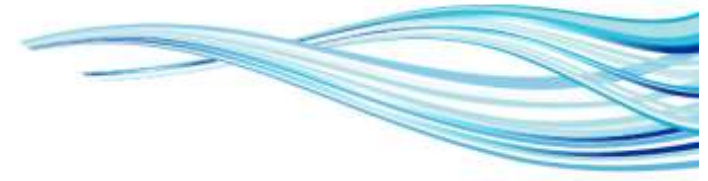




# Sir William Ramsay School

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## Long term overview document for Drama department

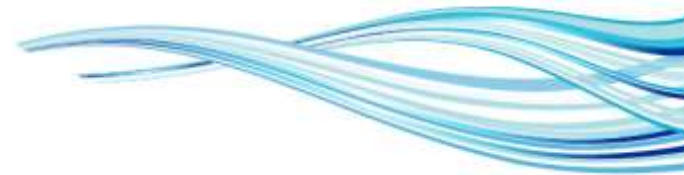
NB: Ongoing Assessments are to be graded and SIR marked.

Year	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7	<p><b>Topic:</b> African Story Telling</p> <p><b>Overall aims:</b> Develop basic drama skills. Pupils will be able to explore a story from a different culture/tradition. Pupils will be able to evaluate own and each other's work</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, P1, P2,, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Using Anasi Story students work collaboratively to use physical theatre in practical work and create a written evaluation. <b>(Homework)</b></p> <p><u>Assessment 2:</u> Final performance of topic. Students select their own moral and work collaboratively to create a performance.</p>	<p><b>Topic:</b> Migration</p> <p><b>Overall aims:</b> To explore using drama techniques why people migrate To gain understanding of different cultures and pressures To be able to respond to a stimulus.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C,4, P1, P2, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Writing in Role – Students should write in role as the character from their hot – seating task. (Lesson 3</p> <p><b>Homework)</b></p> <p><u>Assessment 2:</u> Final performance – Showing the struggle of migration. (Lesson 6)</p>	<p><b>Topic:</b> TV Genres</p> <p><b>Overall aims:</b> To understand conventions of a variety of TV genres Understand differences and similarities between TV drama and the theatre Understand what influence TV and media have on society and vice versa. To begin to develop characterisation skills.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Creation and performance of a soap opera. Evaluation of final performance. (Lesson 5 <b>Homework)</b></p>	<p><b>Topic:</b> Clowning</p> <p><b>Overall aims:</b> To be able to use specific movement in a performance To be able to consider the audience. To be able to portray a characters emotions.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1</u> Character design. (Lesson 3 <b>Homework)</b></p> <p><u>Assessment 2:</u> Final performance – clown routine. Creating character, use of space and consideration of audience.</p>	<p><b>Topic:</b> Victorians</p> <p><b>Overall aims:</b> To be able to consider a history and culture in performance. To be able to build a character To be able to perform a clear character.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Role on the wall. (Lesson 3 <b>Homework)</b></p> <p><u>Assessment 2:</u> Final performance – Students work in small groups to develop their own Victorian Courtroom scene.</p>	<p><b>Topic:</b> Evacuees</p> <p><b>Overall aims:</b> To be able to consider the emotions of different characters. To identify aspects of a script. To explore a scripted scene. To create a basic script.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Performance of group scripted scene. (Scripted work set as <b>homework)</b></p>



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<p>Year 8</p>	<p><b>Topic: 1920s Gangsters</b></p> <p><b>Overall aims:</b> To build and sustain developed characters Experiment with space and staging. To develop the use of dramatic techniques.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><b>Ongoing Assessments ( 9-1 specific):</b> <u>Assessment 1:</u> Character design – Role on the wall. (See Lesson 4 <b>Homework)</b></p> <p><u>Assessment 2:</u> Final performance. Creating and sustaining a role in performance. (Lesson 6)</p>	<p><b>Topic: Bens Story</b></p> <p><b>Overall aims:</b> To be able to use mediums and elements for specific effect. To explore movement and gesture when creating a character. To experiment with establishing a mood for an audience.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Final performance using movement, mime and gesture. Trying to establishing an atmosphere for an audience. (See lesson 6) Evaluation of performance. <b>(Homework)</b></p>	<p><b>Topic: Melodrama</b></p> <p><b>Overall aims:</b> To understand and be able to recognise the conventions of a theatre genre. To experiment with creating stock characters. To develop an understanding of how theatre has progressed over time.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Students are to create a scripted scene incorporating key elements of Melodrama. (Lesson 3 <b>Homework)</b></p> <p><u>Assessment 2:</u> Students to create a final performance considering how to create characters using movement, mime, gesture and timing. (See Lesson 6)</p>	<p><b>Topic: Mamma Yankees Life Machine.</b></p> <p><b>Overall aims:</b> Use drama techniques such as hot seating and improvisation to explore different situations To explore set scripted sections. To experiment with how to perform with a script.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Performance of scripted scene. (Lesson 5) Students learn the scripted section <b>(Homework)</b></p>	<p><b>Topic: Sweeney Todd</b></p> <p><b>Overall aims:</b> To explore the themes of injustice, revenge and social status. To explore how to use specific techniques within dramatic scenes.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Final performance. Creating and sustain a role. Incorporating specific techniques.</p> <p><u>Assessment 2:</u> Evaluation of group’s final performance. <b>(Homework)</b></p>	<p><b>Topic: Improvisation.</b></p> <p><b>Overall aims:</b> To understand the difference between prepared and spontaneous improvisation. To be able to collaborate with others. To be able to perform with confidence.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Online spelling test through show my homework. <b>(Homework)</b></p> <p><u>Assessment 2:</u> Final performance using a combination of spontaneous and prepared improvisation.</p>



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<p>Year 9</p>	<p><b>Topic: Fame</b></p> <p><b>Overall aims:</b> To understand how we see Fame in today's society. To experiment with creating character. To produce a performance that communicates the pressures of fame by developing a character of your own.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><b>Homework:</b> To research the pressures of fame and find an example of a celebrity who has fallen to pressure.</p> <p><u>Assessment 1:</u> Final performance. Establishing a role and considering appropriate techniques and structure.</p>	<p><b>Topic:</b> Old Age Project.</p> <p><b>Overall aims:</b> To be able to create ideas from a stimulus To work creatively within a group To be able to structure a piece of idea To explore different means of communicating a story. To be able to educate an audience using a piece of Drama.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> To create a piece of writing in role. (See Lesson 3 Old Man Image. <b>Homework</b>)</p> <p><u>Assessment 2:</u> Final performance based on a T.I.E topic of their choice.</p>	<p><b>Topic:</b> Let Him Have It</p> <p><b>Overall aims:</b> To investigate and explore the phrase 'Let Him Have It', how could it be interpreted. To explore a case of injustice To continue to develop and sustain characters in performance. To experiment with different techniques and use of space.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1</u> Students to create a brief log book of the exploration of the topic. Noting what they have done in lessons and what they have learnt. <b>(Homework)</b></p> <p><u>Assessment 2:</u> Final performance based on the topic including the use of flashback.</p>	<p><b>Topic: Warden X</b></p> <p><b>Overall aims:</b> To explore how to present power and status on stage To experiment with how to work collaboratively in order to create an effective stage image. To continue to build and sustain effective characters.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1</u> Final performance (see lesson 6)</p> <p><u>Assessment 2</u> Evaluation of own and group performance. <b>(Homework)</b></p>	<p><b>Topic: Jewish Ghetto</b></p> <p><b>Overall aims:</b> To explore how to create a specific mood/atmosphere in performance. Students will use drama techniques to explore the holocaust and how people must have felt when they were being persecuted.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Students to create a brief log book of the exploration of the topic. Noting what they have done in lessons and what they have learnt. <b>(Homework)</b></p> <p><u>Assessment 2:</u> Final performance using movement, mime gesture and music in order to create an atmosphere for an audience.</p>	<p><b>Topic: Devising</b></p> <p><b>Overall aims:</b> To respond to stimulus To experiment with different ideas To incorporate/select different dramatic techniques in performance work To work collaboratively to develop structured performances.</p> <p><b>9-1 subject specific areas/skills covered across topic:</b> C1, C2, C3, C4, P1, P2, P3, P4, R1, R2, R3, R4</p> <p><u>Assessment 1:</u> Preparation work for assessment <b>(Homework)</b></p> <p><u>Assessment 2:</u> Final devised performance. (See Lesson 6)</p>
<p>Year 10</p>	<p><b>Topic: Preparation Performance and Production</b></p>	<p><b>Topic: Preparation Performance and Production</b></p>	<p><b>Topic: Individual Showcase</b></p>	<p><b>Topic: Individual Showcase</b></p>	<p><b>Topic: Individual Showcase</b></p>	<p><b>Topic: Acting Skills</b></p> <p><b>Overall aims:</b></p>



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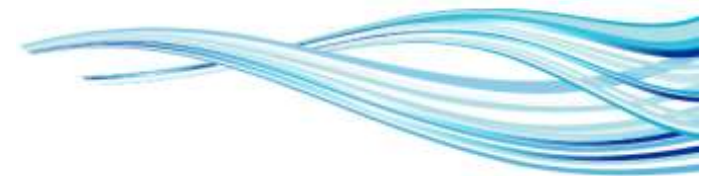
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<p><b>Overall aims:</b> A Take part in the preparations for a live performance B Demonstrate performance or production skills and techniques in a performance.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b> Unit 2 – For BTEC Level ½ Performing arts (Acting). Performance, Evaluation, Rehearsal, development, structure, character, research.</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of use of research to influence practical work</li> <li>• Development of character</li> <li>• Notes and reflection of practical work.</li> </ul>	<p><b>Overall aims:</b> A Take part in the preparations for a live performance B Demonstrate performance or production skills and techniques in a performance.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b> Unit 2 – For BTEC Level ½ Performing arts (Acting). Performance, Evaluation, Rehearsal, development, structure, character, research.</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of use of script practical work</li> <li>• Development of character</li> <li>• Experimenting with staging.</li> <li>• Learning of lines</li> <li>• Notes and reflection of practical work.</li> </ul>	<p><b>Overall aims:</b> A Understand the skills required for the selected progression opportunity B Present a self-promotional response to the selected progression opportunity.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b> Unit 1 – For BTEC Level ½ Performing Arts (acting). External assessment. Performing. Rehearsing, interpreting, presentation, persuade.</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of monologue work</li> <li>• Learning lines</li> <li>• Use of movement</li> <li>• Use of Voice</li> <li>• Building a character</li> <li>• Presentation</li> </ul>	<p><b>Overall aims:</b> A Understand the skills required for the selected progression opportunity B Present a self-promotional response to the selected progression opportunity.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b> Unit 1 – For BTEC Level ½ Performing Arts (acting). External assessment. Performing. Rehearsing, interpreting, presentation, persuade.</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of monologue work</li> <li>• Learning lines</li> <li>• Use of movement</li> <li>• Use of Voice</li> <li>• Building a character</li> <li>• Presentation</li> </ul>	<p><b>Overall aims:</b> A Understand the skills required for the selected progression opportunity B Present a self-promotional response to the selected progression opportunity.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b> Unit 1 – For BTEC Level ½ Performing Arts (acting). External assessment. Performing. Rehearsing, interpreting, presentation, persuade.</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of monologue work</li> <li>• Learning lines</li> <li>• Use of movement</li> <li>• Use of Voice</li> <li>• Building a character</li> <li>• Presentation</li> </ul>	<p>A Explore and develop your acting skills and review your own practice B Use your acting skills within rehearsal and performance.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b> Preparation for Unit 3 for BTEC Level ½ Performing Art (Acting). Exploration of practical skills. Evaluation Reflection. Performance</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>• Mini devised performance (Working with others, Exploration. Use of techniques, performance and development of ideas.</li> </ul>
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		<ul style="list-style-type: none"> <li>Final performance.</li> </ul>	skills <ul style="list-style-type: none"> <li>Letter writing.</li> </ul>	skills <ul style="list-style-type: none"> <li>Letter writing.</li> </ul>	skills <ul style="list-style-type: none"> <li>Letter writing.</li> </ul>	
Year 11	<p><b>Topic: Acting Skills</b></p> <p><b>Overall aims:</b>            A Explore and develop your acting skills and review your own practice            B Use your acting skills within rehearsal and performance.</p> <p><b>BTEC subject specific areas/skills covered across topic: Preparation for Unit 3 for BTEC Level ½ Performing Art (Acting).</b>            Exploration of practical skills.            Evaluation            Reflection.            Performance</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>Mini devised performance (Working with others, Exploration. Use of techniques, performance, documentation of work</li> </ul>	<p><b>Topic: Acting Skills</b></p> <p><b>Overall aims:</b>            A Explore and develop your acting skills and review your own practice            B Use your acting skills within rehearsal and performance.</p> <p><b>BTEC subject specific areas/skills covered across topic: Preparation for Unit 3 for BTEC Level ½ Performing Art (Acting).</b>            Exploration of practical skills.            Evaluation            Reflection.            Performance</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>Mini devised performance (Working with others, Exploration. Use of techniques, performance, documentation of work</li> </ul>	<p><b>Topic: Acting Skills</b></p> <p><b>Overall aims:</b>            A Explore and develop your acting skills and review your own practice            B Use your acting skills within rehearsal and performance.</p> <p><b>BTEC subject specific areas/skills covered across topic: Preparation for Unit 3 for BTEC Level ½ Performing Art (Acting).</b>            Exploration of practical skills.            Evaluation            Reflection.            Performance</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>Mini devised performance (Working with others, Exploration. Use of techniques, performance,</li> </ul>	<p><b>Topic: Acting Skills</b></p> <p><b>Overall aims:</b>            A Explore and develop your acting skills and review your own practice            B Use your acting skills within rehearsal and performance.</p> <p><b>BTEC subject specific areas/skills covered across topic: Preparation for Unit 3 for BTEC Level ½ Performing Art (Acting).</b>            Exploration of practical skills.            Evaluation            Reflection.            Performance</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>Mini devised performance (Working with others, Exploration. Use of techniques, performance,</li> </ul>		





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Year 12	<p><b>Topic: Developing Skills for Live Performance</b></p> <p><b>Overall aims:</b></p> <p><b>A</b> Understand the role and skills of a performer</p> <p><b>B</b> Develop performance skills and techniques for live performance</p> <p><b>C</b> Apply performance skills and techniques in selected styles</p> <p><b>D</b> Review and reflect on development of skills and techniques for live performance</p> <p><b>BTEC subject specific areas/skills covered across topic:</b></p> <p>Exploration of performance techniques. Use of different practitioners, research, building a character, understanding of script. Evaluation Reflection.</p> <p><b>Ongoing Assessments (</b></p>	<p><b>Topic: Developing Skills for Live Performance</b></p> <p><b>Overall aims:</b></p> <p><b>A</b> Understand the role and skills of a performer</p> <p><b>B</b> Develop performance skills and techniques for live performance</p> <p><b>C</b> Apply performance skills and techniques in selected styles</p> <p><b>D</b> Review and reflect on development of skills and techniques for live performance</p> <p><b>BTEC subject specific areas/skills covered across topic:</b></p> <p>Exploration of performance techniques. Use of different practitioners, research, building a character, understanding of script. Evaluation Reflection.</p> <p><b>Ongoing Assessments ( BTEC Specific):</b></p>	<p><b>Topic: Investigating Practitioners Work</b></p> <p><b>Overall aims:</b></p> <p><b>To be able to research theatre practitioners. To consider contextual factors on practitioners To be able to describe own understanding of theatre practitioners. To develop links between Theatre practitioners and scripted/practical work.</b></p> <p><b>BTEC subject specific areas/skills covered across topic:</b></p> <p>Research, evaluation, presentation, note taking, writing to inform, analysis.</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <p>Research tasks Presentation Referencing Written Questions and Essays.</p>	<p><b>Topic: Investigating Practitioners Work</b></p> <p><b>Overall aims:</b></p> <p><b>To be able to research theatre practitioners. To consider contextual factors on practitioners To be able to describe own understanding of theatre practitioners. To develop links between Theatre practitioners and scripted/practical work.</b></p> <p><b>BTEC subject specific areas/skills covered across topic:</b></p> <p>Research, evaluation, presentation, note taking, writing to inform, analysis.</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <p>Research tasks Presentation Referencing Written Questions and Essays.</p>	<p><b>Topic: Investigating Practitioners Work</b></p> <p><b>Overall aims:</b></p> <p><b>To be able to research theatre practitioners. To consider contextual factors on practitioners To be able to describe own understanding of theatre practitioners. To develop links between Theatre practitioners and scripted/practical work.</b></p> <p><b>BTEC subject specific areas/skills covered across topic:</b></p> <p>Research, evaluation, presentation, note taking, writing to inform, analysis.</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <p>Research tasks Presentation Referencing Written Questions and Essays.</p>	Preparation for Year 13.



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	<p><b>BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>- Teacher observation during workshops</li> <li>- Teacher observation during exploration</li> <li>- Teacher observation of performance</li> <li>- Exploration and evaluation notes</li> <li>- Research.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher observation during workshops</li> <li>- Teacher observation during exploration</li> <li>- Teacher observation of performance</li> <li>- Exploration and evaluation notes</li> <li>- Research.</li> </ul>				
Year 13	<p><b>Topic: T.I.E</b></p> <p><b>Overall aims:</b>            1 Know how to research and select suitable ideas for a TIE project            2 Be able to develop an educational performance project            3 Be able to contribute to the realisation of a TIE project.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b>            Research, Evaluating, Exploration, performance,</p>	<p><b>Topic: T.I.E</b></p> <p><b>Overall aims:</b>            1 Know how to research and select suitable ideas for a TIE project            2 Be able to develop an educational performance project            3 Be able to contribute to the realisation of a TIE project.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b>            Research, Evaluating, Exploration, performance, Communication, Working</p>	<p><b>Topic: Applying Acting Styles</b></p> <p><b>Overall aims:</b> 1 Be able to develop characterisation as an actor            2 Be able to develop and rehearse material using different acting styles            3 Be able to perform as an actor using different acting styles.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b></p>	<p><b>Topic: Applying Acting Styles</b></p> <p><b>Overall aims:</b> 1 Be able to develop characterisation as an actor            2 Be able to develop and rehearse material using different acting styles            3 Be able to perform as an actor using different acting styles.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b></p>	<p><b>Topic: Devising Plays</b></p> <p><b>Overall aims:</b>            1 Know how to use stimulus material            2 Know how to develop and shape ideas            3 Be able to rehearse for a devised performance            4 Be able to perform devised drama.</p> <p><b>BTEC subject specific areas/skills covered across topic:</b></p>	<p><b>End of Course</b></p>



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	<p>Communication, Working with others, Performance</p> <p><b>Ongoing Assessments (BTEC Specific):</b>          Research tasks.          Exploration          Performance          Evaluation          Log keeping.</p>	<p>with others, Performance</p> <p><b>Ongoing Assessments (BTEC Specific):</b>          Research tasks.          Exploration          Performance          Evaluation          Log keeping.</p>	<p><b>Analysis, Research, Evaluation, Exploration, Performance, Evaluation, Communication.</b></p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>- Teacher observation during workshops</li> <li>- Teacher observation during exploration</li> <li>- Teacher observation of performance</li> <li>- Exploration and evaluation notes</li> <li>- Research.</li> </ul>	<p><b>Analysis, Research, Evaluation, Exploration, Performance, Evaluation, Communication.</b></p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>- Teacher observation during workshops</li> <li>- Teacher observation during exploration</li> <li>- Teacher observation of performance</li> <li>- Exploration and evaluation notes</li> <li>- Research.</li> </ul>	<p><b>Ongoing Assessments (BTEC Specific):</b> Analysis, Research, Evaluation, Exploration, Performance, Evaluation, Communication, creative.</p> <p><b>Ongoing Assessments (BTEC Specific):</b></p> <ul style="list-style-type: none"> <li>- Teacher observation during workshops</li> <li>- Teacher observation during exploration</li> <li>- Teacher observation of performance</li> <li>- Exploration and evaluation notes</li> </ul> <p>Research</p>	
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