



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Reporting Y7		CfCs		BfL & LAL			BfL & LAL					BfL & LAL	
Year 7	<p><b>Serious fun</b> - team building games, building self confidence and collaboration skills. How to be <b>COOL</b> in Drama (<b>C</b>oncentrate, <b>O</b>-operate, <b>O</b>bserve and <b>L</b>isten). Improvisation games.  <b>Learning aims</b> - to build creativity and thinking skills.  <b>Script work</b> - Perform a short script in a three - add in your own ending or a previous scene. Add in characters and dialogue.            Include <b>mime and movement</b> to your script work.            How to <b>create a character</b> - role on the wall. This creates <b>empathy</b> for others and builds understanding of what makes us different.  <b>Scriptwriting</b> - create your own scene for your characters and perform in a small group. Links to literacy focus across school.  <b>Peer assessment</b>. What went well? Even better if? Set targets for your next performance.</p>				<p>New skills - <b>still images</b> - how to freeze and mark and important dramatic moment.  <b>Stock characters and stereotypes. Villain and heroes. Learning Aims-</b> to develop a new understanding of the history of theatre.            Study the <b>history of theatre</b> and how <b>Melodrama</b> came about in Victorian Britain.            Read and perform an extract from 'The Murder in the red barn' - a Victorian Melodrama.            Use <b>props and costumes</b> to bring your script to life. Learn lines and perform to the class.  <b>Teacher led assessment and grade collection</b> - looking for clear, bold, vocal projection and large dramatic body language and gestures</p>				<p><b>News report</b> - an alien has been spotted in the local area - what's the story?  <b>Learning aims</b> – to understand how we use <b>body language and facial expression</b>.  <b>Presentation skills</b> looking at <b>roles and function</b> in a news report - a newsreader or on - the spot reporter?            Eye witness and government spokesperson or expert. How do these characters perform their roles and <b>use voice, facial expression, eye contact and body language</b> which is appropriate to their role in the news report?            Wider thinking – how do we present ourselves in the world of work?            Video news reports with green screen background. Edit together with sound and home made alien video clips.            Learning to use new <b>technology, video, sound and lighting desk</b>.  <b>Work is recorded on video and watched back for evaluation at end of term</b></p>				Curriculum Enrichment Week
Reporting Y8		CfCs		BfL & LAL			BfL & LAL				BfL & LAL		
Year 8	<p><b>Physical theatre</b> - a new way of working.            What is <b>non naturalistic theatre</b> and how does work become <b>stylised</b>?  <b>Learning Aims</b> – to become familiar with a new physical way of working.            Examples of physical theatre companies work on YouTube  <b>Mirroring.</b>  <b>Synchronised movement.</b>            Build this in small groups then teach to your peers for a class performance.            Video and watch back to <b>self assess</b> your work            Exploring Status and how this affects the way your character behaves in a given situation. Wider thinking – who has the power in a situation and how do they influence?            Improvisation with status characters and scenarios.            Scripts with clear status change or subtle shift to be portrayed through use of <b>NON VERBAL proxemics, eye contact, levels or stage positioning.</b>  <b>Teacher assessment and grade collection</b></p>				<p>Exploring the issue of <b>Peer Pressure</b> amongst teenagers - using Drama to <b>discuss</b> issues and to <b>resolve</b> problems through role play.  <b>Learning Aims: to explore how Drama can resolve an issue in or out of school.</b>            Devise short scenes and write your own script. Role play a variety of scenarios and create characters and situation.            Create your own performance (<b>Theatre in Education</b>) to inform and educate a younger audience about the issue of peer pressure with clear <b>consequences and resolutions</b>  <b>Wider thinking – how to use drama as a tool to educate.</b>  <b>Peer assessment to check in during rehearsal</b> and <b>teacher led assessment and grade collection.</b></p>				<p>Explore the issue of child slavery and a "living wage" in the production of clothing and sportswear.  <b>Learning Aims: to learn about child exploitation in manufacturing.</b>            Research and fact-finding. Learn about the history of child slavery in NIKE products.            Read the play "<b>Trainers - a true story</b>" - a play about the use of children working in factories in far east to produce Trainers.            Wider thinking in a global context – who produces our clothes and shoes? Are they treated fairly?  <b>Cross curricular link to Geography work.</b>            Use set, costume, sound and lighting to create a whole class performance of "Trainers" - invite Year 7 to watch as <b>live audience</b>.  <b>Audience feedback</b>            Plan and create a <b>Theatre in Education</b> short play to be taken out to feeder primary Schools in Year 9 with messages about <b>E-Safety</b>.  <b>Cross curricular links to IT.</b>            Research characters, likely scenarios, facts and figures and clear safety messages about going online at a young age.</p>				Curriculum Enrichment Week

Reporting Y9		CfCs		BfL & LAL		BfL & LAL		BfL & LAL	
Year 9	<p><b>Script lines</b> - using random choice of script lines to create improvised group performances.  <b>Learning aims:</b> to use thinking skills and creativity to improvise.            Focus on emphasis, tone of voice and pitch, pace pause.            Small group plays about school events  <b>School Snippets</b>  <b>Include mime and movement and moments of silence.</b>  <b>Links to Literacy whole school poicy.</b>  <b>Teacher led assessment and grade collection.</b>            Lunch time rehearsals of work created by students for tour of primary schools with E-Safety plays</p>				<p><b>Teechers - by John Godber. Performed by Blackeyed theatre company.</b>  <b>Learning aims - to apply the following new tchniques to a script. Multi-role, Brecht, breaking the fourth wall, physicalisation and vocal skills.</b>            This scheme of work looks at examples of the live performance of the play Teechers by Jon Godber and the students apply the new techniques to their work. Students choose if they want to be a performer or designer for a class perfomance of the five extracts.  <b>Roles and responsibilities</b> in the theatre - a world of work - who does what? Costume designer, Directing, Set designer, Sound and lighting designer. <b>Introduction to GCSE Drama</b> - Character Motivation, Cross Cutting, Dramatic Pause and Subtext. The aim being to understand these terms and how they influence the creation and delivery of theatre from a director and actors perspective. Students improvise, devise and explore scripted text, implementing these concepts and evaluating the impact they have on performance. Two different genre short GCSE scripts 'Who Was That Lady' and 'Mobile Phone' - looking at different staging techniques, theatre styles, how meaning is communicated to an audience and the associated acting skills required within that genre.  <b>Formal assessment and grade collection.</b>            GCSE choices</p>		<p><b>Shakespeare project - whole class performance.</b>  <b>Key text - Romeo and Juliet</b>  <b>Learning aims – to study a classical text and gain new understanding of a difficult language.</b>  <b>Links to GCSE ENGLISH. Early preparation for a set text in year 10.</b>  <b>Read play together - watch film version</b>            Students to decide their role - Design select - <b>costume design, set design, sound or lighting design.</b>  <b>Learning aims - To pursue design ideas.</b>            Research classical Shakespearean theatre or set with a modern twist.            Explore Shakespeare's language and themes of love, family feuds, fate and free will, <b>Performer - main role or chorus?</b>            30-minute edited version of Romeo and Juliet Work towards a class performance.  <b>Video work for class to watch back and evaluate at end of term</b></p>		Curriculum Enrichment Week



Curriculum Enrichment Week



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
Reporting Y10		CfCs		BfL & Grades		CfCs		BfL & Grades			BfL & Report			
Year 10	<p><b>Team building / Ensemble skills / Physical skills</b>            Short History of the World - 5 historic moments captured through <i>physical theatre, Mime, Space, Levels, Movement, pace/slow motion, Choral voice, Sound, Effective transitions, Minimal speech, Analysis and evaluation of our performance</i>  <b>Key terms</b> <i>Abstract, Stylised, Representational</i>  <b>Tension</b> <i>Le Coq – seven states of tension</i>  <b>Vocal skills</b>  <b>Learning how to describe, analyse, evaluate PERFORMANCE SKILLS</b>  <b>Working with set text - Blood Brothers by Willy Russell</b>  <b>Exploring the text with practical activities. Interpreting the characters, Plot, Climax, Conflict, Resolution, Monologue, Tension, Subtext, Stage directions, Dialogue, The role of the Narrator, Context – a 1970’s working class area in Liverpool, Themes – class, childhood, status, money, games, nature versus nurture, women’s place in society</b>  <b>Physical skills</b>            Physical contact, Posture, Use of gesture, Gait, Body language, Energy, Eye line, Facial expression  <b>Vocal skills</b>            Volume Emphasis, Tone, Breath, Accent, Pitch, Pause, Pace</p>				<p>Introduction to the written paper.            How to describe, analyse, evaluate            Section A: Theatre roles and terminology: multiple choice            Section B: Study of a set play: four questions on a given extract from the set play            Section C: Live theatre production one question on the work of theatre makers in a single live theatre production            An Introduction to Design            Set Design            Costume design            Lighting design            Sound design            Explore Falling . Performed by Theatre Alibi.            Watch the Live performance for Section C and then study section or sections of the live show to describe, analyse and evaluate what an actor does on stage to communicate meaning or to portray a convincing character.            Use of space.            What is the message of the play?            How is it relevant today?            Exploring scripts and devising from a stimulus. Links to Component 2.            Continuous assessment.            Revise knowledge - Tests in class!            Show understanding- Explore in a practical way!            Past papers            Prepare for Summer PPE exam            Put your descriptions into practice!            Do your homework!  <b>Exam questions through term 2.</b></p>				<p><b>Introduction to Practitioners</b>  <b>Stanislavsky</b>  <b>Naturalism</b>  <b>Method acting - exploring techniques and workshop "The System" - applying these techniques to scripts.</b>  <b>Brecht</b>  <b>Breaking the fourth wall</b>  <b>Epic Theatre - applying Epic Theatre techniques to improvised scenes.</b>  <b>Artaud - Theatre of Cruelty</b>  <b>Introduction to devising.</b>  <b>Frantic Assembly, Kneehigh, Paper Birds</b>  <b>Theatre company styles to tell stories</b>  <b>Physical theatre - chair duets</b>  <b>Response to a stimulus - choosing specialism for devising exam in Autumn term of year 11. Students may opt to be a designer or a performer for this exam and start to research their ideas for next year.</b></p>				Work Experience Week	

Reporting Y11		CfCs & Grades		Rep & Grades		CfCs & Grades		BfL & Grades		
Year 11	<p><b>Three components in one year!</b></p> <p><b>Component 2 Devising Drama (practical and devising log)</b>            What is assessed? Process of creating devised drama            Performance of devised drama (students may contribute as a performer or a designer) Analysis and evaluation of own work  <b>How it's assessed?</b>            Devising log, Devised performance, 80 marks 40 % of GCSE</p> <p><b>Introduction to stimulus</b>  <u>Change or changes</u>  <u>Aural stimuli – music or BBC podcast</u>  <u>Visual stimuli – photographs or paintings</u>  <u>Poems</u>  <u>Newspaper articles</u></p> <p><b>Initial response to a range of stimuli.</b>  <b>Research your chosen idea.</b>  <b>Exploring our work in a practical way and making our first decisions about style and content.</b>  <b>Rehearsals after school</b>  <b>Group work, Devising techniques, Leadership, Director, Designer</b>  <b>Continuous note making in log book after every rehearsal to record decisions</b></p> <p><b>Section 1 – response to a stimulus</b>  <b>Section 2 – development and collaboration</b>  <b>Section 3 – Evaluation of a performance.</b>  <b>(Total 2,500 words)</b>  <b>Complete by Christmas.</b></p> <p><b>Revise knowledge! Preparation for the written paper</b>  <b>Section A: Theatre roles and terminology: multiple choice</b>  <b>Section B: Study of a set play: four questions on a given extract from the set play</b>  <b>Section C: Live theatre production one question on the work of theatre makers in a single live theatre production</b>  <b>Theory lessons, Practice exam questions, Past papers, Homework and D.I.T</b>  <b>Dress rehearsal 1st December</b>  <b>Performance to a live audience and recorded for AQA.</b>  <b>Combined with log book – 40% of final mark</b></p>				<p><b>PPE Exam in January</b>  <b>Written paper 1 hour and 45 minutes.</b></p> <p><b>Component 3 Texts in practice</b>            What is assessed? Performances of two extracts from one play (students may contribute as a performer or designer) Free choice of play.            Choice of Text to perform            Two extracts            Group of up to six or a duologue or a monologue.            Read your chosen play            Choose your two extracts            Study character motivation.            Understand development of plot            Rehearsals!            Group work, Commitment, team work, finding creative solutions, being a part of something truly unique.            Finding your own interpretation            Design ideas.            Set            Props            Lighting            Sound effects</p> <p><b>Performance to a visiting examiner week before Easter holidays.</b>  <b>Performance of extract 1</b>  <b>Performance of extract 2</b>  <b>40 marks 20% of GCSE</b></p>			<p><b>Final exam In May</b>  <b>Written paper 1 hour and 45 minutes.</b>  <b>Clean copy of Blood brothers</b>  <b>Revision!</b>            Section A: Theatre roles and terminology: multiple choice            Tests and quizzes.            Who does what in the theatre?            Staging configurations            Stage positioning            Section B: Study of a set play: <b>Blood Brothers</b>  <b>Practice exam questions</b>            Four questions on a given extract from the set play            How does an actor playing a character use their acting skills to deliver a specific line?            Knowledge of <b>Blood Brothers</b>.            Social and historical context, character, themes, plot, physical skills and vocal skills, use of space.            Section C: Live theatre production one question on the work of theatre makers in a single live theatre production  <b>Practice past paper questions</b>  <b>Example answers</b>  <b>Peer assessment</b>  <b>D.I.T</b></p>		