

<b>Subject: Performing Arts</b>		<b>Year group: 9</b>	
<b>Review:</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Content Covered</b>	Shakespeare- History of Theatre, Elizabethan staging, Iambic pentameter through the study of one specific Shakespeare play.	This unit will focus on the ideas and work of a recognised theatrical practitioner. Students will be required to create a devised piece of theatre using these ideas. Students can choose a technical option for this performance and can be assessed on lighting or sound design for this project.	Theatre in Practise. Students will study a live theatre production and look at the production methods behind it including set design and costume. Students will learn how to design a set, costume and make up and be able to write about it in exam conditions.
<b>Assessment Method</b>	Filmed practical performance using the GCSE Component 2 practical marking criteria.	Filmed practical performance which will be marked using the Component 1 devised performance criteria from the GCSE specification.	Students will be assessed through a written exam on a detailed review of a live piece of theatre and they will be asked to stage a key scene from a play they have studied.
<b>Teacher &amp; Department Responses</b>	Students will be given a grade which will be reviewed against their end of year 8 grade. Any students identified as performing below their last grade will be given individual teacher support during rehearsals on the next project.	Students will be given a grade and any students identified as underperforming will be given individual teacher support during rehearsals on the next project. Progress will be checked against the last performance and any students who have underperformed will also be given extra support. Students who have gained outstanding in both previous assessments will be given the opportunity to develop further key skills for their next project.	This is an opportunity to sit a written exam in a GCSE format and an opportunity for teachers to identify students who have underperformed on the exam who need to be given extra support with written responses or technical vocabulary. It is also an opportunity to look at how answers can be pushed into the top marking band when the exam responses are reviewed with the students.