Year 7

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1&2 | Myths and Legends | -An introduction to storytelling through myths and legends.  -Explore different stories though the use of mime, dialogue, still images and narration.  -How to devise a piece of their own cautionary tale to portray a moral.  -How to use performance skills to enhance their characterisation. | Pupils will write a cautionary tale that portrays a clear moral. This will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances. |
| 3&4 | The Greatest Showman | -To understand the role of drama within the circus, using a range of techniques.  -How to create believable characters.  -To learn a range of circus skills.  -To be able to create tension and atmosphere during their performance. | Pupils will create circus scenes lesson by lesson which will be performed under assessment conditions at the end of the unit. | -Watch ‘The Greatest Showman’, in particular the performance scenes.  -Where possible if the opportunity arises, attend and watch live performances. |
| 5&6 | The Tempest | -Gain and insight and understanding of the play ‘The Tempest’ by Shakespeare.  -Explore characterisation of key characters.  -How to effectively stage a scene.  -How to effectively use movement within scenes. | Pupils will stage a scene of their choice from ‘The Tempest’ which will be performed under assessment conditions at the end of the unit. | -Read ‘The Tempest’ and help to gain an understanding of the characters and storyline.  -Where possible if the opportunity arises, attend and watch live performances. |

Year 8

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1&2 | People are Complex | -To explore the diversity and individualism of people.  -To develop a repertoire of characterisation skills around situation behaviour, self-perception, manipulation and conflicting forces.  -To gain an understanding of how to effectively implement cross cutting into a scene.  -To gain an understanding of how to effectively implement thought tracking into a scene. | Pupils will create scenes lesson by lesson which explore the diversity of personalities. This will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances. |
| 3&4 | Movie Trailers | -To develop understanding of how different sensory stimulants create atmosphere and tension.  To experiment with different elements that create tension and atmosphere including music, props and speech.  -To be able to create a selection of scenes for a movie trailer that demonstrate tension and atmosphere. | Pupils will create a selection of scenes in the style of a movie trailer to effectively demonstrate tension and atmosphere. This will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances.  -Watch a variety of movie trailers |
| 5&6 | Documentary Drama | -To explore and learn key features of documentary drama.  -To learn how to devise using Verbatim theatre techniques.  -To learn how to use Stanisalvksi methods.  -To be able to create and select material using photos and newspapers to devise a piece of documentary drama. | Pupils will a piece of documentary drama lesson by lesson which will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances. |

Year 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1&2 | ‘Teechers’ John Godber | -To know and understand the play ‘Teechers’ by John Godber.  -To demonstrate an understanding of the characters, the events and the issues explored.  -To explore the communication of characters stereotyping.  -To create a play within a play, including narration.  -To develop effective scene transitions. | Pupils will develop selections of scenes to create a play within a play which will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances.  -Read about and watch ‘Teechers’ |
| 3&4 | Gangs | -To understand how to develop character profiles.  -To develop the use of body language to portray a character.  -To learn how to select appropriate language for specific characters.  - Using ‘DNA’ (Dennis Kelly) as inspiration, create a piece depicting gang behaviour. | Pupils will develop a piece inspired by gang behaviour which will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances.  -Reading and watching news articles relating to gang behaviour. |
| 5&6 | Devising | -To be able to recognise ways in which playwrights, directors, designer and performers communicate through drama.  -To use stimuli to inspire a performance written and created by students.  -To be able to apply drama techniques to structure a coherent performance. | Pupils will plan and create their own piece of drama which will be performed under assessment conditions at the end of the unit. | -Where possible if the opportunity arises, attend and watch live performances. |