Year 7

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| 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

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| 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

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| 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. |