

Year 7

Autumn term		
Topic Outline	Students should know and understand	Students should be able to
Drama Conventions	<ul style="list-style-type: none"> • Still Image and Tableau 	<ul style="list-style-type: none"> • Stay focused within a group rehearsal
	<ul style="list-style-type: none"> • Flash Back 	<ul style="list-style-type: none"> • Apply conventions effectively with some control
	<ul style="list-style-type: none"> • Narration, Choral Speech and Movement 	<ul style="list-style-type: none"> • Develop ensemble pieces
	<ul style="list-style-type: none"> • Devising and Improvisation Skills 	<ul style="list-style-type: none"> • Create drama to communicate meaning and evaluate the effectiveness of this
Spring term		
Topic Outline	Students should know and understand	Students should be able to
Western	<ul style="list-style-type: none"> • Key terms for performance techniques 	<ul style="list-style-type: none"> • Describe the key terms and their intended effect
	<ul style="list-style-type: none"> • How to develop character through voice and movement 	<ul style="list-style-type: none"> • Apply vocal and physical skills to start to create characters different from themselves
	<ul style="list-style-type: none"> • Safe stage combat techniques 	<ul style="list-style-type: none"> • Safely use stage combat techniques
	<ul style="list-style-type: none"> • How to produce scenes from a short script 	<ul style="list-style-type: none"> • Create drama to communicate meaning and evaluate the effectiveness of this
Summer term		
Topic Outline	Students should know and understand	Students should be able to
Devising from Stimulus	<ul style="list-style-type: none"> • Conscience Alley, hot seating and thought tracking 	<ul style="list-style-type: none"> • Select and apply a range of conventions in their work to communicate meaning
	<ul style="list-style-type: none"> • How to generate ideas from a stimulus 	<ul style="list-style-type: none"> • Improvise effectively in a group, making decisions about the structure of the piece
	<ul style="list-style-type: none"> • How vocal and physical choices influence characterisation 	<ul style="list-style-type: none"> • Develop their own characterisation skills with a range of voice and movement techniques

Year 8

Autumn term		
Topic Outline	Students should know and understand	Students should be able to
Working from Script	<ul style="list-style-type: none"> The key features of a play script 	<ul style="list-style-type: none"> Recognise and describe the key characters in Hamlet and their relationships with one another
This unit supports cross curricular development with English	<ul style="list-style-type: none"> How to interpret characters using scripts information and stage directions 	<ul style="list-style-type: none"> Create a range of characters using voice and movement skills
	<ul style="list-style-type: none"> How to use drama conventions to bring a text to life 	<ul style="list-style-type: none"> Perform sections of script from memory
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Produce an engaging performance of a section of Hamlet
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Analyse, evaluate and give constructive feedback to others.
Spring term		
Topic Outline	Students should know and understand	Students should be able to
Lion King	<ul style="list-style-type: none"> The different production elements and how they can enhance a performance 	<ul style="list-style-type: none"> Identify, describe and analyse the impact of the different production elements
This unit is supported by a theatre visit and links to themes within the English curriculum	<ul style="list-style-type: none"> How to make masks, costume and puppets 	<ul style="list-style-type: none"> Construct working props and costumes that fit the design brief
	<ul style="list-style-type: none"> How to combine masks and puppets with physicalisation 	<ul style="list-style-type: none"> Use physicalisation skills to create animalistic characters
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Produce and perform a section of The Lion King, using production elements to enhance the impact on the audience.
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Analyse, evaluate and give constructive feedback to others.
Summer term		
Topic Outline	Students should know and understand	Students should be able to

Back in the Playground Blues	<ul style="list-style-type: none"> The key themes of the poem 	<ul style="list-style-type: none"> Create freeze frames to represent key aspects of the text
This unit on devising from stimulus builds on skills from last year and encourages students to think about the messages they are communicating	<ul style="list-style-type: none"> How to incorporate drama conventions to structure their work effectively 	<ul style="list-style-type: none"> Decide on key messages to communicate to their audience
	<ul style="list-style-type: none"> How meaning is created and communicated to an audience 	<ul style="list-style-type: none"> Use the stimulus and their knowledge of drama conventions to create a piece of Theatre in Education regarding Bullying.
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Analyse, evaluate and give constructive feedback to others.

Year 9

Autumn term		
Topic Outline	Students should know and understand	Students should be able to
Theatre Practitioner and Physical Theatre	<ul style="list-style-type: none"> The principles of physical theatre 	<ul style="list-style-type: none"> Devise physical theatre pieces using Frantic Assembly methods
This unit introduces students to the concept of Theatre Practitioners in readiness for Key Stage 4 and 5	<ul style="list-style-type: none"> Some key techniques of Frantic Assembly 	<ul style="list-style-type: none"> Create a Hymns Hands piece and a Chair Duet
	<ul style="list-style-type: none"> How to work safely and sensitively with a partner or group 	<ul style="list-style-type: none"> Create a piece of Total Theatre using abstract concepts and physicalisation
	<ul style="list-style-type: none"> How to create different layers of meaning 	<ul style="list-style-type: none"> Consider their intent and add subtle layers of meaning to communicate this
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Analyse, evaluate and give constructive feedback to others.
Spring term		
Topic Outline	Students should know and understand	Students should be able to

Lest We Forget	<ul style="list-style-type: none"> The key characters and themes of the play 	<ul style="list-style-type: none"> Learn, interpret and perform extracts from the text
This unit builds on the introduction to script work in year 8, encouraging students to explore characterisation with emotion and the impact of ensemble work.	<ul style="list-style-type: none"> The intended emotional impact on the audience 	<ul style="list-style-type: none"> Create a sensitive duologue, effectively conveying emotions through voice, movement and proxemics
	<ul style="list-style-type: none"> How to use voice, movement and proxemics to create and communicate emotion 	<ul style="list-style-type: none"> Consider structure and form to produce effective ensemble sections of performance.
	<ul style="list-style-type: none"> How to explore a text with a group to create ensemble aspects 	<ul style="list-style-type: none"> Analyse, evaluate and give constructive feedback to others.
Summer term		
Topic Outline	Students should know and understand	Students should be able to
Riots – Devising from stimulus	<ul style="list-style-type: none"> How to use a variety of factual stimuli to generate ideas 	<ul style="list-style-type: none"> Create a multi media response incorporating a range of expressive skills within a complex piece
This unit further builds on devising skills from year 7 and 8, developing a more sophisticated response in preparation for GCSE and A Level	<ul style="list-style-type: none"> That devising necessitates generating, developing and refining ideas through collaboration 	<ul style="list-style-type: none"> Work collaboratively to create, refine, improve and perform an extended piece which communicates an intended message
	<ul style="list-style-type: none"> The impact on an audience of selected drama conventions and how to use these to best effect 	<ul style="list-style-type: none"> Analyse, evaluate and give constructive feedback to others.