

## GSA Curriculum Map (2022-23): Drama

### We aim to develop students of Drama who:

- develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches;
- develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation;
- create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
<b>Year 7</b>						
<b>Topic Covered</b>	'Charlie And the Chocolate Factory'	Ishi_ Native Americans	Drama Skills		William Towers	Advert Challenge
<b>Knowledge deepened</b>	Drama conventions Including freeze frame, mime and through tracks Character creation	Native American culture Drama conventions including freeze frame, mime and through tracks Character creation. Teacher in Role experience. Performance skills experience	Drama conventions including freeze frame, mime and through tracks Understanding how to improvise Character creation and development How to present and perform with confidence Developing use and understanding of production components such as lighting How to use the lighting board		Victorian era Historical context as stimuli Key Drama conventions revisited Using historical documents for research How to present and perform with confidence	Key Drama conventions How to present and perform with confidence Different presentation formats Creative thinking
<b>Skills developed</b>	Introduction to Drama as a subject. Basic Drama conventions and skills will be taught using 'Charlie and the Chocolate Factory' as inspiration for the work	Cultural/Historical topic, developing realistic characters and empathetic skills - Students will develop a writing in role skill alongside a storyboarding focus	Module focuses on the development of Acting/Presentation skills. A focus on Improvisation skills including; quick, creative thinking and character building. Learners will develop confidence as a presenter/performer. Our approach will be to use a Naturalistic Improvised style of performance work		Using a story set in the Victorian era, learners explore characters from a different period. Historical research will provide learners with a true story, which they will use drama skills to present in a performance format	Learners will explore a 'The Apprentice' style module, developing a product to solve a problem. Using the presentation and performance skills developed across the year, they will plan and deliver a stylised 'Infomercial' for their product

<b>Links to National Curriculum or Specification</b>	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language, 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing
<b>Flagship Link</b>	<b>Music &amp; Drama</b> - HT 4 Body Percussion and Poetry				
<b>Cross Curriculum Connections</b>				HISTORY Yr8, HT3 Crime and Punishment	Design Technology Yr8 (rotation) Yr8 Problem Solving

<b>Resources to support learning</b>	All resources linked to each module can be found in the form group's Google Classroom in lesson by lesson powerpoints.
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**Year 8**

<b>Topic Covered</b>	Rosa Parks	Murder Mystery	Christmas Carol	Scripted module - Blood Brothers
<b>Knowledge deepened</b>	Historical and cultural context as stimuli Key Drama conventions, intro of Conscience alley Performance techniques Character development Developing a performance structure	Character development Understanding 'stereotypes' within a style Developing stories/plot lines Performance techniques	Historical context as stimuli Developing use and understanding of production components such as sound Developing use and understanding of production components such as lighting Performance techniques How to develop mood and atmosphere Introduction to physical theatre	How to read and understand a script Character development Developing stories/plot lines Performance techniques and staging Introduction to principles of set design Line learning

<b>Skills developed</b>	Learners will explore a sensitive historical race issue using empathy and non naturalistic performance techniques. Developing characters and scenes to recreate aspects of the Rosa Parks Story. Students will explore Conscience Alley, advanced role play and direct address, to be presented practically.	Learners will explore the module using a Murder Mystery story at the heart of the topic. Developing Characters and plot lines students will work to storyboard a full storyline as well as script a key scene from within their plan, to be presented practically.	Module Focus on mood and atmosphere creation. Advance Physical theatre exploration with the introduction of Soundscapes, Alienation and Conscience Alley practical techniques. Ghost story practical assessment for Half term 3. Lighting desk revision and advanced colour mixing workshop. Developing a non naturalistic performance from a section of the Christmas Carol Story with all skills explored in modules to be presented practically, considering carefully mood and atmosphere.	Script reading will be introduced, followed by performance based character work, relating to extracts from the script. Character identification and work on theme and plot development. Naturalistic performance from a script requires line learning.
<b>Links to National Curriculum or Specification</b>	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing
<b>Flagship Link</b>				
<b>Cross Curriculum Connections</b>	History Y8 HT4 Civil Rights movement.  Personal Development HT3 Y8 Discrimination  Personal Development HT3 Y7 - Diversity		<b>Music</b> Y7 HT3/4 Play and Perform Music	
<b>Resources to support learning</b>	*All resources linked to each module can be found in the form group's Google Classroom in lesson by lesson powerpoints.			
<b>Year 9</b>				
<b>Topic Covered</b>	Comedy	Greek Theatre	Live Theatre Review and Devised project	Scripted Theatre - Noughts and Crosses
<b>Knowledge deepened</b>	Drama conventions Performance techniques How to present and perform with confidence History of performance	Revisiting key Drama conventions, exploring Greek theatre conventions, such as a Chorus Historical importance of the	How to analyse live theatre Developing stories/plot lines Different presentation formats Research techniques Exploration of meaningful topics	How to read and understand a script Drama conventions Performance techniques Developing use and understanding of production components such as set design

	styles	theatre of greek theatre Historical context as stimuli Introduction to a Greek Tragedy Revisit Physical theatre		Developing use and understanding of production components such as costume design
<b>Skills developed</b>	Learners will explore a very different approach to performance work, looking at taking risks on stage and building confidence. Using physical skills, comic timing and direct communication with audience, students will develop an 'interpretive dance' project inspired by the work of David Armand	Students explore the features of Greek Theatre, ranging from history to the style of performance. Focus on the skills of the Chorus and the team unity required in a stylised performance piece. Students use the story of Antigone to develop performance work using a range of non-naturalistic drama conventions.	Introduction to Creating Theatre in Education (TIE) performances, and the elements of Set Design. Working in groups to create a TIE performance or a Set Design portfolio, learners will experience the choice and time management linked to developing an assessed project	Script reading. Character identification and work on theme and plot development. Naturalistic performance from a script requires line learning. Introduction to Set and Costume design Student assessment can be completed from the perspective of a performer or designer (Costume or Set)
<b>Links to National Curriculum or Specification</b>	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing GCSE_AO1(Pg 21) - Create and develop ideas to communicate meaning for theatrical performance GCSE_AO2 - Apply theatrical skills to realise artistic intentions in live performance	NC 6.2 Spoken Language 6.3 Reading and writing
<b>Flagship Link</b>				
<b>Cross Curriculum Connections</b>			<b>Design and Technology</b> - Y9 Set design	
<b>Resources to support learning</b>	*All resources linked to each module can be found in the form group's Google Classroom in lesson by lesson powerpoints		*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://dramaresource.com/devising-theatre/">https://dramaresource.com/devising-theatre/</a> <a href="https://www.theguardian.com/culture-professionals-network/2014/dec/16/devised-theatre-ten-tips-collaboration">https://www.theguardian.com/culture-professionals-network/2014/dec/16/devised-theatre-ten-tips-collaboration</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints

## Year 10

<b>Topic Covered</b>	Practitioners knowledge/ Comp 1 ' Devising Theatre' (Spec page 8)	Practitioner Knowledge	Comp 1' Devising Theatre' NEA	Comp 3 'Interpreting Theatre' (Spec page 19) prep. Live Theatre Review Knowledge performance and design skill analysis	Comp 3 prep 'Interpreting Theatre' - Set Text Exploration - Noughts and crosses, Plot, character, social hierarchy, costume and set design	Comp 3 prep 'Interpreting Theatre' - Examination Preparation
<b>Knowledge deepened</b>	Understanding a range of practitioners (Stanislavski/Frantic Assembly/Theatre in Education) Developing stories/plot lines Different presentation formats Developing performance confidence	Using a practitioner style as stimuli Application of practitioner theories Creative thinking linked to a stimuli Devising stories/plot lines and scripts Developing stories/plot lines Different presentation formats		How to analyse live theatre, acting, directing the technical elements and audience responses Exam technique Developing personal critical evaluation skills	How to read and understand a script Performance techniques Developing use and understanding of production components such as set design Developing use and understanding of production components such as sound Developing use and understanding of production components such as lighting	Exam technique How to articulate ideas as an actor, director or designer Developing concepts for a set text Interpreting live theatre into a review
<b>Skills developed</b>	Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski and Berkoff.	Students explore the practitioner theory and practice of Theatre in Education. Students are grouped to respond to a stimulus, and to devise their own performance work using the theory of the selected practitioner. Students must also develop an online log, written document to support their performance work, which is assessed alongside the performance.		In Preparation for Comp 3 examination, learners will watch a piece of 'Live Theatre' and work to complete a Live Theatre Review for section B of the exam paper	Students are introduced to set text Noughts and Crosses Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors.	Students explore the types of exam questions you can get on a drama paper and how to break them down
<b>Links to Specification Eduqas_ <a href="#">Specification</a></b>	AO1(Pg 22) - Create and develop ideas to communicate meaning for theatrical performance AO2 - Apply theatrical skills to realise artistic intentions in live performance AO4 - Analyse and evaluate their own work and the work of others.			AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others	AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others	AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others
<b>Flagship Link</b>						

<b>Cross Curriculum Connections</b>				<b>English Yr 10 HT 6, Analysing dramatic effects</b>		
<b>Resources to support learning</b>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zsbjn39/revision/1">https://www.bbc.co.uk/bitesize/guides/zsbjn39/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zmmvhbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zmmvhbk/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zk8tqp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zk8tqp3/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zmmvhbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zmmvhbk/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zk8tqp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zk8tqp3/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zkjsxyc/revision/1">https://www.bbc.co.uk/bitesize/guides/zkjsxyc/revision/1</a>	AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zvr28xs/revision/1">https://www.bbc.co.uk/bitesize/guides/zvr28xs/revision/1</a>
<b>Year 11</b>						
<b>Topic Covered</b>	Comp 3 Prep 'Interpreting Theatre'	Comp 2 (Spec Pg13) 'Performing from a text'	Comp 2 (Spec Pg13) 'Performing from a text'	Comp 3 Prep 'Interpreting Theatre'		
<b>Knowledge deepened</b>	How to read and understand a script Performance techniques Developing use and understanding of production components such as set design Developing use and understanding of production components such as sound Developing use and understanding of production components such as lighting	How to read and understand a script Understanding a full text and how to select extracts for performance Developing a character for performance Production values (Lighting, sound, costume, staging) Rehearsal techniques		Decoding exam questions Examination technique How to read and understand a script Performance techniques Developing use and understanding of production components such as set design Developing use and understanding of production components such as sound Developing use and understanding of production components such as lighting Reviewing live theatre		
<b>Skills developed</b>	Students are re-introduced to set text DNA by Dennis Kelly. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors	Working alone or in small groups learners will work towards a scripted performance, or design presentation. Line Learning. Page to stage techniques. Rehearsal techniques. Naturalistic performance work. Confidence in role. Design concepts *Examined by a visiting examiner		Students revise the set text DNA by Dennis Kelly. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors. Students explore the types of exam questions you can get on a drama paper and how to break them down  **Please note, there will be separate key assessments for each half term of progress towards the final examination. Please see the 'Our Curriculum' booklet for details		

	and directors. Students explore the types of exam questions you can get on a drama paper and how to break them down			
<b>Links to Specification</b> Eduqas_ <a href="#">Specification</a>	AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others	AO1 - Create and develop ideas to communicate meaning for theatrical performance AO2 - Apply theatrical skills to realise artistic intentions in live performance AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed	AO1 - Create and develop ideas to communicate meaning for theatrical performance AO2 - Apply theatrical skills to realise artistic intentions in live performance AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed	AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others
<b>Flagship Link</b>			<b>English &amp; Drama</b> - Analysing characters, plots, themes and settings of the play.	
<b>Cross Curriculum Connections</b>	<b>English Yr 9 HT 6, Analysing dramatic effects</b>  <b>English Y11 HT1 Explorations in creative writing</b>	<b>Music YR 11 HT 1 , Unit 1 Performing</b>	<b>Music YR 11 HT 1 , Unit 1 Performing</b>	<b>English Yr 10 HT 6, Analysing dramatic effects</b>
<b>Resources to support learning</b>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zmmvbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zmmvbk/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zk8tp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zk8tp3/revision/1</a>		*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/znydrj6/revision/1">https://www.bbc.co.uk/bitesize/guides/znydrj6/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zvr28xs/revision/1">https://www.bbc.co.uk/bitesize/guides/zvr28xs/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1">https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1</a>

## Year 12

Topic Covered	Practitioner Knowledge and experimentation Comp 1 "Theatre Workshop"	Comp 1 "Theatre Workshop" Set text Study Begin devising process	Comp "Text In Performance" Set Text - Hedda Gabler	Comp 3 "Text In Performance" Set Text - Accidental Death of an Anarchist	Comp 2 Initial stimulus work
<b>Knowledge deepened</b>	Understanding a range of practitioners (STanislavski/Brecht/Commedia Dell Art/Frantic Assembly/Boal/Verbatim) Developing Understanding theatrical style Different presentation formats	Historical and social context Working from a set text Adapting original play concept to meet an new artistic intention Applying knowledge of practitioners Developing stories/plot lines	Historical and social context How to articulate ideas as an actor, director or designer	Historical and social context How to articulate ideas as an actor, director or designer	Responding to stimuli Research and selection of a text Rehearsing techniques, line learning Creative thinking Researching skills
<b>Skills developed</b>	Research and practical exploration tasks of a range of practitioners, (Actual practitioners studied will be determined by cohort) Stanislaski, Brecht, Artaud, Boal, Commedia Dell'Arte, Frantic Assembly, Gecko, KneeHigh Theatre, Punch Drunk, Verbatim Theatre. **Practitioners list is not exhaustive, best fit for group will be considered	Set text (selection of texts pg29 for cohort) will be selected for the group and studied. Historical and social content will be examined alongside the development of performance research and idea development. performance to a live audience for assessment (20% of ALevel) Internally assessed - externally moderated	Study of Pre-1956 text Hedda Gabler. Review social and cultural aspects of the play. Explore roles of and ideas for Actor, director and designer.  Please note this module merges into HT5, where the focus will be on examination skills Exam writing styles and practice.	Study of Post-1956 text Accidental Death of an Anarchist. Review social and cultural aspects of the play. Explore roles of and ideas for Actor, director and designer.  Please note this module merges into HT6, where the focus will be on examination skills Exam writing styles and practice.	Initial stimulus and research work, linking to the set stimuli from the board
<b>Links to Specification Eduqas <a href="#">Specification</a></b>	AO1 Make connections between dramatic theory and practice AO2 Realise artistic Intentions AO3 understanding of how drama and theatre is developed and performed	AO1 Make connections between dramatic theory and practice AO2 Realise artistic Intentions AO3 understanding of how drama and theatre is developed and performed	AO1 Make connections between dramatic theory and practice AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others	AO1 Make connections between dramatic theory and practice AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others	AO1 Make connections between dramatic theory and practice AO2 Realise artistic Intentions AO3 understanding of how drama and theatre is developed and



					performed
<b>Flagship Link</b>					
<b>Cross Curriculum Connections</b>	<b>Art - HT5 Personal Study</b>				<b>English</b> HT2 Y12 Explore Literary Texts  <b>English</b> HT3 and HT5 Y13 Analysis of dramatic effect
<b>Resources to support learning</b>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1">https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1">https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints  <a href="https://www.bbc.co.uk/bitesize/guides/zk8tq3/revision/1">https://www.bbc.co.uk/bitesize/guides/zk8tq3/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints

## Year 13

<b>Topic Covered</b>	Comp 2 "Text in Action" Selection of texts, initial ideas, development and devising. Performance and report writing	Comp 2 "Text in Action" Selection of texts, initial ideas, development and devising. Performance and report writing	Comp 3 "Text In Performance" _exam technique review	Comp 3 "Text In Performance" Set Text Sect C - Curious Incident - released material preparation	Comp 3 "Text In Performance" Examination Practice
<b>Knowledge deepened</b>	How to read and understand a script Applying knowledge of practitioners Devising stories/plot lines and scripts Developing stories/plot lines Applying research to practical work Creative thinking and problem solving Production values (lighting, set and sound) Rehearsal techniques		Explore 2 set texts with focus upon historical and cultural features as well as production values  Deeper exploration of decoding exam questions Writing from Actor/Designer/Director position	Study of third new set text and the examination extract Focus on skills as Director/Designer/Director Page to stage techniques and ideas	Examination technique Communication of theatrical concepts in written form Writing from Actor/Designer/Director position

<b>Skills developed</b>	<p>Working within teams, learners develop a scripted and devised performance using Two differing practitioner approaches(learners responsible for selecting the text and theme devised - linking to a board set stimuli). Hard skills will be determined by the selected practitioners. Learners will maintain a working diary and evidence of the developing practical work, which will be used to create the supporting written document. Live performance examination (40%) will take place (date determined by exam board) with the report submitted within 5 working days.</p>	<p>Working within teams, learners develop a scripted and devised performance using Two differing practitioner approaches. (learners responsible for selecting the text and theme of devised - linking to a board set stimuli) Hard skills will be determined by the selected practitioners. Learners will maintain a working diary and evidence of the developing practical work, which will be used to create the supporting written document. Live performance examination (40%) will take place (date determined by exam board) with the report submitted within 5 working days.</p> <p>Where the practical exam has taken place, the curriculum will move forward to Comp 3 focus. **Note, this module will be externally examined by a visiting examiner during HT4</p>	<p>A Revisit to Exam writing styles and practise for the written examination</p>	<p>Detailed preparation of the pre-released section of the play for the examination</p> <p>Exam writing styles and practice.</p>	<p>Learners will revisit the two set texts, prepare for the written examinations a whole</p>	
<b>Links to Specification Eduqas <a href="#">Specification</a></b>			<p>AO1 Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice AO2 Apply theatrical skills to realise artistic intentions in live performance AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p>	<p>AO3 (pg23) Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others</p>	<p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others</p>	<p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others</p>
<b>Flagship Link</b>	<p><b>English and Drama - analysis of dramatic effects</b></p>					
<b>Cross Curriculum Connections</b>					<p><b>English Yr 12 Study of Script and dramatic devices</b></p>	
<b>Resources to support learning</b>	<p>*All resources linked to each module can be found in the form group's Google Classroom in lesson by lesson powerpoints.</p>					