

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Introduction &amp; Techniques</b>	<b>Platform Theatre</b>	<b>It Snows</b>	<b>Greek Theatre</b>	<b>Monologues</b>	<b>Issue Based Theatre</b>
	<b>Skills</b>	<b>Devising –Physical Skills</b>	<b>Script</b>	<b>Devising</b>	<b>Script – Vocal Skills</b>	<b>Evaluation</b>
<b>Year 7 Topics:</b>	Students will be introduced to the 3 “C”s	Within this unit we explore the structure of how they are created using Freytag Pyramid.	Scripted piece:	We look at the history behind theatre starting with the Greek period.	We explore multiple different monologues all of which gives us the opportunity to learn further about vocal and physical, and their impact on meaning, and how characters might use them.	Issue based theatre:
Introduction & Techniques	-Confidence, co-operation and creativity.		‘It Snows” - This script is a great way to explore all previous learnt skills, as well as introducing both vocal and physical skills which we need to build on throughout the course of the year.	The students become aware of the impact Greek Theatre has on the theatre of today.		Work covered/Key Skills taught:
Platform theatre	We also establish the 3 elements of Drama - Creating, Performing and Evaluation.	We develop our co-operation skills whilst exploring Physical Theatre.		There is a focus on the role of “the chorus” and ensemble work including Choral speaking.		Within this unit of work, we look at issues surrounding us at that time. It is a really good way to get the younger students really interested and tuned in to what is going on in the world.
It Snows		Combining many of the skills learnt in Year 7 and includes, but are not limited to:	This develops into the idea of creating a character.	We also explore Greek theatre including, King Midas, and give the students to use their new understanding to create their own version of “Pandoras Box”.	This unit gives us the opportunity to share some famous actors performing monologues.	We tap into the work of Boal and look at each other's work and the issues going on, working together to see if there is a solution to the presented problem.
Greek Theatre	We look at learning the basic skills and techniques this half term. These include but are not limited to:	<ul style="list-style-type: none"> <li>Physical Theatre</li> <li>Direct Address</li> </ul>	The students also get opportunities to improvise within this unit. and develop an understanding of the importance of feedback in order to improve.			This is also linked with Theatre In Education (T.I.E) that we cover again in Years 8 and 9.
Monologues	<ul style="list-style-type: none"> <li>Still image</li> <li>Mime</li> <li>Transitions</li> <li>Thoughts Aloud</li> </ul>	Combining all these skills we are able to create a piece in the style of “Platform Theatre”.				
Issue Based Theatre	Physical skills such as: Facial expressions, gesture, body language, posture and movement.	Combining all these skills we are able to create a piece in the style of “Platform Theatre”.				
	Has links to: Every unit we cover from Autumn 1 all the way through to KS5 drama.	Has links to: Prior year 7 work GCSE Component 1 & 2 A Level Component 1 & 3	Has links to: GCSE Component 1 & 2 A Level Component 2	Has links to: GCSE Component 1 A Level Component 1 & 3	Has links to: Prior Year 7 work GCSE Component 1 & 2 A Level Component 1 & 2	Has links to: Prior Year 7 work GCSE Component 1 & 3 A Level Component 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Identification</b>	<b>Duologues</b>	<b>Commedia Dell'arte</b>	<b>Hunting of the Snark</b>	<b>Physical Theatre</b>	<b>Theatre in Education</b>
	<b>Devising</b>	<b>Script</b>	<b>Devising</b>	<b>Script</b>	<b>Devising</b>	<b>Devising</b>
<b>Year 8 Topics:</b>	This unit of work is the next step up from 'devising a story' in Year 7.	Building on the scheme of work monologues from Year 7, we look at a workshop base approach to further develop their vocal and physical skills, using different scripts to highlight key skills.	Within this unit, we expand on the history that we started to learn in Year 7 with Commedia Dell'arte.	This unit of work allows the students to dive a little deeper into the world of scripts and allows them to develop new and exciting characters.	Within this exciting project we learn what physical theatre actually is and its routes.	Within this topic we look at big scale problems such as world hunger and homelessness, as well as the students choosing a topic of their choice that they wish to teach their audience about.
The Identification						
Duologues	We look at a given piece of stimulus and analyse it together as a class and then again in smaller groups.	This is a fast-paced scheme which uses many different extracts of scripts, many of which are used at GCSE.	This style of theatre gives us the base for today's characterisation, with many of the characters created, evident throughout the development of European history of Theatre.	Set in WWII it has an interesting historical context.	We learn about the company Frantic Assembly and some of their techniques such as, symbolic image, chair duets, round-by-through and lifts.	
Commedia Dell'arte						
Hunting of the Snark	We use the poem/stimulus as our starting point to devise our pieces each lesson much like at GCSE	The scheme of work starts with Blood Brothers.	We explore the different stock characters and the types of plays that would have been performed in these times as well as the venue in which they were performed.	Creating an understanding of the environment is essential before looking at both a group section and duologues.	We explore storytelling through physicality and students get an opportunity to explore this style of theatre and create their own pieces.	The main aim for T.I.E is for the actors to teach their audience so there is an element of research which also ties into this unit.
Physical Theatre						
Theatre In Education	At the end of this unit, we create an episode of a soap opera inspired by the poem looking at the stereotypical characters found in these types of dramas.					
	Has links to: Year 7 units of work GCSE Component 1 A Level Component 1	Has links to: Prior year 7 work GCSE Component 1 & 2 A Level Component 1 & 3	Has links to: Year 7 units of work GCSE Component 1 A Level Component 1 & 3	Has links to: Year 7 units of work GCSE Component 2 A Level Component 2	Has links to: Year 7 units of work GCSE Component 1 A Level Component 1	Has links to: Year 7 units of work GCSE Component 1, 2 & 3 A Level Component 1, 2 & 3

	<b>The Curious Incident of the Dog in the Night</b>	<b>Script</b>	<b>Tony's Letters</b>	<b>Devising</b>	<b>Spontaneous Improvisation</b>
<p><b>Year 9 Topics:</b></p> <p>Drama is only taught for half the year, then students swap to do Music.</p> <p>The Curious Incident of the Dog in the Night</p> <p>Tony's Letters</p> <p>Spontaneous Improvisation</p>	<p>The students will explore multiple scenes from the play in order to analyse the character's journeys to get a deeper understanding of both the meaning behind the play and the character they are playing.</p> <p>We have an amazing opportunity to watch clips from the National Theatre (NT) to see how the play went from novel to stage play.</p> <p>The students get to see the rehearsal process of a play, as well as moments from the production.</p> <p>We can start looking at production values including lighting, music and staging.</p> <p>Within the unit we explore ensemble cast, as well as experimenting with different staging; including in-the-round, thrust and traverse.</p> <p>This gives an introduction to elements within the Component 3 - exam assessment criteria for this unit are taken directly from the assessment criteria from GCSE Component 2.</p>		<p>We look at our given stimulus which is 'Tony's letter' and use this to inspire our work.</p> <p>The students get different scenarios that they have to use, the stimulus to create a scene for such as a courtroom scene, a physical theatre bedroom sequence, monologues, and duologues.</p> <p>They then put all of these together adding transitions making their final devised piece for assessment. This replicates the type of work students can expect in Comp 1 GCSE.</p>		<p>Focusing on personal skills, this unit is all about Confidence, Creativity, Co-operation &amp; Listening.</p> <p>Supporting their GCSE English speaking paper, we encourage students confidence to speak and be creative.</p> <p>We look at the "Way of Improvisation" - the use of play, saying 'yes and, yes and' as well as having fun.</p> <p>Students learn to think on their feet and create stories and characters spontaneously.</p>
	<p>Has links to: Year 7 and Year 8 units of work GCSE Components 1, 2 &amp; 3 A Level Components 1 &amp; 2</p>		<p>Has links to: Year 7 and Year 8 units of work GCSE Component 1 A Level Component 1</p>		<p>Has links to: GCSE Component 1 GCSE English</p>

<b>The GCSE Drama Course</b>						
<p>Component 1 Devising – 40 % Of which:</p> <ul style="list-style-type: none"> <li>• Course Work 30%</li> <li>• Portfolio 10%</li> </ul> <p>Performance - In groups students create their own performance from stimulus to stage and document the process</p>		<p>Component 2 Performing – 20% Monologues &amp; Duologues Marked on Vocal &amp; Physical Skills, Characterisations, Artistic Intention, Communication &amp; Rapport</p>		<p>Component 3 - 40% Of which:</p> <ul style="list-style-type: none"> <li>• Written Exam 30 % Theatre makers in Practice looking at ‘An Inspector Calls’</li> <li>• 10% Evaluation &amp; analysis of a live theatre event</li> </ul>		
<b>Year 10</b>	<b>Introduction</b>	<b>Performance</b>	<b>Comp 1 Creating</b>	<b>Comp 1 Creating</b>	<b>Comp 1 Creating</b>	<b>Portfolios/Comp 3</b>
<p>Introduction</p> <p>Performance</p> <p>First written exam</p> <p>Component 1</p> <p>Devising from a stimulus</p> <p>Portfolio</p>	<p>This first half term sees the students introduced and exposed to all areas of the course.</p> <p>One lesson a week is classroom based, focusing on Comp 3, which is their written exam.</p> <p>We look at An Inspector Calls as it is studied in Year 10 English - this gives them a foundation to build upon and think about the play from a creative arts point of view.</p> <p>In the 2 practical lessons, we start to develop our own show based on a script. This gives the opportunity to establish co-operation within the group, as well as recap skills from lower school. As well as being directed by the teacher, there is also the opportunity to devise in small groups.</p>	<p>The students will now be focusing on writing a portfolio about the process of creating a play, similar to the expectations of the portfolio in Comp 1.</p> <p>By the end of this term, they will have performed for the first time to an audience.</p> <p>Being part of a show, with lights, props, set, costumes, and props, will give them an understanding of how theatre is created which will help in both Comp 1 &amp; 3</p>	<p>This half term we look at different styles of theatre and different practitioners, before exploring different stimulus.</p> <p>In groups they will finalise what stimulus and the basic structure of what they want their Comp 1 piece to be about.</p> <p>Students will also do their first Mock Written Exam.</p>	<p>This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others, and to explore a range of stimuli in order to create an original performance piece.</p> <p>All the group will have got a stimulus, and will start the creative process.</p> <p>All stages of development and refinement will be documented in their portfolio.</p> <p>The teacher will guide them through different stages of development and consideration. From creating set, considering a sound track, character development exercises, and discussion on structure and genre.</p>	<p>During this half-term, the aim is to have a Mock performance in order to look at possible improvements, and have time to refine the final piece, and perform Comp 1 pieces to an audience.</p> <p>This will contribute 10% to their final GCSE mark.</p>	<p>With all the notes from rehearsal and final feedback from the performance, students can start finalising their portfolio.</p> <p>This uses both analysis and evaluation techniques and is worth 30% of the final GCSE mark.</p> <p>Students will also be working on Comp 3 exam work for their end of year assessments.</p>

Year 11	Comp 2 Exploration Comp 3 Lessons		Comp 2	Comp 2 Exam	Comp 3 exam	
	<p>Understanding a performance text is fundamental to the subject, as this provides <u>students</u> with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods.</p> <p>Vocal Skills &amp; Physical Skills / Characterisation &amp; Communication Workshop.</p> <p>Opportunity to revisit work and discuss areas to improve, prepare for exams, develop Questions, and structure answers.</p> <p>.</p>	<p>During this half-term we see a live piece of theatre which we analyse and evaluate ready for our Comp 3 exam.</p> <p>In the November Mock, the students will do their first full exam paper.</p> <p>Preparation &amp; finding scripts - Students to select scripts to evaluate and analyse.</p> <p>The students will then learn how to direct themselves, and set their pieces ready to perform in front of an audience.</p> <p>The students have free choice of any post-1954 text.</p>	<p>Students will focus on two key extracts from a chosen performance text.</p> <p>Once students have chosen their final script, they will be working towards being marked on:</p> <p>Vocal &amp; Physical Skills, Characterisations, Artistic Intention, Communication &amp; Rapport</p>	<p>An outside examiner will come in during this half-term to mark the Monologues and Duologues.</p> <p>Each student will perform two pieces, each worth 10% to their final mark.</p>	<p>Drama exams are one of the first GCSE exams in early May, and every lesson will be focused on exam work.</p> <p>The final Exam - Theatre Makers in Practice</p> <p>Students will explore how a complete performance text might be interpreted and realize from page to stage.</p> <p><u>Two areas of focus</u></p> <p>Study of one complete text (Inspector Calls). AND A live theatre evaluation.</p> <p>Students show an understanding of:</p> <ul style="list-style-type: none"> <li>- Actors</li> <li>- Directors</li> <li>- Designers</li> </ul>	