

# WORKSHEET OVERVIEW

Subject Area	Level	Sheets
Drama	Levels 3-4	<p><b>Section 1:</b></p> <ul style="list-style-type: none"><li>• Meet Marty &amp; Doc</li><li>• Look Out For...:</li></ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"><li>• Cedric Neal Interview</li><li>• Goldie Wilson &amp; Representation in Leadership</li><li>• Campaign Speech Performance</li><li>• Writing for Stage and Screen</li><li>• Set Design</li><li>• Lighting Design</li><li>• Actioning &amp; Objectives</li><li>• Explore Actions &amp; Objectives</li><li>• Role on the Wall</li><li>• Explore Staging and Stage Positioning</li></ul> <p><b>Section 3: All</b></p> <p><b>Section 4:</b></p> <ul style="list-style-type: none"><li>• Creating 'Sequence to '55'</li><li>• Who Creates 'Sequence to '55'</li><li>• The Role of the Producer</li><li>• The Role of the Production Designer</li><li>• The Role of the Lighting Designer</li><li>• The Role of the Stage Manager</li><li>• A Day in the Life of a Performer</li><li>• Roles in Theatre Mini-Project</li><li>• Changing the Past - Empathy &amp; Drama</li><li>• Exploring How Changing the Past Impacts the Present</li><li>• Changing Small Choices - Future Impact</li></ul>

<p><b>Drama</b></p>	<p>Levels 5-6</p>	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Meet Marty &amp; Doc</li> <li>• Look Out For...</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Cedric Neal Interview</li> <li>• Campaign Speech Performance</li> <li>• Writing for Stage and Screen</li> <li>• Set Design</li> <li>• Lighting Design</li> <li>• Explore Actions &amp; Objectives</li> <li>• Role on the Wall</li> <li>• Explore Staging and Stage Positioning</li> </ul> <p><b>Section 3: All</b></p> <p><b>Section 4: All</b></p>
<p><b>Drama</b></p>	<p>Levels 7-8</p>	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Meet Marty &amp; Doc</li> <li>• Look Out For...</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Cedric Neal Interview</li> <li>• Campaign Speech Performance</li> <li>• Writing for Stage and Screen</li> <li>• Set Design</li> <li>• Lighting Design</li> <li>• Explore Actions &amp; Objectives</li> <li>• Role on the Wall</li> <li>• Explore Staging and Stage Positioning</li> </ul> <p><b>Section 3: All</b></p> <p><b>Section 4:</b></p> <ul style="list-style-type: none"> <li>• Creating 'Sequence to '55''</li> <li>• Who Creates 'Sequence to '55''</li> <li>• The Role of the Lighting Designer</li> <li>• The Role of the Stage Manager</li> <li>• A Day in the Life of a Performer</li> <li>• Roles in Theatre Mini-Project</li> <li>• Changing the Past - Empathy &amp; Drama</li> <li>• Exploring How Changing the Past Impacts the Present</li> <li>• Changing Small Choices - Future Impact</li> </ul>

<b>Drama</b>	Levels 9-10	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Look Out For</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Failure Before Success</li> <li>• Biff Tannen</li> <li>• Cedric Neal Interview</li> <li>• Goldie Wilson &amp; Representation in Leadership</li> <li>• Campaign Speech Performance</li> <li>• Rosanna Hyland Interview</li> <li>• Lorraine Baines</li> <li>• Musical Themes</li> <li>• The Secondary Theme</li> <li>• Composition</li> <li>• Orchestra Facts</li> <li>• Writing for Stage and Screen</li> <li>• Set Design</li> <li>• Lighting Design</li> <li>• Actioning &amp; Objectives</li> <li>• Explore Actions &amp; Objectives</li> <li>• Role on the Wall</li> <li>• Explore Staging and Stage Positioning</li> </ul> <p><b>Section 3: All</b></p> <p><b>Section 4: All</b></p>
<b>Music</b>	Levels 3-8	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Listen Out For...</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Musical Themes</li> <li>• The Secondary Theme</li> <li>• Composition</li> </ul>
<b>Music</b>	Level 9	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Listen Out For...</li> <li>• Key Vocab In Focus</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Musical Themes</li> <li>• The Secondary Theme</li> <li>• Composition</li> </ul>

<b>Music</b>	Level 10	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Key Vocab In Focus</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Musical Themes</li> <li>• The Secondary Theme</li> <li>• Composition</li> <li>• Orchestra Facts</li> </ul> <p><b>Section 3:</b></p> <ul style="list-style-type: none"> <li>• Sound Design</li> </ul> <p><b>Section 4:</b></p> <ul style="list-style-type: none"> <li>• Production Roles Flash Cards</li> </ul>
<b>English</b>	Level 10	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Back to the Fifties</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Biff Tannen</li> <li>• Explore Context</li> <li>• Lorraine Baines</li> <li>• Writing for Stage and Screen</li> <li>• Actioning &amp; Objectives</li> </ul> <p><b>Section 3:</b></p> <ul style="list-style-type: none"> <li>• Live Theatre Review</li> <li>• Performance Skills</li> <li>• Costume Analysis</li> <li>• Write a Live Theatre Review</li> </ul> <p><b>Section 4:</b></p> <ul style="list-style-type: none"> <li>• Creating 'Sequence to 55'</li> <li>• Roles in Theatre Mini-Project</li> </ul>
<b>History</b>	Level 4	<p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Goldie Wilson &amp; Representation in Leadership</li> </ul>
<b>History</b>	Level 9	<p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Goldie Wilson &amp; Representation in Leadership</li> </ul>
<b>History</b>	Level 10	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Back to the Eighties</li> <li>• Back to the Fifties</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Explore Context</li> <li>• Goldie Wilson &amp; Representation in Leadership</li> </ul>

<b>Media Arts</b>	Level 10	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Back to the Eighties</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Lighting Design</li> </ul> <p><b>Section 3:</b></p> <ul style="list-style-type: none"> <li>• Video Projection &amp; Special Effects</li> </ul>
<b>Design &amp; Technologies</b>	Level 10	<p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Set Design</li> </ul> <p><b>Section 3:</b></p> <ul style="list-style-type: none"> <li>• Set Design &amp; Staging</li> <li>• Costume Design</li> </ul> <p><b>Section 4:</b></p> <ul style="list-style-type: none"> <li>• Production Roles Flash Cards</li> <li>• The Role of the Production Designer</li> </ul>
<b>Health &amp; Physical Education</b>	Level 10	<p><b>Section 4:</b></p> <ul style="list-style-type: none"> <li>• A Day in the Life of a Performer</li> </ul>
<b>Self Management</b>	Level 4	<p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Failure Before Success</li> </ul>
<b>Self Awareness</b>	Levels 5-6	<p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Failure Before Success</li> </ul>
<b>Intercultural Understanding</b>	Level 4	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Back to the Eighties</li> <li>• Back to the Fifties</li> </ul>
<b>Empathising</b>	Level 5	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Back to the Eighties</li> <li>• Back to the Fifties</li> </ul>
<b>Personal &amp; Social Capability</b>	Level 10	<p><b>Section 1:</b></p> <ul style="list-style-type: none"> <li>• Meet Marty &amp; Doc</li> </ul> <p><b>Section 2:</b></p> <ul style="list-style-type: none"> <li>• Failure Before Success</li> <li>• Cedric Neal Interview</li> <li>• Role on the Wall</li> </ul> <p><b>Section 3:</b></p> <ul style="list-style-type: none"> <li>• Quick Scribble Review</li> <li>• Audience</li> </ul> <p><b>Section 4:</b></p> <ul style="list-style-type: none"> <li>• Bob Gale on Collaboration</li> <li>• The Role of the Stage Manager</li> <li>• The Well-being of a Performer</li> </ul>

<b>Critical &amp; Creative Thinking</b>	Level 10	<b>Section 2:</b> <ul style="list-style-type: none"><li>• Rosanna Hyland Interview</li><li>• Explore Actions &amp; Objectives</li><li>• Explore Staging &amp; Stage Positioning</li></ul> <b>Section 4:</b> <ul style="list-style-type: none"><li>• Creating 'Sequence to 55'</li><li>• Production Roles Flash Cards</li></ul>
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