          | <b>Term 3</b>                                                                                                                                                                                                                                                                                                                                                             |          |
|                                    | <b>1</b>                                                                                                                                                                                                                                                                    | <b>2</b> | <b>3</b>                                                                                                                                                                                         | <b>4</b> | <b>5</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>6</b> |
| <b>Topic Name</b>                  | <b>Silent Movies</b>                                                                                                                                                                                                                                                        |          | <b>Greek Theatre</b>                                                                                                                                                                             |          | <b>An introduction to working with script (Fairy Tales)</b>                                                                                                                                                                                                                                                                                                               |          |
| <b>Key Content</b>                 | <ul style="list-style-type: none"> <li>- Effective ways of working in Drama</li> <li>-Non-Verbal Communication Skills</li> <li>-Conventions of Slapstick Comedy</li> <li>-Staging Areas</li> </ul>                                                                          |          | <ul style="list-style-type: none"> <li>- History of Theatre</li> <li>- Verbal Communication Skills</li> <li>- Conventions of Greek Theatre</li> </ul>                                            |          | <ul style="list-style-type: none"> <li>- History of story telling</li> <li>- Page to stage process</li> <li>- Introduction to staging techniques</li> <li>- Introduction to ‘target audience’ - children’s theatre</li> <li>- Introduction to using a stimulus (fairy tales with a twist).</li> <li>- Applying both non-verbal and verbal communication skills</li> </ul> |          |
| <b>Intent</b>                      |                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                           |          |
| How does this link to your intent? | Focus on non-verbal communication skills, creativity through creation of own characters and plots in response to set tasks. Communication skills with peers also practised. Introduction to a                                                                               |          | Engagement with literature and culture. Instilling confidence through the development of vocal skills and encouraging criticality and creativity through helping students to understand dramatic |          | Fairy-tale unit allows students to ‘play’ with well-known stories and enhances their ability to make choices for effect allowing them to be creative and exercise criticality in both their decision making and feedback to other performers.                                                                                                                             |          |

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|                                                                                                                                     | new genre and links with film industry.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | techniques and these can be used for effect.                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |
| <b>Sequencing</b>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |
| Why this and why now?                                                                                                               | <p>Students are often more aware of the words they use than their body language and lack experience of using their physicality to explore and demonstrate character.</p> <p>Also, students can be more self-conscious about talking in front of other and so this unit which focuses on their non-verbal communication is an effective unit for Year 7 students coming into a new class and new school and helps them to develop confidence in performing in front of their peers. The comic nature means mistakes are easily covered or can sometimes even enhance the story-telling which again helps to remove fear of performance.</p> | Introduces students to their use of vocal skills (verbal communication) and how they can use vocal skills for effect in performances e.g. choral speaking. Cultural capital in terms of learning about the history of theatre (linked to our setting) and studying extracts from Greek plays. | Gives students the opportunity to apply the non-verbal and verbal skills they have practised to a genre that is more familiar to them. Gives students the ability to apply their knowledge of staging to develop independence in terms of planning and rehearsal of Drama. |
| <b>National Curriculum Audit</b>                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |
| Drama is covered by the 'Spoken Language' aspect of English on the national curriculum. improvising, rehearsing and performing play | Link to using physical skills to show stillness and action. Improvisation, rehearsing and performing Drama.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Discussing language use and meaning in Literature.</p> <p>Using and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>                                                                                                                  | <p>Discussing language use and meaning in Literature.</p> <p>Using and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p>Rehearsing and performing play scripts</p>                                                 |

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| scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |
| <b>Key concepts / Vocabulary</b>                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |
| 12 or less                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Slapstick Comedy</li> <li>• Stock Characters</li> <li>• Non-verbal communication</li> <li>• Verbal Communication</li> <li>• Gesture</li> <li>• Facial Expressions</li> <li>• Movement</li> <li>• Gate</li> <li>• Audience</li> <li>• Levels</li> <li>• Exaggeration</li> <li>• Rule of three</li> </ul> | <ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Pitch</li> <li>• Pace</li> <li>• Pause</li> <li>• Tone</li> <li>• Volume</li> <li>• Emphasis</li> <li>• Chorus</li> <li>• Choral speech</li> <li>• Amphitheatre</li> <li>• Festival of Dionysius</li> <li>• Tragedy</li> </ul> | <ul style="list-style-type: none"> <li>• Stage Directions</li> <li>• Blocking</li> <li>• Thought Tracking</li> <li>• Still Image</li> <li>• Soundscape</li> <li>• Levels</li> <li>• Status</li> <li>• Physical Theatre</li> <li>• Artistic Intention</li> <li>• Down Stage</li> <li>• Upstage</li> <li>• Stage left/right</li> </ul> |
| <b>Learning Outside the Classroom / Cultural Capital</b>                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |

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| Opportunities                             | <ul style="list-style-type: none"> <li>Look at history of mime</li> <li>Trip to BFBS at Akrotiri to see how sound is produced using modern technology</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Cultural Capital – Greek Theatre and its History</li> <li>Visit to an amphitheatre</li> <li>Watching productions of Traditional Greek plays/theatre online.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Online theatre using adaptations of fairy-tales</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Homework</b>                           |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Description                               | <ul style="list-style-type: none"> <li>Researching the genre of Slapstick Comedy</li> <li>Learning key terminology</li> <li>Watching examples of Slapstick comedy and evaluating skills.</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Reading and annotating scripts</li> <li>Researching the history of theatre and Greek Theatre</li> <li>Watching and evaluating theatre</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>Learning Lines</li> <li>Character research and biographies</li> <li>Research into fairy-tales and adaptations</li> </ul>                                                                                                                                                                                                                                                                                                 |
| <b>Assessment</b>                         |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Type                                      | <p><b>Interim Assessment:</b> Students perform a Slapstick Scene involving getting a coin off the floor</p> <p><b>End of Unit Assessment:</b> Students perform a scene of their choice applying their learning about the Slapstick genre. Students complete a verbal evaluation of their performance.</p>                                      | <p><b>Interim Assessment:</b> Students perform a Scene as a class using key elements of Greek Theatre such as Choral speaking.</p> <p><b>End of Unit Assessment:</b> Students perform a scene in groups applying their learning about the Slapstick genre. Students complete a written evaluation of their performance.</p> | <p><b>Interim Assessment:</b> Students perform scene from a fairy-tale (scripted).</p> <p><b>End of Unit Assessment:</b> Students perform a devised Twisted Fairy tale which they have adapted from their original script. Students complete a written evaluation of their performance.</p>                                                                                                                                                                     |
| Why this style of assessment and why now? | Gets students accustomed to performing in front of their peers. Interim assessment gives students the chance to apply their learning in a practical way to a specific task. End of unit assessment gives students the opportunity to work with others to adapt the features of slapstick comedy to create a scene of their own deepening their | Gets students accustomed to performing with their peers. Interim assessment gives students the chance to apply their learning about a new genre in a larger group to help them to gain confidence and see a teacher model the structure of a rehearsal and direction. End of unit assessment gives students the             | Students get the chance to apply both the non-verbal skills (Term 1) and verbal skills (Term 2) that they have previously developed to a more familiar form of theatre (scripted work). The interim assessment gives students an understanding of the process of working with a script. The End of Unit assessment gives students an understanding of adaptation and working in groups to devise a piece of original theatre using script as their inspiration. |

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|  | understanding of the genre and ability to create original Drama. Verbal evaluation allows for verbal rehearsal of new terminology. | opportunity to work with others to adapt the features of Greek Theatre to create a scene of their own deepening their understanding of the genre and ability to create original Drama based on a script. Written evaluation allows for students to practice using new terminology in written work. |  |
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## Year 8

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| <b>School Vision</b>  | <b>Challenging all of our students supportively to become confident and curious enhancing lives now and in the future</b>                                                                                                                                                   |          |                                                                           |          |                                |          |
| <b>Faculty Intent</b> | <i>Understanding the past, exploring the present and making global citizens of the future</i>                                                                                                                                                                               |          |                                                                           |          |                                |          |
| <b>Subject Intent</b> | “To develop students’ creativity and criticality through engagement with literature and the cultural and creative industries. To equip students with the confidence, communication skills and ability to play that will allow them to be successful citizens of the future. |          |                                                                           |          |                                |          |
|                       | <b>Term 1</b>                                                                                                                                                                                                                                                               |          | <b>Term 2</b>                                                             |          | <b>Term 3</b>                  |          |
|                       | <b>1</b>                                                                                                                                                                                                                                                                    | <b>2</b> | <b>3</b>                                                                  | <b>4</b> | <b>5</b>                       | <b>6</b> |
| <b>Topic Name</b>     | <b>Introduction to Physical Theatre (The Terrible Tale of Humpty Dumpty)</b>                                                                                                                                                                                                |          | <b>Brecht and the epic</b><br><i>(Brecht and Trestle Theatre Company)</i> |          | <b>Devising – Social Media</b> |          |
| <b>Key Content</b>    | <ul style="list-style-type: none"> <li>- Physical Theatre and non-naturalistic styles</li> <li>- Practitioner Study: The work of Frantic Assembly</li> <li>- Using non-naturalistic styles to tell stories and solve creative problems</li> </ul>                           |          |                                                                           |          |                                |          |
| <b>Intent</b>         |                                                                                                                                                                                                                                                                             |          |                                                                           |          |                                |          |

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| How does this link to your intent?                                                      | Develop students' awareness of key styles and influences in theatre history linked to their ability to be critical and creative. Knowledge of cultural and creative industries and the influences of key practitioners on these.                                                                                                                                                                                      | Develop students' awareness of key styles and influences in theatre history linked to their ability to be critical and creative. Knowledge of cultural and creative industries and the influences of key practitioners on these.                                                                                                  | Devising project allows students to create their own piece of theatre developing their confidence and communications skills and ability to make theatrical choices for effect (Exercising criticality).                                                                                                                                                              |
| <b>Sequencing</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                      |
| Why this and why now?                                                                   | Builds on from students last unit of work in Y7 using scripts. Introducing a practitioner now that students are already familiar with genres of theatre from Y7 units.<br><br>Develops creativity through an appreciation of a range of styles. Promotes wider awareness of the creative industries via awareness of choreographer Scott Graham. Requires a sense of 'play' and confidence to communicate physically. | Having discussed the ideas of naturalism and non-Naturalism in the previous term looking at Physical Theatre, students now study the epic which can, stylistically, be considered the opposite of naturalism so that they appreciate a wide range of theatrical styles and the influence of key practitioners on theatre history. | Students complete a full devising process for the first time in order to produce a piece of original work and applying their learning about a range of theatrical styles to make choices about methods and techniques which will best communicate their chosen. Students have the opportunity to apply the styles of both practitioners they have studied this year. |
| <b>National Curriculum Audit</b>                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                      |
| Drama is covered by the 'Spoken Language' aspect of English on the national curriculum. | Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.                                                                                                                                                                                           | Improvising, rehearsing and performing play scripts and poetry in order to Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.                            | Improvising, rehearsing and performing play scripts and poetry in order to Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.                                                               |

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|                                                          |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |
| <b>Key concepts / Vocabulary</b>                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |
| 12 or less                                               | <ul style="list-style-type: none"> <li>• Naturalism</li> <li>• Non-Naturalism</li> <li>• Proxemics</li> <li>• Sightlines</li> <li>• Blocking</li> <li>• Positions of power</li> <li>• Realism</li> <li>• Physicality</li> <li>• 'Forth Wall'</li> <li>• Narrator</li> <li>• Impact on the audience</li> <li>• Physical Theatre</li> </ul> | <ul style="list-style-type: none"> <li>• Gestus</li> <li>• Political Theatre</li> <li>• Alienation</li> <li>• Direct Address</li> <li>• Narration</li> <li>• Objective</li> <li>• Parody</li> <li>• Placards</li> <li>• Multi-rolling</li> <li>• Spass</li> <li>• Epic Theatre</li> <li>• Verfremdungseffekt</li> </ul> | <ul style="list-style-type: none"> <li>• Still image</li> <li>• Narration</li> <li>• Marking the moment</li> <li>• Choral Speech</li> <li>• Thought Tracking</li> <li>• Devising</li> <li>• Artistic Intention/aim</li> <li>• Stimulus</li> <li>• Cross cutting</li> <li>• Soundscape</li> <li>• Conscience corridor</li> </ul> |
| <b>Learning Outside the Classroom / Cultural Capital</b> |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |
| Opportunities                                            | Watching a live or recorded piece of professional Theatre                                                                                                                                                                                                                                                                                 | Watching a live or recorded piece of professional Theatre<br>Watching documentaries about Brecht or Theatre History.                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                 |
| <b>Homework</b>                                          |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |
| Description                                              | <ul style="list-style-type: none"> <li>• Learning Lines</li> <li>• Character research and biographies</li> <li>• Research into context and subject-matter and adaptations</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Research on topic</li> <li>• Character Biographies</li> <li>• Watching practitioners work/relevant documentaries for context</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>• Research on topic</li> <li>• Character Biographies</li> <li>• Writing and editing scripts</li> <li>• Learning lines/ Practising movements</li> <li>• Watching practitioners work/relevant documentaries for context</li> </ul>                                                         |
| <b>Assessment</b>                                        |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |
| Type                                                     | <b>Interim Assessment:</b>                                                                                                                                                                                                                                                                                                                | <b>Interim Assessment:</b>                                                                                                                                                                                                                                                                                              | <b>Interim Assessment:</b>                                                                                                                                                                                                                                                                                                      |

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|                                           | <p>Performance of one scripted scene with rehearsal log.</p> <p><b>End of Unit Assessment:</b><br/>Performance of a second scripted scene showing the development of character with written evaluation of their process and performance.</p> | <p>Scripted scene using features of the Epic Style</p> <p><b>End of Unit Assessment:</b><br/>Devised Scene using features of the epic style.</p>                                                                                                                       | <p>Performance of one devised scene with rehearsal log.</p> <p><b>End of Unit Assessment:</b> Performance of whole Devised Piece with written evaluation of their process and performance.</p>                                                                                           |
| Why this style of assessment and why now? | <p>Application of basics of working with a script gained from Y7 Summer Term. Starting with most familiar style of performance to build on across the year.</p> <p>Written evaluation building on from Y7 verbal evaluations.</p>            | <p>Scripted scene is a more structured and accessible interim assessment. A devised End of Unit assessment requires students to apply their learning and also begin to work with a stimulus. Also allows students to think of the political message of their work.</p> | <p>Devising requires a greater understanding of theatrical techniques and maturity in terms of working in companies to tell a story/communicate a message. Therefore, this is the last unit of the year and begins to develop GCSE skills in terms of rehearsal logs and evaluation.</p> |

## Year 9

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| <b>School Vision</b>  | <b>Challenging all of our students supportively to become confident and curious enhancing lives now and in the future</b>                                                                                                                                                          |          |                                                                                                         |          |                                                                                      |          |
| <b>Faculty Intent</b> | <i>Understanding the past, exploring the present and making global citizens of the future</i>                                                                                                                                                                                      |          |                                                                                                         |          |                                                                                      |          |
| <b>Subject Intent</b> | <p>“To develop students’ creativity and criticality through engagement with literature and the cultural and creative industries. To equip students with the confidence, communication skills and ability to play that will allow them to be successful citizens of the future.</p> |          |                                                                                                         |          |                                                                                      |          |
|                       | <b>Term 1</b>                                                                                                                                                                                                                                                                      |          | <b>Term 2</b>                                                                                           |          | <b>Term 3</b>                                                                        |          |
|                       | <b>1</b>                                                                                                                                                                                                                                                                           | <b>2</b> | <b>3</b>                                                                                                | <b>4</b> | <b>5</b>                                                                             | <b>6</b> |
| <b>Topic Name</b>     | <b>Stanislavski and issue- based theatre</b><br><i>(Noughts and Crosses)</i>                                                                                                                                                                                                       |          | <b>Mini- Project (Devising)</b><br><i>(application of study of practitioners and technical theatre)</i> |          | <b>Live Theatre Review -Musical Theatre</b><br><i>- Aspects of Technical Theatre</i> |          |

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| <b>Key Content</b>                        | -                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>- <i>Musical Theatre as a study of the creative industries</i></li> <li>- <i>Devising process (Based on a true story)</i></li> </ul>                                                       |
| <b>Intent</b>                             |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                   |
| How does this link to your intent?        | <p>Stanislavski and Naturalism is a style that students are most familiar with from watching TV series and films which are naturalistic in style.</p> <p>Noughts and crosses is a play that explores the themes of racism and prejudice – more challenging content than texts studied in Y7. Students get an understanding of how theatre can address important issues in society.</p> | <p>Allows for creativity as students are developing their own original pieces of theatre. Students must develop communication skills in order to work together through sharing ideas and organising rehearsal time to be successful. These skills will help them be successful citizens of the future.</p> | <p>Develops criticality through analysis of a live performance.</p> <p>Promotes awareness of the many aspects that contribute to a production as a whole and therefore the wider creative industries.</p>                         |
| <b>Sequencing</b>                         |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                   |
| Why this and why now?                     | <p>Physical theatre requires an emotional maturity and awareness of personal safety and therefore is studied later in KS3. Physical Theatre is a useful style to be aware of for GCSE level work.</p>                                                                                                                                                                                  | <p>Live Theatre Review is an aspect of the GCSE Course as is analysis of the technical aspects of theatre. Also gives students to study a professional piece of theatre and give students a sense of the written aspect of the GCSE course.</p>                                                            | <p>Application of understanding of Acting and technical elements from live theatre review work. Devising is 40% of the GCSE course and therefore it is an important process for students to have the opportunity to practice.</p> |
| <b>National Curriculum Audit</b>          |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                   |
| Drama is covered by the 'Spoken Language' | <p>Improvising, rehearsing and performing play scripts in order to generate language and discuss language use and meaning, using</p>                                                                                                                                                                                                                                                   | <p>Improvising, rehearsing and performing plays and poetry in order to generate language and discuss</p>                                                                                                                                                                                                   | <p>Improvising, rehearsing and performing play scripts in order to generate language and discuss language use and meaning, using role, intonation,</p>                                                                            |

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| aspect of English on the national curriculum.            | role, intonation, tone, volume, mood, silence, stillness and action to add impact.                                                                                                                                                                                                                      | language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.                                                                                                                                                                                                | tone, volume, mood, silence, stillness and action to add impact.                                                                                                                                                                                                                  |
| <b>Key concepts / Vocabulary</b>                         |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                   |
| 12 or less                                               | <ul style="list-style-type: none"> <li>• Subtext</li> <li>• Prejudice</li> <li>• Duologue</li> <li>• Segregation</li> <li>• Inequality</li> <li>• Units</li> <li>• Objectives</li> <li>• Super Objectives</li> <li>• Given Circumstances</li> <li>• The Magic 'if'</li> <li>• Emotion Memory</li> </ul> | <ul style="list-style-type: none"> <li>• Devising</li> <li>• Forum Theatre</li> <li>• Political Theatre</li> <li>• Breaking 'the forth wall'</li> <li>• Theatre of the Oppressed</li> <li>• Verbal skills</li> <li>• Non-Verbal Skills</li> <li>• Devising Log</li> <li>• Narrator</li> <li>• Research</li> </ul> | <ul style="list-style-type: none"> <li>• Musical Theatre</li> <li>• Theatre Industry</li> <li>• Lighting</li> <li>• Sound</li> <li>• Costumes</li> <li>• Set</li> <li>• Staging Configurations</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Impact on Audience</li> </ul> |
| <b>Learning Outside the Classroom / Cultural Capital</b> |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                   |
| Opportunities                                            | Watching production online                                                                                                                                                                                                                                                                              | <p>External speaker on zoom – Lighting operator/Lighting, costume or set designer from a professional company.</p> <p>Trip to London/New York</p>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                   |
| <b>Homework</b>                                          |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                   |
| Description                                              | <ul style="list-style-type: none"> <li>• Research</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Research</li> </ul>                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Research</li> </ul>                                                                                                                                                                                                                      |

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|                                           | <ul style="list-style-type: none"> <li>• Character Biographies</li> <li>• Completing Devising Log</li> <li>• Learning Lines</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>• Character Biographies</li> <li>• Completing Devising Log</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• Writing up notes into analytical paragraphs</li> </ul>                                                                                                                             |
| <b>Assessment</b>                         |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                                                                                                             |
| Type                                      | <p><b>Interim Assessment:</b> Students perform scene from Noughts and Crosses.</p> <p><b>End of Unit Assessment:</b> Students perform a different scene which they direct themselves and a written evaluation explaining their choices as a group and individual performers.</p> | <p><b>Interim Assessment:</b> Performance of one devised scene with rehearsal log.</p> <p><b>End of Unit Assessment:</b> Performance of whole Devised Piece with completed devising Log.</p>       | <p><b>Interim Assessment:</b> Explanation of how an aspect of design has been used in a specific scene from the Musical</p> <p><b>End of Unit Assessment:</b> Answer to a GCSE style Live Theatre Review exam question.</p> |
| Why this style of assessment and why now? | Longer pieces of performance work in preparation for GCSE. Encourages students to understand the development of characters across the play and reflect this within their choices.                                                                                                | Opportunity to apply learning to a more independent project. Applying learning about technical aspects of live theatre analysis to make their own choices to compliment their devised performance. | Introduction to GCSE style Assessment. Learning about technical elements of theatre in readiness for analysis at GCSE.                                                                                                      |

Y10

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| <b>School Vision</b>  | <b>Challenging all of our students supportively to become confident and curious enhancing lives now and in the future</b> |
| <b>Faculty Intent</b> | <i>Understanding the past, exploring the present and making global citizens of the future</i>                             |

|                                       |                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
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| <b>Subject Intent</b>                 | “To develop students’ creativity and criticality through engagement with literature and the cultural and creative industries. To equip students with the confidence, communication skills and ability to play that will allow them to be successful citizens of the future.              |          |                                                                                                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| <b>Exam Board &amp; Specification</b> |                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
|                                       | <b>Term 1</b>                                                                                                                                                                                                                                                                            |          | <b>Term 2</b>                                                                                                                                                                                                                                                                                                                                     |          | <b>Term 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |
|                                       | <b>1</b>                                                                                                                                                                                                                                                                                 | <b>2</b> | <b>3</b>                                                                                                                                                                                                                                                                                                                                          | <b>4</b> | <b>5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>6</b> |
| <b>Topic Name</b>                     | Component 1, Section B                                                                                                                                                                                                                                                                   |          | Mock Component 2                                                                                                                                                                                                                                                                                                                                  |          | Component 3                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
| <b>Key Content</b>                    | Blood Brothers<br>Practical Exploration of the text linked to written exam questions                                                                                                                                                                                                     |          | Devising                                                                                                                                                                                                                                                                                                                                          |          | Texts in Practice<br>(Final component 3 practical exam)                                                                                                                                                                                                                                                                                                                                                                                       |          |
| <b>Intent</b>                         |                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| How does this link to your intent?    | Development of creativity through embodiment of characters.<br>Development of criticality through engagement with literature.                                                                                                                                                            |          | Students create their own piece of theatre based on a stimulus and evaluate the success of their work developing creativity sand criticality. Awareness of cultural industries by looking at the methods of professional practitioners.                                                                                                           |          | Development of creativity through embodiment of characters. Development of criticality through engagement with literature and reflection on their own work.                                                                                                                                                                                                                                                                                   |          |
| <b>Sequencing</b>                     |                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| Why this and why now?                 | Exploration of key text needed for exam in Year 11. Start with this to allow students to work collaboratively at the beginning of the course. Students also get to practice key skills for Component 1 and 3 for later in the course. Development vocabulary needed later in the course. |          | Students need to develop their awareness of the work of practitioners and their ability to create a piece of theatre independently ready for their Component 2 exam. Students also need to understand the need to document their creative work in order to pass this aspect of the course. Students move from a more familiar style of theatre in |          | Teacher knows students’ strengths well enough to support with appropriate texts for final practical exam. Students have had chance to practice skills in Term 1 and develop and awareness of how theatre can be performed effectively in Term 2. Also, students will have then completed a GCSE exam and one of the components of the GCSE course before Y11 Giving more time for exam revision at the end of the course (60%) of GCSE grade. |          |

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|                                                          |                                                                                                                                                                                                                                                                              | term 1 to non-naturalistic practitioners in term 2.                                                                                                                                                                         |                                                                                                                                                                                                                                                                                               |
| <b>Key concepts / Vocabulary</b>                         |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |
| 12 or less                                               | <ul style="list-style-type: none"> <li>Given Circumstances</li> <li>Vocal skills</li> <li>Physical skills</li> <li>Context</li> <li>Blocking</li> <li>Performance Space</li> <li>Interaction</li> <li>Interpretation</li> <li>Design</li> <li>Artistic intentions</li> </ul> | <ul style="list-style-type: none"> <li>Devising</li> <li>Improvisation</li> <li>Purpose</li> <li>Practitioner</li> <li>Dramatic Irony</li> <li>Thought-Tracking</li> <li>Characterisation</li> <li>Forum Theatre</li> </ul> | (Dependent on chosen texts) <ul style="list-style-type: none"> <li>Subtext</li> <li>Duologue</li> <li>Units</li> <li>Objectives</li> <li>Super Objectives</li> <li>Given Circumstances</li> <li>The Magic 'if'</li> <li>Emotion Memory</li> <li>Levels</li> <li>Artistic Intention</li> </ul> |
| <b>Learning Outside the Classroom / Cultural Capital</b> |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |
| Opportunities                                            | Watch recorded production<br>Performance of extracts                                                                                                                                                                                                                         | Watch recording of practitioner's work.                                                                                                                                                                                     | Online workshops with professional actors.<br>Watching professional performances.                                                                                                                                                                                                             |
| <b>Homework</b>                                          |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |
| Description                                              | Learning lines<br>Research linked to context of play<br>Practice exam questions                                                                                                                                                                                              | Complete reflective devising log to document devising process.                                                                                                                                                              | Learning Lines<br>Rehearsing Scenes<br>Completing written reflective log of rehearsal process and performance.                                                                                                                                                                                |
| <b>Assessment</b>                                        |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                               |
| Type                                                     | Mock component 3 Practical assessment<br>Lower stakes assessment of written exam questions                                                                                                                                                                                   | Mock Component 2<br>Practical assessment of devised piece<br>Assessment of written devising log                                                                                                                             | Final Component 3 Exam<br>Practical assessment of performance in 2 extracts of a play<br>Written assessment of reflective and evaluative report on performance.                                                                                                                               |

|                                           |                                                                                                                                                              |                                                                                                                                  |                                               |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Why this style of assessment and why now? | Introduction to both practical and written mark schemes for component 1 (written) and 3 (practical) to prepare students for final exams later in the course. | Introduction to both practical and written mark schemes for component 2 to prepare students for final exams later in the course. | Final assessment as prescribed by exam board. |
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## Y11

|                                       |                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                    |          |
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| <b>School Vision</b>                  | <b>Challenging all of our students supportively to become confident and curious enhancing lives now and in the future</b>                                                                                                                                                   |          |                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                    |          |
| <b>Faculty Intent</b>                 | <i>Understanding the past, exploring the present and making global citizens of the future</i>                                                                                                                                                                               |          |                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                    |          |
| <b>Subject Intent</b>                 | “To develop students’ creativity and criticality through engagement with literature and the cultural and creative industries. To equip students with the confidence, communication skills and ability to play that will allow them to be successful citizens of the future. |          |                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                    |          |
| <b>Exam Board &amp; Specification</b> |                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                    |          |
|                                       | <b>Term 1</b>                                                                                                                                                                                                                                                               |          | <b>Term 2</b>                                                                                                                                                                                                                                            |          | <b>Term 3</b>                                                                                                                                                                                                                                                                                      |          |
|                                       | <b>1</b>                                                                                                                                                                                                                                                                    | <b>2</b> | <b>3</b>                                                                                                                                                                                                                                                 | <b>4</b> | <b>5</b>                                                                                                                                                                                                                                                                                           | <b>6</b> |
| <b>Topic Name</b>                     | Component 2 – Devising                                                                                                                                                                                                                                                      |          | Component 1, Section C – Live Theatre Evaluation                                                                                                                                                                                                         |          | Component 1 (Section A, B, C) - Examination Revision                                                                                                                                                                                                                                               |          |
| <b>Key Content</b>                    |                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                    |          |
| <b>Intent</b>                         |                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                    |          |
| How does this link to your intent?    | Students create their own piece of theatre based on a stimulus and evaluate the success of their work developing creativity sand criticality. Awareness of cultural industries by looking at the methods of professional practitioners.                                     |          | Watching and evaluating a theatre performance theatre will increase students' awareness of how design and performance aspects contribute t the overall effectiveness of a piece and therefore increase their awareness of the wider creative industries. |          | Requires students to have an understanding of the performance industries and of both performance and technical skills and how they create meaning. Develops students understanding and criticality as they must present their own theatrical ideas and evaluate professional practitioners’ ideas. |          |

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|                                                          |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Sequencing</b>                                        |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                           |
| Why this and why now?                                    | Final assessment as prescribed by exam board.                                                                                                                                                                                                                                                  | Required for Component 1 final assessment (exam) as prescribed by exam board. Students' experience of performing and evaluating during earlier parts of the course will allow them to have greater depth of understanding and criticality when evaluating a professional performance.                                                                                                              | Revision for final GCSE written exam which students will sit in the summer term (60% of final GCSE Grade).                                                                                                                                                                                                                                                                                |
| <b>Key concepts / Vocabulary</b>                         |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                           |
| 12 or less                                               | <p>Dependent on approaches chosen by students.</p> <ul style="list-style-type: none"> <li>• Devising</li> <li>• Improvisation</li> <li>• Purpose</li> <li>• Practitioner</li> <li>• Dramatic Irony</li> <li>• Thought-Tracking</li> <li>• Characterisation</li> <li>• Forum Theatre</li> </ul> | <p>(Dependent on production chosen for study based on what can be streamed at the time)</p> <ul style="list-style-type: none"> <li>• angling</li> <li>• birdie</li> <li>• blackout</li> <li>• transition</li> <li>• Dialogue</li> <li>• Blocking/Spacing</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Diegetic/non diegetic</li> <li>• Flat</li> <li>• Proscenium Arch</li> </ul> | <ul style="list-style-type: none"> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Technical aspects</li> <li>• Staging configurations</li> <li>• Characterisation</li> <li>• Effect on the audience</li> <li>• Direction</li> <li>• Narrative arc</li> <li>• Set &amp; props</li> <li>• Scenic Design</li> <li>• Costume Design</li> <li>• Lighting and Sound Design</li> </ul> |
| <b>Learning Outside the Classroom / Cultural Capital</b> |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                           |

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| Opportunities                             | Watch recording of practitioner's work.                                                                                                                   | Live Theatre Trip to Limassol or Kurion                                                                           | Performing sections to help students articulate choices they need to express in written form. |
| <b>Homework</b>                           |                                                                                                                                                           |                                                                                                                   |                                                                                               |
| Description                               | Complete reflective devising log to document devising process.                                                                                            | Complete notes<br>Revision cards<br>Practice exam questions or parts of a full exam question                      | Revision cards and notes<br>Practice exam questions                                           |
| <b>Assessment</b>                         |                                                                                                                                                           |                                                                                                                   |                                                                                               |
| Type                                      | Final Component 2 Exam<br>Practical assessment of performance of devised piece.<br>Written assessment of reflective and evaluative report on performance. | Practice Exam Questions – Component 1 Section C - 'Live Theatre Evaluation'.                                      | Written GCSE Component 1 exam.                                                                |
| Why this style of assessment and why now? | Final assessment as prescribed by exam board.                                                                                                             | Practice of essay question which will be in students' final GCSE written examination as prescribed by exam board. | Final Component 1 examination as prescribed by exam board.                                    |

## Y12

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| <b>School Vision</b>                  | <b>Challenging all of our students supportively to become confident and curious enhancing lives now and in the future</b>                                                                                                                                                   |          |               |          |               |          |
| <b>Faculty Intent</b>                 | <i>Understanding the past, exploring the present and making global citizens of the future</i>                                                                                                                                                                               |          |               |          |               |          |
| <b>Subject Intent</b>                 | "To develop students' creativity and criticality through engagement with literature and the cultural and creative industries. To equip students with the confidence, communication skills and ability to play that will allow them to be successful citizens of the future. |          |               |          |               |          |
| <b>Exam Board &amp; Specification</b> |                                                                                                                                                                                                                                                                             |          |               |          |               |          |
|                                       | <b>Term 1</b>                                                                                                                                                                                                                                                               |          | <b>Term 2</b> |          | <b>Term 3</b> |          |
|                                       | <b>1</b>                                                                                                                                                                                                                                                                    | <b>2</b> | <b>3</b>      | <b>4</b> | <b>5</b>      | <b>6</b> |

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| <b>Topic Name</b>                                        |                                                                                                                                  |                                                                                                                                  |  |  |
| <b>Key Content</b>                                       |                                                                                                                                  |                                                                                                                                  |  |  |
| <b>Intent</b>                                            |                                                                                                                                  |                                                                                                                                  |  |  |
| How does this link to your intent?                       |                                                                                                                                  |                                                                                                                                  |  |  |
| <b>Sequencing</b>                                        |                                                                                                                                  |                                                                                                                                  |  |  |
| Why this and why now?                                    |                                                                                                                                  |                                                                                                                                  |  |  |
| <b>Key concepts / Vocabulary</b>                         |                                                                                                                                  |                                                                                                                                  |  |  |
| 12 or less                                               | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> |  |  |
| <b>Learning Outside the Classroom / Cultural Capital</b> |                                                                                                                                  |                                                                                                                                  |  |  |
| Opportunities                                            |                                                                                                                                  |                                                                                                                                  |  |  |
| <b>Homework</b>                                          |                                                                                                                                  |                                                                                                                                  |  |  |
| Description                                              |                                                                                                                                  |                                                                                                                                  |  |  |

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| <b>Assessment</b>                         |  |  |  |  |  |
| Type                                      |  |  |  |  |  |
| Why this style of assessment and why now? |  |  |  |  |  |

Y13

|                                       |                                                                                                                                                                                                                                                                             |          |               |          |               |          |
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| <b>School Vision</b>                  | <b>Challenging all of our students supportively to become confident and curious enhancing lives now and in the future</b>                                                                                                                                                   |          |               |          |               |          |
| <b>Faculty Intent</b>                 | <i>Understanding the past, exploring the present and making global citizens of the future</i>                                                                                                                                                                               |          |               |          |               |          |
| <b>Subject Intent</b>                 | “To develop students’ creativity and criticality through engagement with literature and the cultural and creative industries. To equip students with the confidence, communication skills and ability to play that will allow them to be successful citizens of the future. |          |               |          |               |          |
| <b>Exam Board &amp; Specification</b> |                                                                                                                                                                                                                                                                             |          |               |          |               |          |
|                                       | <b>Term 1</b>                                                                                                                                                                                                                                                               |          | <b>Term 2</b> |          | <b>Term 3</b> |          |
|                                       | <b>1</b>                                                                                                                                                                                                                                                                    | <b>2</b> | <b>3</b>      | <b>4</b> | <b>5</b>      | <b>6</b> |
| <b>Topic Name</b>                     |                                                                                                                                                                                                                                                                             |          |               |          |               |          |
| <b>Key Content</b>                    |                                                                                                                                                                                                                                                                             |          |               |          |               |          |
| <b>Intent</b>                         |                                                                                                                                                                                                                                                                             |          |               |          |               |          |
| How does this link to your intent?    |                                                                                                                                                                                                                                                                             |          |               |          |               |          |
| <b>Sequencing</b>                     |                                                                                                                                                                                                                                                                             |          |               |          |               |          |

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| Why this and why now?                             |                                                                                                                         |  |                                                                                                                         |  |  |  |
| Key concepts / Vocabulary                         |                                                                                                                         |  |                                                                                                                         |  |  |  |
| 12 or less                                        | <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul> |  | <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul> |  |  |  |
| Learning Outside the Classroom / Cultural Capital |                                                                                                                         |  |                                                                                                                         |  |  |  |
| Opportunities                                     |                                                                                                                         |  |                                                                                                                         |  |  |  |
| Homework                                          |                                                                                                                         |  |                                                                                                                         |  |  |  |
| Description                                       |                                                                                                                         |  |                                                                                                                         |  |  |  |
| Assessment                                        |                                                                                                                         |  |                                                                                                                         |  |  |  |
| Type                                              |                                                                                                                         |  |                                                                                                                         |  |  |  |
| Why this style of assessment and why now?         |                                                                                                                         |  |                                                                                                                         |  |  |  |

