



CreATE
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CURRICULUM MAP YEARS 7-11

CreATE Department Drama

HONITON COMMUNITY COLLEGE

Year 7						
V2	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	BUILDING the BASICS Impro / baseline	Working with script	Story telling – a study of narrative techniques	Creative adaption of a novel (short story)	Greek theatre	Page to Stage + Transition Stage design (model box)
Key concepts	Ability to respond to a range of stimuli such as newspaper, props photographs, themes Also the skills of Spontaneous improvisation. Writing scripts from the improvisations Also introducing ideas of structure, styles, and staging.	Referring to the script 'Fashion' – students study the short play to performance including learning the techniques of working with a script and considering Stanislavski's idea of Magic if to experiment with the concept of interpretation. Also starting to analyse performance skills	Touching on Brecht, Stanislavski, and physical theatre. Learning the techniques of story- telling narration using the ghost story of 'Huw Owen and the Black Cats'. The different forms of narration are explored within solo story- telling, side narration, narration in- role and finally through a naturalistic performance	Leading from the previous learning - the students apply narrative techniques learnt to an extract of a novel or short story – links well to DEAR.	Study of Greek theatre conventions, masks, plays – worked to short performances applying learning from the previous unit on story telling Research into Greek theatre, myths/ legends, making of a mask	Using model comedy script 'At the Doctors' – students approach the text applying and reinforcing and developing the textual analysis skills of the Fashion script ① The script will be rehearsed to performed assessment ② Students will write their own comedy scripts which are then performed by peers – idea of Director REVIEW of all YR7 learning
Knowledge & Understanding Milestones	Responding to dramatic stimuli Audience Multi role Physical theatre	Monologue Subtext Interpretation What if Blocking Justified move Performance evaluation What, how, why. proscenium	Solo story telling Side narration Narration in role 3 rd person narration (Brecht) Direct addresses Naturalistic (no narration) Freeze/ tableaux Plot	Students able to apply learning to date to make original drama over which they have creative control	Historical context Chorus Speeches Masks Ampitheatre	Format of playscript Dialogue Rehearsal strategies Hot - seating Writing in role Off text improvisation as exploratory technique and developmental technique Characterisation Interpretation
Scaffolding for SEND to ensure quality first teaching.	Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings	Pace, expectation Delivery/ outcome. Chunked lesson structure. Support. Groups	Pace, expectation Variation in delivery / outcome. Lesson structure. Support. Groupings	Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings	Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings	Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings

Careers input	Team Interpersonal skills Problem solving Effective participation	Director Actor	Public speaking Communication Confidence	Novels as key source for film and theatre adaptations Script writer physical theatre slow motion Ind. Learners		Theatre - media world Radio, pod casts Comedy Theatre set designer
Links (prior knowledge, future knowledge)	In subject: Establishes links with prior drama experience and future devising demands of Gcse In subject prior: In subject future: Outside of subject: Anywhere a creative response is needed English 8.4 - Every picture tells a story Art 8.3 - Visual Narrative	In subject: To naturalism Yr 8 'French resistance' And any future text In subject prior: In subject future: Out of subject: English: 7.1- Developing imagination – character types.	In subject: to all future devised projects where a non -naturalistic approach is needed In subject prior: In subject future: Out of subject: English 7.1 fantasy Fiction English 7.2 Myths & Legend Music 7.3 Myths & Legends. English 8.1/2 Sherlock Holmes: Descriptive writing Art 8.3 Fantastic Beasts – storyboards	In subject: To devising in Gcse A level and previous narrative study In subject prior: In subject future: Out of subject: English ?? Oliver Twist Art 9.4 Analysis of a Painting	In subject: Story -telling In subject prior: In subject future: Out of subject: English 7.2 Myths & Legend Music 7.4 Myths and Legends Art 8.3 Fantastic Beasts	In subject: Prior - Fashion script - textual analysis. Future - to any practical exploration of a text In subject prior: In subject future: Out of subject: Art 8.6 Sense of place DT 8.4 Materials & Techniques: design process Photography
Key Vocabulary	Freeze/tableau role play Characterisation Scenes, Audience	Aside, Subtext, Interpretation Status	Narration Direct address Multi- role	Narration tableau characterisation cross-cutting, mime	Chorus tragedy Protagonist, Antagonist Amphitheatre	Dialogue Stage direction Comedy
Review & Assessment Dates (including opportunities for retrieval practice)	October Formative feedback	Christmas End of term key knowledge test	Half term	Easter End of term key knowledge test	Half term	Summer End of term key knowledge test

Year 8						
	Half Term 1 v	Half Term 2 v	Half Term 3 v	Half Term 4 v	Half Term 5 v	Half Term 6 v
Topic	Mirror synchronisation – technical precision, group collaboration, focus and control, discipline.	The French resistance Naturalistic Acting Stanislavski	Commedia Dell'Arte	Page to stage	Shakespeare	Live theatre Review of learning
Key concepts	Overview: Why drama, Careers, review of Yr7 + future learning journey Extensive mirror exercises leading to a 10 group fully synchronised vocal and physical performance Sense and emotion memory, mid progress evaluation, performance evaluation.	Research French resistance create a fictional play that requires strong naturalistic acting and the ability to act emotions with total conviction, creating and sustaining the tension of fear in the audience. Stanislavski – ‘focus and attention’, ‘solitude in public’, ‘emotion memory’, ‘sense memory’ motivation/objective.	Exploration of Commedia Dell’Arte Theatre - stock characters and aspects of comedic performance. A practical engagement with key scenarios. Developing confidence in physical expression.	A script (BLUE REMEMBERD HILLS) will be rehearsed and performed where the students are encouraged to plan rehearsal schedules and use exploratory rehearsal strategies learnt and used in Yr7	Exploration of the theatre of Shakespeare including workshops on key plays, understanding and delivery of the text and use of the soliloquy in performance. Link to CreATE showcase	Students will have gained experience of professionally produced theatre and be able to analyse a theatrical production, exploring the methods of communicating meaning through the elements of design and performance. Students will also be improving their ability to write effectively about a live production. ALSO : end of year KU test on key concepts, practitioners, genres.
Knowledge & Understanding Milestones	Synchronisation Rehearsal precision Team, co-operation Focus, concentration Sense memory	French Resistance- WW2 Dramatic tension Stanislavski naturalism Emotion memory Solitude in public Objective Circles of attention Truth belief dramatic intentions End on proscenium staging	Stock character Physical comedy Situation comedy Status Troupe Improvisation: scenario: Centering: Innamorati: Vecchi: - Pantalone, Il Dottore and Il Capitano. Lazzi: Burle: Slapstick: Satirize	Format of playscript Dialogue Rehearsal strategies Hot - seating Writing in role Off text impro. as exploratory and developmental technique Characterisation Interpretation Score for action	Verse Metre language Thrust stage Themes Soliloquy Direct address	Performance analysis and being able to write a theatre performance review

Scaffolding for SEND to ensure quality first teaching.	Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings	Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings	Pace, expectation delivery/ outcome Support.	Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings	Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings	Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Writing frames. Support. Groupings Revision knowledge organisers/booklets.
Careers input	Organisation Teamwork Self-management Effective participation	Resilience Time management Organisation Research Actor training	Comedian, Actor Comedy TV, film	Casting Organisation Team Leadership Confidence	Royal Shakespeare Company	Lighting designer Set designer Actor Journalism
Links (prior knowledge, future knowledge)	In subject: to precision needed in next project. Physical confidence, comic timing of Yr 8 Commedia and Yr 9 Silent Movie In subject prior: In subject future: Outside subject: PE GEN - coordination, teamwork, reactions.	In subject: linked to GCSE & A level -naturalistic texts and devising projects where research genre and style is required In subject prior: In subject future: Outside subject: BV 7.3 Human Rights History 8.4 WW2 Music 9.3 War Music French GEN vocab	In subject: physical theatre - comedy In subject prior: 8.1 Mirror work In subject future: 9.1 Silent movie 9.2 Melodrama 9.5 One Man Two Guvnors (live production) 9.4 '39 Steps' TEXT Outside subject:	In subject: Previous work with Yr 7 scripts. Future text work in year 9 and beyond In subject prior: 7.2 Fashion TEXT In subject future: 9.4 '39 Steps' TEXT 10/11 'O&X' TEXT Outside subject: English 8.3 Inspector Calls	In subject: Placing in relation to Greek theatre and Naturalistic theatre In subject prior: In subject future: Outside subject: English 7.6 Performance and Speaking skills English 8.6 The Tempest History 7.3/4 1483-1603	In subject: Clips from various productions supporting previous units in both yr 7 & 8 and forward to GCSE written paper component 1 section 3 – live theatre. In subject prior: 7.6 NT Peter Pan In subject future: 9.6 One Man Two Guvnors 10/11 trips live theatre Outside subject: Art GEN painting analysis Photography GEN image analysis Art/photo – scenography Dt – Design & construction Science- lights pyrotechnics Music – live, recorded, sfx
Key Vocabulary	Synchronised Choreography Timing	Tension Monologue Atmosphere Analysis Evaluation	Stock characters eg Pantalone Physical comedy Situation comedy	Given circumstance Score for action	Soliloquy Iambic pentameter	composite stage, revolve, wings, spatial interaction, audience engagement, cross cutting lighting terminology-

			Status Lazzi	Subtext, focus, solitude in public, sense memory		Fresnel, Par cam, Birdie, Flood. Fade.
Review & Assessment Dates (including opportunities for retrieval practice)	Formative feedback and summative end of project	Formative ongoing feedback and summative on performance End of term test	In end of unit performance Commedia booklet	Within the rehearsal process and on performance	Ongoing and at significant moments – performing, knowledge, HL research.	Through Q&A FB and written assignment – essay. Test paper.

Year 9						
V2	Half Term 1v	Half Term 2v	Half Term 3	Half Term 4 v	Half Term 5 v	Half Term 6 v
Topic	Overview Silent movie -devised Mime slapstick comedy	MELODRAMA	DEVISED – issue drama	39 STEPS TEXT analysis	CREATIVE RESPONSE	LIVE THEATRE + KU TEST

Key concepts	<p>Overview: Why drama? Careers, review of Yr7/8 + future learning journey. Students will gain an understanding of the demands of the GCSE and a foundation of an exploration of different performance styles.</p> <p>Silent movie - students will develop their understanding of Physical Comedy, focusing on Chaplin and Mr Bean. Workshops build up skills to be used in a devised drama.</p> <p>HL - research into Charlie Chaplin, writing about key moments of their own work including evaluations of effectiveness, creation of a Gcse style 3-section log.</p>	<p>The historical context of the genre is researched and explored with reference to original texts of the period such as Maria and the Red Barn and with practical workshops to develop the confidence needed for this exaggerated style of performance delivery.</p> <p>HL – research into genre, line learning, textual annotations, subtext, character study, hot seating emotional through line, writing about acting, costume design, evaluations, rehearsal log</p>	<p>Students to consider social and emotional or political issues such as people trafficking or abusive relationships, or knife crime. This is researched, developed and rehearsed to performance</p> <p>HL – research, script writing, character studies, costume design, line learning, rehearsal log.</p>	<p>Study of extracts from a text ‘39 Steps’ introducing the demands of textual study at KS4</p> <p>Key scenes analysed Workshopped</p> <p>KU shown through performance and written work</p>	<p>A series of challenge tasks, drawing on past and new learning with the aim of sharpening core skills in preparation for KS4 if opted but also a vehicle to test students learning to date and give them multiple chances to shine. Tasks informed by my assessment of prior learning. Work can be linked to CreATE showcase.</p>	<p>Study of a live theatre production - ‘CURIOSITY SHOP’ (theatre alibi) or One Man Two Guvnors NT analyse for production elements: set design, costume, narrative techniques, acting, sound, lights, projection etc. Writing about live theatre. Mainly class based due to exam use of the Hall</p> <p>Review of all KS3 learning Including KU test</p>
Knowledge & Understanding Milestones	<p>Intro to the GCSE devising log process Mime Comedy, Timing Slapstick, Geste, signalling Physical theatre</p>	<p>Introduction to the specific demands KS4 written exam Melodrama Stock characters Apron stage Direct address Aside, characterisation</p>	<p>Verbatim theatre Brecht Stylised Narration Montage Direct address</p>	<p>More in depth consideration of the KS4 written paper with reference to a set text</p>	<p>Confidence in own ability to draw on previous learning and apply effective solutions to a range of dramatic challenges</p>	<p>Analysing a live production With a Ks4 focus and scrutiny</p>
Scaffolding for SEND to ensure quality first teaching.	<p>Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings</p>	<p>Pace, expectation Delivery/ outcome. Chunked lesson structure. Support. Groups</p>	<p>Pace, expectation Variation in delivery / outcome. Lesson structure. Support. Groupings</p>	<p>Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings</p>	<p>Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings</p>	<p>Pace, expectation Variation in delivery / outcome. Chunked lesson structure. Support. Groupings</p>

Careers input	Film roles Team, Interpersonal skills Problem solving Effective participation	Director Actor Confidence	Planning, time management Team, Communication Roles & responsibilities	Director Designer Sound and lighting	Confidence Creative thinking Team skills	Professional theatre company – Theatre Alibi Creating original drama Writing for theatre
Links (prior knowledge, future knowledge)	In subject: prior drama physical theatre, mirrors, commedia yr8. Future: devising demands - KS4 In subject prior: In subject future: Out of subject: Music film music	In subject: To commedia, physical theatre, 39 steps, silent movie, slapstick, mirrors, script analysis. In subject prior: In subject future: Out of subject: English Gothic/ Dickens History Victorians	In subject prior: In subject future: devised projects where a non-naturalistic approach is needed Brecht, TIE Out of subject: Eng. 8.5 kids in prisons Art 8.3 Hogarth/morals Art 9.3 Slave ship, Raft of Medusa Art 9.5 Devised Personal Project History 8.2-6 WW1/2 History 9 medicine	In subject prior: 7.2 Fashion TEXT 9.2 Melodrama In subject future: 10/11 'O&X' TEXT Outside subject: English 8.3 Inspector Calls English 8.1 speeches History 8.3 1930's	In subject: Various - script work Characterisation, acting, Improvisation, narration, Comedy, naturalism, In subject prior: In subject future: Out of subject: English 8.2 every picture tells a story	In subject: Prior - Fashion script - textual analysis. Creative adaptation of novel. In subject prior: 7.6 Peter Pan 8.6 Treasure Island ?? In subject future: 10/11 visits to live theatre Out of subject: Curiosity Shop English: Dickens 7.4 Oliver Twist, 10/11 Xmas Carol
Key Vocabulary	Sketch Thought tracking Geste, stereotype comedy, timing	Melodrama, Status Stock *.2 Direct address The aside, Apron stage	Narration Dialogue, monologue Direct address Multi- role	characterisation multi role comic timing aside, melodrama	Character Improvisation Status, tension, Tableau, Narration Hot seating	Dialogue, Stage direction Comedy Characterisation Multi- role Creative adaptation
Review & Assessment Dates (including opportunities for retrieval practice)	October Formative FB ongoing Summative performance written log	Christmas Assessed Performance+ written tasks Term key knowledge test	Half term Ongoing FB formative Summative perf and written work	Easter End of term key knowledge test	Half term By challenge.	Summer End of term key knowledge test

Year 10						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Drama Toolkit Ways of playing Ways of the stage GCSE – the plan	Component 2 Devising drama	Component 1 Understanding drama section A section B - SET TEXT	Component 1 Understanding drama SET TEXT section B LIVE Theatre section C	Component 3 Texts in practice	End of Year 10 (Mock) component 1 Exam DEVISED stimuli Component 2 Devising Drama
Key concepts	GCSE Components 1,2,3 Key practitioners Performance skills Rehearsal skills Improvisation Key genres Justified moves	Mini project following GCSE guidelines including responding, developing, performing and the log	Detailed, scene by scene study of the set text in terms of its performance potential and how to use this KU to meet the demands of section B in the written paper	Set Text: continued in depth performance analysis and skills for tackling section B of the written paper. LIVE THEATRE Watch live/streamed professional production- analyse how meaning is communicated	Extracts of scripts, rehearsed and performed where achievement will form part of the end of year assessment	Devised (examined) Stimuli for the examined devised coursework issued -students explore, research, and plan - ready to develop and realise in performance next term. MOCK WRITTEN Full component 1 written paper
Knowledge & Understanding Milestones	GCSE Spec Stanislavski Brecht Berkoff	Exploratory strategies e.g. hot seating, writing in role, thematic research, statements of intentions. Rubrics of the devising log	Textual analysis: plot, themes, historical & social context, character & interaction, costume, set design, lights, sound staging configuration	Tools needed to write effectively for Section C of the written paper- skills applied to textual analysis including - Genre, structure, style, language, sub-text, mood, atmosphere pace and rhythm, climax, audience interaction/impact	Applying component 3 criteria to the working of scripted extracts to assessed performance level	Responding to examination devised stimuli Applying KU under exam conditions
Scaffolding for SEND to ensure quality first teaching.	Mentoring TA Support Peer to peer via Pair/group work Chunked content	Mentoring TA Support Peer to peer via Pair/ group work Chunked content	Mentoring TA Support Peer to peer via Pair/ group work Chunked content	Mentoring TA Support Peer to peer via Pair/ group work Chunked content	Mentoring TA Support Peer to peer via Pair/ group work Chunked content	Mentoring TA Support Peer to peer via Pair/ group work Chunked content

	Individualised FB Displays,	Individualised FB displays	Individualised FB Displays writing frames Exemplars	Individualised FB Displays, writing frames, exemplars	Individualised FB	Individualised FB Displays, writing frames, exemplars
Careers input	Professional theatre roles & responsibilities director, actor, stage manager etc	Script writing Role of devising in theatre and film Creative adaptation Creative application of knowledge Time management Team collaboration Problem solving	Script writing Director Actor Scenographer Technical roles	Professional theatre Roles and responsibilities	Actor Director Audition Drama Schools Presentation skills Confidence Time management Interpersonal skills empathy	Responding positively to a job brief. ILP skills, Research Collaboration Negotiated decision making, Resilience Knowledge application Problem solving Time management
Links (prior knowledge, future knowledge)	In subject prior: KS3 projects that touched on genre and practitioners In subject future: Outside of subject: genres in English	In subject prior: KS3 e.g. the French Resistance yr8 In subject future: Outside of subject: Life skills 9.5 Managing conflict at home and running away / missing persons	In subject prior: : KS3 texts In subject future: Outside of subject: History 8.6 Slavery across time and place Life skills 8.5 Racism Life Skills 11.5 Human Rights.community cohesion, challenging extremism BV 7.4 Martin Luther King	In subject prior: KS3 texts & live productions seen In subject future: Outside of subject: English, History, Art, Music	In subject prior: KS3 when performing scripts In subject future: Outside of subject: English, History, Art Music	In subject prior: KS3 – responding to stimuli improvisational skills In subject future: Outside of subject: English, History, Art Music, Life skills – all as inspiration or used as research Dt – design and construction Music – live, recorded, sfx. ICT – PPT creation, Vid editing
Key Vocabulary	All AQA GCSE Command and Tier 3 words	All AQA GCSE Command and Tier 3 words	All AQA GCSE Command and Tier 3 words	All AQA GCSE Command and Tier 3 words	All AQA GCSE Command and Tier 3 words	All AQA GCSE Command and Tier 3 words
Review & Assessment Dates (including opportunities for retrieval practice)	Verbal FB Teacher questioning and observation HL Do it know Plenary tasks	Ongoing as Verbal FB, peer to peer or teacher is at heart of the creative process. Mid development FB for reflection and review. Summative at end performance.	Verbal FB Teacher questioning and observation HL Do it know Plenary tasks	Verbal FB Teacher questioning and observation HL Do it know Plenary tasks	Ongoing as Verbal FB, peer to peer or teacher is at heart of the creative process. Mid development FB for reflection and review. Summative at end performance	Teacher/ peer FB Summative FB for End of term Mock written paper

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Year 11						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Component 2 Devising drama Component 1 section 1,2,3	Component 2 Devising drama Component 1 section 1,2,3 Component 3	Component 3 Texts in practice Component 1 sections 1,2, 3	Component 3 Texts in practice External exam Component 1 Section 1,2,3.	Component 1 Understanding drama section A, B, C Revision	N/A
Key concepts	Component 2 -Summer research, planning (+log section 1) actioned practically. Development phase begins +Log section 2 Component 1 -complete study of text	Component 2 Further refinement of devised dramas following mid dev FB leads to summative examination/ perf. Log section 2 completed Component 1 - revision	Component 3 Scripts - explore & rehearse. Devising log section 3 completed. Component 1 revision	Component 3 Scripts performed to external examiner Statement of dramatic intention Component 1 revision	Theatre roles and responsibilities Text in performance Live theatre seen Writing for drama	N/A
Knowledge & Understanding Milestones	Devising log section 1 completed Study of set text complete	Devising log section 2 completed	Live theatre notes complete Devising log section 3 completed	Text in practise completed	KU assessed through 1:45 exam	N/A
Scaffolding for SEND to ensure quality first teaching.	Mentoring, TA Support Peer to peer via Pair/ group work Chunked content Individualised FB Displays, writing frames, Exemplars, K organisers	Mentoring, TA Support Peer to peer via Pair/ group Chunked content Individualised FB Displays, writing frames, Exemplars, K organiser	Mentoring TA Support Peer to peer via Pair/ group work Chunked content Individualised FB Displays, writing frames, exemplars	Mentoring TA Support Peer to peer via Pair/ group work Chunked content Individualised FB Displays, writing frames, exemplars	Mentoring TA Support Peer to peer via Pair/ group work Chunked content Individualised FB Displays, writing frames, exemplars	N/A
Careers input	Research, Organisation Teamwork Self-management Effective participation	Resilience Time management Organisation	Research, Organisation Teamwork Self-management Effective participation	Resilience Time management Organisation Presentation		N/A

Links (prior knowledge, future knowledge)	<p>In subject prior: Ks3 practical Yr10 prep summer term + mini dev. Project. Yr10 set text study</p> <p>In subject future: KS5</p> <p>Outside of subject: English written skills essay structure and textual analysis</p>	<p>In subject prior: Ks3 practical mini dev. Project. Yr10 set text study</p> <p>In subject future: KS5</p> <p>Outside of subject: English written skills essay structure and textual analysis</p>	<p>In subject prior: all scripted performances.</p> <p>In subject future: KS5</p> <p>Outside of subject: Performance opportunities e.g. English and role play in History</p>	<p>In subject prior: all scripted performances.</p> <p>In subject future: KS5</p> <p>Outside of subject: Performance opportunities e.g. English and role play in History</p>	<p>In subject prior: YR10 mocks exam prep to date</p> <p>In subject future: KS5</p> <p>Outside of subject: Revision techniques applied to all other subjects e.g. knowledge organisers Flash cards etc</p>	<p>In subject:</p> <p>Outside of subject:</p>
Key Vocabulary	All AQA GCSE Command and Tier 3 words	All AQA GCSE Command and Tier 3 words	All AQA GCSE Command and Tier 3 words	All AQA GCSE Command and Tier 3 words	All AQA GCSE Command and Tier 3 words	N/A
Review & Assessment Dates (including opportunities for retrieval practice)	Ongoing as Verbal FB, peer to peer or teacher is at heart of the creative process. Mid development FB for reflection and review. Summative at end performance Written Log FB	Ongoing as Verbal FB, peer to peer or teacher is at heart of the creative process. Mid development FB for reflection and review. Summative at end performance Written Log FB	Ongoing as Verbal FB, peer to peer or teacher is at heart of the creative process. Mid development FB for reflection and review. Summative at end performance Written Log FB	Ongoing as Verbal FB, peer to peer or teacher is at heart of the creative process. Mid development FB for reflection and review. Externally examined just before Easter	Verbal teacher FB	N/A