Drama Intent	Year 7
	The Performing Arts department aims to deliver outstanding lessons that promote confidence, creativity, teamwork, and communication skills. We pride ourselves on promoting the school's ethos of **'Believe and Achieve'** and aim to develop pupils' resilience. As well as focusing on these key life skills, pupils will also develop specialised skills within each discipline of dance, drama, and music. These skills are mastered through a personalised learning approach for all pupils and the wide range of performance opportunities the department has to offer. The Drama department aims to deliver a curriculum that enables pupils to experience a wide range of theatrical styles, genres, and practitioners while exploring their links to society and culture. Pupils develop their performance and creative skills through acting, devising, script work are encouraged to develop confidence, creativity, communication, and teamwork through practical and collaborative activities. Pupils are encouraged to participate in

	extracurricular opportunities, including drama clubs, school productions, and performance events, to extend their learning beyond the classroom. These experiences help to develop leadership, resilience, and a passion for the performing arts. The curriculum is designed to prepare and inspire students to access Key Stage 4 Drama courses, additional performing arts qualifications, and post-16 pathways in Drama and the Performing Arts.

Term 1 and Term 2 Topic/Theme/Enquiry	**Roald Dahl**
	Big Picture *What are the main ideas and big questions in this topic?*

This introductory unit introduces pupils to the key foundations of drama through the imaginative and theatrical world of Roald Dahl. Pupils will explore how actors create believable and engaging characters using the core performance skills framework: FUEL BAG.
Throughout the unit, students will develop their understanding of:

- Facial Expression
- Use of Voice
- Energy and Focus
- Levels
- Body Language
- Audience Awareness
- Gesture

Using extracts, characters, and themes inspired by Roald Dahl's stories, pupils will experiment with movement, voice, expression, and performance techniques to bring characters to life. Through practical exploration, improvisation, and short performances, students will begin to understand how performers communicate meaning, emotion, and character to an audience.

Drama

The unit focuses on building confidence, creativity, collaboration, and ensemble skills while introducing pupils to the expectations of drama lessons and performance work. By the end of the unit, pupils will apply the elements of FUEL BAG to create and perform original characters and scenes inspired by Roald Dahl's storytelling style.

Core Concepts

- Character creation
- Physical and vocal performance skills
- Storytelling through drama
- Ensemble and collaboration
- Audience communication

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

In this unit, pupils will build their understanding of the key performance skills needed to create and communicate a character effectively. They will learn what each skill means, how it can be used in performance, and how to reflect on its impact on an audience.

Pupils will explore these skills step by step through practical workshops, rehearsal tasks and performances inspired by Roald Dahl's characters and stories.

Substantive Knowledge

Pupils will know:

- Facial expression is the use of the face to show emotion, mood and character.
- Use of voice includes volume, pitch, pace, tone and accent.
- Energy helps performers show commitment, emotion and character intention.
- Focus helps actors stay in role and direct the audience's attention.
- Levels are the different heights used on stage to show status, power or variety.
- Body language communicates how a character feels, thinks or behaves.
- Gesture is a clear movement used to communicate meaning.
- Space is how performers use the stage area effectively.
- Audience awareness means understanding how to make performance clear and engaging for viewers.

Disciplinary Knowledge

Pupils will learn how to:

- Apply physical and vocal skills to create a believable character.
- Make deliberate performance choices to communicate meaning.
- Use space, levels and body language to show relationships between characters.

- Stay focused and committed during practical drama work.
- Rehearse, refine and improve a performance.
- Perform confidently to an audience.
- Reflect on their own work and the work of others using drama vocabulary.

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
This is pupils' first Drama unit at New Line Learning, so the course begins by introducing the foundations of performance and classroom expectations within Drama. Pupils with previous drama experience are encouraged to share prior knowledge and performance skills during introductory lessons, helping to build confidence and collaboration within the class. Pupils who are new to Drama will be introduced to the core performance skills through practical activities and group tasks. Pupils will also draw upon prior learning from English, particularly their understanding of: • character • emotions and motivations • storytelling • describing personality and behaviour • interpreting fictional texts This prior knowledge supports pupils in developing believable characters and understanding how stories and emotions can be communicated through performance.		To develop depth and challenge within this unit, pupils will be encouraged to move beyond simply identifying performance skills and begin making purposeful and sophisticated performance choices. Pupils will experiment with combining multiple elements of FUEL BAG to create detailed and believable characters inspired by Roald Dahl's exaggerated and imaginative storytelling style. Challenge will be added through: • applying performance skills in unfamiliar scenarios and improvisation tasks • adapting characters for different audiences or genres • exploring how small changes in voice, posture or	

		energy can completely change a character • analysing the impact of performance choices on an audience • refining and improving performances through peer and self-evaluation • sustaining character consistently throughout longer performances **Deeper Thinking Questions** • How can an actor communicate emotion without speaking? • What makes a character believable rather than exaggerated? • How do performers control audience focus? • How can the same line be interpreted in different ways? • What performance choices have the greatest impact on an audience and why?	
	Wider Framework *How does this learning connect to future topics and bigger goals?*		**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*

Drama

This unit provides pupils with the foundational performance skills that underpin all future learning in Drama. Through developing the core elements of **FUEL BAG — Facial Expression, Use of Voice, Energy and Focus, Levels, Body Language, Audience Awareness and Gesture** — pupils begin to understand how performers create believable characters and communicate meaning to an audience.

These skills are revisited and developed throughout every Drama unit across KS3, forming the basis for:

- character creation
- devising
- script work
- physical theatre
- rehearsal techniques
- performance evaluation

As pupils progress through the curriculum, they will apply these skills with increasing control, creativity and sophistication in a wider range of theatrical styles and performance contexts.

This unit also supports progression into KS4 Performing Arts pathways, particularly **Component 2 of BTEC Performing Arts**, where pupils are required to develop, rehearse and perform a character using effective physical and vocal skills. Establishing confidence in these foundational techniques early in Year 7 ensures pupils are equipped with the practical vocabulary, performance discipline and creative understanding needed for future success in Drama and Performing Arts.

Pupils will explore the rich history of performance culture, tracing its roots back to Ancient Greek civilisation and the origins of theatre as a shared social and cultural experience. This wider context will help pupils understand how performance has long been used to communicate ideas, emotions, beliefs, and stories. They will develop an appreciation of physical storytelling as one of the earliest and most powerful forms of human communication, recognising how gesture, movement, expression, and body language can convey meaning beyond spoken language.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Drama links strongly to the KS3 English National Curriculum by developing pupils' oracy, textual understanding, interpretation, and performance skills. Pupils learn to communicate ideas clearly and explore meaning through voice, movement, character, and context.

The topic connects to real life by encouraging pupils to understand different perspectives, cultures, and experiences. Through role-play, storytelling, improvisation, and group work, pupils develop empathy, respect, tolerance, collaboration, and confidence.

Drama also supports social, emotional, and mental health by providing a safe space for pupils to express feelings, build self-awareness, and develop resilience. It promotes a sense of belonging and helps pupils find their voice.

Drama

This unit develops key employability skills from the Skills Builder Universal Framework, including speaking, listening, teamwork, creativity, problem solving, leadership, staying positive, and aiming high. These skills support future pathways in performing arts careers, such as acting, directing, stage management, playwriting, theatre design, and teaching, as well as wider careers in media, law, education, public relations, business, and community work.

Spiritual, moral, social, and cultural themes are explored through identity, relationships, responsibility, and human experience. British Values are promoted through respectful discussion, tolerance, individual expression, and democratic group decision-making.

	Resources *What books, websites, videos and materials will support our learning?*		**Assessment** *How will we show what we know, remember and can apply?*
	- PowerPoints - Pupil 360s - Whiteboards and pens - YouTube clips - Chalk and paper - Pupils laptops - https://assets.publishing.service.gov.uk/media/5a7b8761ed915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf - How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize How performers use their voice - Vocal interpretation of a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize		The end of unit assessment will involve practical performance. **Substantive Knowledge – 36%** Students will be assessed via rapid recalls and exit tickets in each lesson and an end of unit theory assessment involving multiple choice and open-ended questions. **Disciplinary Knowledge – 64%** Students will be assessed via a practical assessment observing their performance skills, vocal skills and physical skills and a reflection questionnaire involving open-ended questions based on their strengths, weaknesses and targets for the next unit.

	Throughout the topic, students will be assessed via: • Rapid recalls at the start of every lesson. • Visual assessment and feedback throughout each lesson. • Exit tickets at the end of every lesson. • Peer and self-assessment. • End of unit assessment via practical and theory assessments.

Term 3 and 4 Topic/Theme/Enquiry	**Musical theatre**
	Big Picture *What are the main ideas and big questions in this topic?*

This unit introduces Year 7 pupils to a range of key drama techniques through the exciting and accessible world of musical theatre. Pupils will explore how performers use voice, movement, gesture, facial expression, space, and stillness to communicate character, story, and emotion to an audience.
Throughout the unit, pupils will develop their understanding of core dramatic techniques, including freeze frames, narration, thought tracking, stage directions, and soliloquy. These techniques will be explored practically through musical theatre scenes, characters, songs, and stories, helping pupils understand how drama can be used to build atmosphere, reveal thoughts and feelings, and move a narrative forward.
The unit encourages pupils to consider the big questions: How do performers tell stories on stage? How can music, movement, and dialogue work together to create meaning? How can an actor communicate a character's emotions and intentions to an audience? Pupils will learn that musical theatre is not only about singing and dancing, but also about storytelling, collaboration, characterisation, and creative expression.

	Zoom In *What knowledge, skills and key vocabulary will we learn step by step?*

In this unit, pupils will build their knowledge and skills step by step through the study of musical theatre and key drama techniques. They will learn what each technique is, how it is used in performance, and how it can help communicate character, emotion, atmosphere, and narrative to an audience.

Pupils will explore and practically apply a range of drama skills, including freeze frames, soundscapes, narration, thought tracking, stage directions, asides, and soliloquies. They will learn how freeze frames can capture key moments in a story, how soundscapes can create mood and setting, and how narration can guide an audience through a performance. Pupils will also explore how thought tracking, asides, and soliloquies reveal a character's inner thoughts and feelings, while stage directions help performers understand movement, positioning, and intention on stage.

The substantive knowledge in this unit focuses on pupils understanding the key features of musical theatre and the dramatic techniques used to create meaning. Pupils will learn that musical theatre combines acting, movement, music, and dialogue to tell a story. They will develop knowledge of key performance conventions and vocabulary, including: character, audience, performer, stage directions, narration, freeze frame, soundscape, thought tracking, aside, soliloquy, expression, gesture, posture, movement, voice, projection, pace, tone, atmosphere, intention, and ensemble.

The disciplinary knowledge focuses on how pupils work as drama practitioners. Pupils will learn how to rehearse effectively, collaborate with others, make creative decisions, use feedback to improve, and evaluate their own and others' performances. They will develop their ability to use voice, movement, facial expression, gesture, and space with control and purpose. Pupils will also learn how to reflect on the impact of performance choices and explain how drama techniques shape an audience's understanding of a character, scene, or story.

Throughout the unit, pupils will be encouraged to use key Tier 2 vocabulary such as communicate, interpret, develop, contrast, intention, atmosphere, perspective, collaborate, evaluate, refine, structure, and impact when discussing their work and the work of others.

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
			Pupils will be challenged to use drama techniques with increasing

Pupils will build on their prior learning of core performance skills and characterisation through the use of FUEL BAG: facial expression, use of space, energy, levels, body language, action, and gesture. This knowledge is fundamental to all practical drama work and will support pupils in creating believable characters and communicating meaning clearly to an audience. In this unit, pupils will apply these performance skills when exploring musical theatre and key drama techniques such as freeze frames, soundscapes, narration, thought tracking, stage directions, asides, and soliloquies. Their understanding of FUEL BAG will help them make purposeful choices about how they use their face, body, space, movement, and energy in performance. This prior knowledge will also support pupils in reflecting on their own work and evaluating the performances of others, using accurate drama vocabulary to explain how character, emotion, and story are communicated on stage.	control, purpose, and confidence. They will move beyond simply demonstrating skills such as freeze frames, narration, thought tracking, soundscapes, asides, and soliloquies, and begin to consider why these techniques are effective. Challenge will be added through deeper exploration of character, emotion, intention, and audience impact. Pupils will make purposeful creative choices, such as using contrast in voice and movement, selecting key moments for stillness, and combining techniques to create atmosphere and meaning. Pupils will also apply their knowledge to unfamiliar musical theatre scenes, characters, and scripts. More confident pupils will be encouraged to lead rehearsal, refine group work, direct moments of performance, and justify their creative decisions using accurate drama vocabulary.

	Wider Framework *How does this learning connect to future topics and bigger goals?*		**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit provides an important foundation for pupils' next steps in Drama by developing their understanding of core performance techniques, characterisation, and storytelling. Pupils will build confidence in using voice, movement, facial expression, gesture, space, and stillness to communicate meaning clearly to an audience. The skills developed in this unit link directly to future schemes of work, where pupils will be expected to apply drama techniques with greater independence and sophistication. Their understanding of freeze frames, narration, thought tracking, soundscapes, stage directions, asides, and soliloquies will support later work with scripts, devised performance, character development, and more complex theatrical styles. This also provides an early foundation for the BTEC Tech Award in Performing Arts, particularly Component 1: Exploring the Performing Arts. In Component 1, learners develop their understanding of professional performance work, including styles, features, intentions, purpose, and the processes used to create performance. This Year 7 unit introduces pupils to those ideas at an accessible level by encouraging them to explore musical theatre as a performance style and consider how performers use techniques to communicate meaning. By the end of the unit, pupils will be able to create, rehearse, perform, and evaluate short pieces of drama using appropriate techniques and vocabulary. This prepares them for future learning by strengthening their ability to collaborate, make creative choices, respond to feedback, and explain how performance choices affect an audience.		Pupils will develop a wider understanding of musical theatre as a performance style that combines acting, music, movement, dialogue, design, and storytelling. They will learn that musical theatre is not only about singing and dancing, but about using performance skills to communicate character, emotion, relationships, and narrative to an audience. This wider context will help pupils understand how performers, directors, designers, choreographers, musicians, and technical teams work together to create meaning on stage. Suggested wider links include: V&A Theatre and Performance Collections, National Theatre Learning Resources, Kennedy Center Musical Theater resources, BBC Bitesize Drama resources, age-appropriate musical theatre clips, and interviews with actors,	

	directors, choreographers, designers, and stage managers.
	Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*

This musical theatre unit links strongly to the KS3 English National Curriculum by developing pupils' oracy, interpretation, script work, characterisation, and understanding of how meaning is communicated to an audience. Pupils also make links to Music through rhythm, sound, and performance, and to Dance through movement, gesture, and physical expression.

The unit supports careers education by introducing pupils to roles within the performing arts industry, including actor, singer, dancer, director, choreographer, playwright, stage manager, set designer, costume designer, lighting designer, sound designer, and drama teacher. It also develops transferable employability skills linked to the Skills Builder Universal Framework, including speaking, listening, teamwork, creativity, problem solving, leadership, staying positive, and aiming high.

Spiritual, moral, social, and cultural development is supported through the exploration of stories, characters, emotions, relationships, and different perspectives. Pupils are encouraged to show empathy, respect others' ideas, collaborate effectively, and reflect on how performance can communicate human experiences.

British Values are promoted through respectful discussion, tolerance of different viewpoints, individual liberty in creative expression, and democratic group decision-making during rehearsal and performance work. Drama also supports SEMH by providing a safe space for pupils to build confidence, express themselves, develop resilience, and feel a sense of belonging.

	Resources *What books, websites, videos and materials will support our learning?*		**Resources** *What books, websites, videos and materials will support our learning?*
- PowerPoints - Pupil 360s - Whiteboards and pens		The end of unit assessment will involve practical performance. **Substantive Knowledge – 36%**	

- YouTube clips - Chalk and paper - Pupils laptops - https://assets.publishing.service.gov.uk/media/5a7b8761ed915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf - How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize How performers use their voice - Vocal interpretation of a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize	Students will be assessed via rapid recalls and exit tickets in each lesson and an end of unit theory assessment involving multiple choice and open-ended questions. **Disciplinary Knowledge – 64%** Students will be assessed via a practical assessment observing their performance skills, vocal skills and physical skills and a reflection questionnaire involving open-ended questions based on their strengths, weaknesses and targets for the next unit. Throughout the topic, students will be assessed via: • Rapid recalls at the start of every lesson. • Visual assessment and feedback throughout each lesson. • Exit tickets at the end of every lesson. • Peer and self-assessment.

	• End of unit assessment via practical and theory assessments.

Term 5 and 6 Topic/Theme/Enquiry		**Sams Story**

Big Picture
What are the main ideas and big questions in this topic?

This unit introduces Year 7 pupils to devising and the devising process. Pupils will learn how original drama can be created from a stimulus, using the story of a missing boy called Sam as the starting point for exploration.
Throughout the unit, pupils will investigate different characters, clues, relationships, and possible events surrounding Sam's disappearance. They will develop their understanding of how drama can be structured to create tension, atmosphere, mystery, and meaning for an audience.
Pupils will explore the key stages of devising, including responding to a stimulus, generating ideas, developing characters, selecting drama techniques, rehearsing, refining, performing, and evaluating their work.
The unit encourages pupils to consider the big questions: How do we create original drama from an idea or stimulus? How can performers build tension and suspense? How can different perspectives shape a story? How do actors use performance skills and drama techniques to engage an audience?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

In this unit, pupils will build their knowledge and skills step by step through the devising process. They will learn how original drama can be created from a stimulus and how ideas can be developed into a clear, engaging performance.
Pupils will explore the key stages of devising: explore, prepare, perform, and evaluate. They will begin by responding to the stimulus of Sam's disappearance, generating ideas, asking questions, and considering different characters and perspectives. They will then prepare and rehearse their work by selecting appropriate drama techniques, shaping scenes, and making creative decisions as a group.

Pupils will develop their use of key devising techniques, including hot seating and role on the wall. Hot seating will help pupils deepen their understanding of character, motivation, relationships, and backstory. Role on the wall will support pupils in exploring what a character shows on the outside compared with what they may think or feel on the inside.
The substantive knowledge in this unit focuses on pupils understanding the devising process, key drama techniques, and how a performance can be created from a stimulus. Key vocabulary includes: devising, stimulus, character, role, hot seating, role on the wall, motivation, tension, atmosphere, narrative, rehearsal, performance, audience, evaluate, refine, perspective, and intention.
The disciplinary knowledge focuses on how pupils work as drama-makers. Pupils will learn how to collaborate, share ideas, make creative choices, rehearse effectively, use feedback to improve, and reflect on the success of their performance. They will develop their ability to use voice, movement, facial expression, body language, gesture, and space to communicate character, emotion, and story clearly to an audience.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pre-Requisite Knowledge
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This is pupils' third unit in Drama at New Line Learning, so they will build on the performance and technical skills developed in previous schemes of work.
Pupils will already have experience using FUEL BAG: facial expression, use of space, energy, levels, body language, action, and gesture. This prior knowledge will support them in creating believable characters and communicating meaning clearly to an audience.
They will also build on their understanding of freeze frames, narration, thought tracking, and key script conventions. These skills will be developed further within the devising process, as pupils explore the story of Sam's disappearance, create original scenes, develop character perspectives, and structure their own performance work.

Pupils will be challenged to apply the devising process with increasing independence, creativity, and sophistication. They will move beyond simply creating scenes and begin to consider how structure, tension, atmosphere, and character perspective can shape an audience's response. Depth will be added through more complex decision-making, such as selecting which clues to reveal,

			choosing whose perspective to show, and deciding how to build suspense around Sam's disappearance. Pupils will be encouraged to justify their creative choices using accurate drama vocabulary. More confident pupils will be challenged to combine techniques such as freeze frames, narration, thought tracking, hot seating, and role on the wall to create layered characters and more developed performances. They will also take on leadership roles during rehearsal, refine group work, respond to feedback, and evaluate how effectively their performance communicates meaning to an audience.
	Wider Framework *How does this learning connect to future topics and bigger goals?*		**Wider Framework** *How does this learning connect to future topics and bigger goals?*
This unit provides an important foundation for pupils' next steps in Drama by developing their understanding of how original performance work is created from a stimulus. Pupils will learn how to generate ideas, develop characters, structure scenes, rehearse, refine, perform, and evaluate their work.		Pupils will develop a wider understanding of how devised theatre is created from a stimulus,	

The skills developed in this unit link directly to future schemes of work, where pupils will be expected to devise with greater independence and sophistication. Their understanding of character, perspective, tension, atmosphere, narration, thought tracking, hot seating, and role on the wall will support later work in scripted performance, devised drama, and more complex theatrical styles. By the end of the unit, pupils will be able to work collaboratively to create and perform a short piece of original drama, using appropriate techniques and vocabulary to explain their creative choices. This prepares pupils for future learning by strengthening their ability to respond to a stimulus, shape ideas into performance, and reflect on the impact of their work on an audience. This also provides an early foundation for BTEC Tech Award Performing Arts Component 3, where learners respond to a brief and develop, rehearse, perform, and evaluate their own creative work.	idea, theme, or issue. Through the story of Sam's disappearance, they will explore how drama can be used to investigate mystery, tension, relationships, responsibility, and different perspectives. This wider context will help pupils understand that devising is a collaborative process where performers generate, test, rehearse, refine, and evaluate ideas. Pupils will consider how theatre-makers use techniques such as hot seating, role on the wall, narration, thought tracking, and freeze frames to develop character and shape meaning for an audience. Suggested wider links include: National Theatre learning resources, BBC Bitesize Drama resources, Oak National Academy KS3 Drama curriculum materials, age-appropriate mystery or missing-person story extracts, interviews with theatre-makers, and examples of devised theatre or ensemble performance.
	Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*

Drama

This devising unit links strongly to the KS3 English National Curriculum by developing pupils' oracy, storytelling, characterisation, inference, and understanding of narrative structure. Pupils also make links to PSHE through the exploration of relationships, choices, responsibility, empathy, and personal safety.

The unit supports careers education by introducing pupils to roles within theatre and the wider creative industries, including actor, director, playwright, deviser, drama teacher, youth theatre practitioner, stage manager, and community arts worker. It also develops transferable employability skills linked to the Skills Builder Universal Framework, including speaking, listening, teamwork, creativity, problem solving, leadership, staying positive, and aiming high.

Spiritual, moral, social, and cultural development is supported as pupils explore the story of Sam's disappearance from different viewpoints. They are encouraged to consider emotions, consequences, responsibility, trust, and the impact of individual choices on others.

British Values are promoted through respectful discussion, tolerance of different perspectives, individual liberty in creative expression, and democratic decision-making during group rehearsal and performance work. Drama also supports SEMH by giving pupils a safe space to express ideas, build confidence, collaborate with others, and develop empathy.

	Resources *What books, websites, videos and materials will support our learning?*		**Resources** *What books, websites, videos and materials will support our learning?*
	- PowerPoints - Pupil 360s - Whiteboards and pens - YouTube clips - Chalk and paper - Pupils laptops - https://assets.publishing.service.gov.uk/media/5a7b8761ed915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf - How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize		The end of unit assessment will involve practical performance. **Substantive Knowledge – 36%** Students will be assessed via rapid recalls and exit tickets in each lesson and an end of unit theory assessment involving multiple choice and open-ended questions. **Disciplinary Knowledge – 64%**

How performers use their voice - Vocal interpretation of a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize	Students will be assessed via a practical assessment observing their performance skills, vocal skills and physical skills and a reflection questionnaire involving open-ended questions based on their strengths, weaknesses and targets for the next unit. Throughout the topic, students will be assessed via: • Rapid recalls at the start of every lesson. • Visual assessment and feedback throughout each lesson. • Exit tickets at the end of every lesson. • Peer and self-assessment. • End of unit assessment via practical and theory assessments.