

<b>Yr 7</b>	Storytelling (4 weeks)	The Holiday That Went Wrong	<i>Ernie's Incredible Illucinations</i> by Alan Ayckbourn	Greek & Medieval Theatre <a href="#">Link to History</a>	<i>Romeo &amp; Juliet</i> by William Shakespeare <a href="#">Link to English</a>	Mime
<b>Learning Question</b>	How can you tell a story using Drama?	How do you create a clear character?	How do you apply theatrical techniques to a script?	How are historical theatrical techniques used in modern theatre?	How do you perform Shakespearean Language?	How can performance be created without the use of words?
<b>Drama Concepts</b>	Still Image Narration Characterisation: Vocal	Still Image Thought-Tracking Characterisation: Vocal, Physical	Narration Levels Staging positions Characterisation: Vocal, Physical	Choral Speaking: Unison, Cannon, Echo Characterisation: Vocal Staging positions	Monologue / Soliloquy Characterisation: Vocal, Physical	Physicality Movement Facial Expressions
<b>Assessment</b>	Performance: 1 <sup>st</sup> day of secondary school	Performance: Part 5 of an ongoing story. Writing: Self-analysis	Performance: Create your own 'Illucination'	Performance: Using Choral speaking to deliver Pandora's Box story. Writing: Self-analysis	Performance: Individual performance Writing: Rehearsal diary.	Performance: The Jewell Heist mime performance.
<b>GCSE Learning Objective</b>	AO 2	AO 2 AO 4	AO 2	AO 2 AO 4	AO 1 AO 2	AO 2

### GCSE Assessment Objectives

AO 1 Create and develop ideas to communicate meaning for theatrical performance.

AO 2 Apply theatrical skills to realise artistic intentions in live performance.

AO 3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO 4 Analyse and evaluate their own work and the work of others.

### Vocal Skills:

Volume, Pitch, Pace, Tone

### Physical Skills:

Body Language, Movement, Facial Expression, Gesture

<b>Yr</b> <b>8</b>	<b>Tudor Theatre</b> <a href="#">Link to History</a>	<b>Darkwood Manor</b>	<b><i>Noughts &amp; Crosses</i> by Malorie Blackman</b>		<b>Improvisation</b>	<b><i>Frankenstein</i> by Philip Pullman</b> <a href="#">Link to English</a>
<b>Learning Question</b>	<i>What was theatre like in Tudor England?</i>	<i>How do you build atmosphere in performance?</i>	<i>How can racism be shown in the theatre?</i>  <i>What is Dystopian Drama?</i>  <i>What is Epic Theatre and how is it used in Performance?</i>		<i>How can improvisation be used to create effective performance?</i>	<i>How can design be used to improve a play?</i>
<b>Drama Concepts</b>	<b>Melodrama</b>  <b>Restoration</b>  <b>Elizabethan Theatre</b>	<b>Soundscape</b>  <b>Tension</b>  <b>Proxemics / Levels</b>  <b>Characterisation</b>	<b>Epic Theatre</b>  <b>Bertolt Brecht</b>  <b>V-Effect</b>	<b>Page to Stage</b>  <b>Characterisation</b>  <b>Dystopian Theatre</b>	<b>Staging Configurations</b>  <b>Staging Positions</b>  <b>Improvisation</b>  <b>Characterisation</b>	<b>Lighting Design</b>  <b>Sound Design</b>  <b>Set Design</b>
<b>Assessment</b>	<b>Performance:</b> Extract of an Elizabethan play performed in modern style.  <b>Written:</b> Research pack	<b>Performance:</b> Part 5 of an ongoing story.	<b>Performance:</b> Extract from Act 1.  <b>Written:</b> Peer Analysis	<b>Performance:</b> Extract from Act 2.	<b>Performance:</b> Improvised performance.  <b>Written:</b> Self Analysis	<b>Performance:</b> Section of Frankenstein including presentation on Design choices
<b>GCSE Learning Objective</b>	AO 2  AO 3	AO 2	AO 2  AO 4	AO 1  AO 2	AO 2  AO 4	AO 1  AO 2  AO 3

### GCSE Assessment Objectives

AO 1 Create and develop ideas to communicate meaning for theatrical performance.

AO 2 Apply theatrical skills to realise artistic intentions in live performance.

AO 3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO 4 Analyse and evaluate their own work and the work of others.

### Vocal Skills:

Volume, Pitch, Pace, Tone, Accent

### Physical Skills:

Body Language, Movement, Facial Expression, Gesture, Stance

<b>Yr 9</b>	<b>Introduction to Practitioners</b>	<b>2123</b> <a href="#">Link to Geography</a>	<b>Mask Work</b>	<b>Devising</b>	<b><i>Blood Brothers</i> by Willie Russel</b>	
<b>Learning Question</b>	<i>Who are the key theatre practitioners and what are their styles?</i>	<i>How do you create detailed characters and apply higher level skills to performance?</i>	<i>How can masks be used to replace facial expressions and voice?</i>	<i>How do you build a performance from a stimulus?</i>	<i>How can theatre be used to communicate a political message?</i>	
<b>Drama Concepts</b>	<b>Epic Theatre</b> <b>Naturalism</b> <b>Verbatim</b>	<b>Marking-the-moment</b> <b>Split-Scene</b> <b>Monologue</b> <b>Characterisation</b>	<b>Trestle Theatre Company</b> <b>Movement</b> <b>Mime</b>	<b>Devising</b> <b>Characterisation</b> <b>Stimulus</b>	<b>Political theatre</b> <b>Page to Stage</b> <b>Characterisation</b>	
<b>Assessment</b>	<b>Performance:</b> Presentation on given style.  <b>Written:</b> Group PowerPoint	<b>Performance:</b> Part 5 of an ongoing story.  <b>Written:</b> Peer-analysis	<b>Performance:</b> Performance combining mask and spoken word.	<b>Performance:</b> Performance from a given stimulus.  <b>Written:</b> Rehearsal Diary and Self Analysis	<b>Performance:</b> Given extract for the studies text.	<b>Written:</b> GCSE style questioning (EOY exam)
<b>GCSE Learning Objective</b>	AO 2 AO 3	AO 2 AO 4	AO 2	AO1 AO2 AO3 AO4	AO 2	AO 3 AO 4

### GCSE Assessment Objectives

AO 1 Create and develop ideas to communicate meaning for theatrical performance.

AO 2 Apply theatrical skills to realise artistic intentions in live performance.

AO 3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO 4 Analyse and evaluate their own work and the work of others.

### Vocal Skills:

Volume, Pitch, Pace, Tone, Accent, Pause, Inflection, Intonation

### Physical Skills:

Body Language, Movement, Facial Expression, Gesture, Stance, Gait

<b>Yr 10</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Comp</b>	C1 C2 C3	C2	C1		C1 C3	C3 C2
<b>Topics</b>	Introduction to Drama GCSE Practitioners and styles	Script Work	Devising		Devising (2 weeks) Written Exam	Written Exam Script Work
<b>Assessment</b>	Mock devised performance	Mock scripted performance	Internally assessed performance Coursework (Rehearsal and refinement)		Coursework (Evaluation)	EOY Exam
<b>Deadlines</b>	End of HT	End of HT	Final week of term		2 weeks (Evaluation)	June

#### GCSE Assessment Objectives

AO 1 Create and develop ideas to communicate meaning for theatrical performance.

AO 2 Apply theatrical skills to realise artistic intentions in live performance.

AO 3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO 4 Analyse and evaluate their own work and the work of others.

Yr 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	GCSE SUMMER EXAMS
Comp	C1	C1 C2 C3	C2 C3	C2 C3	C3	
Topic	Devising	Devising 2 weeks  Script work introduction  Written exam	Script Work  Written exam	Script Work  Written exam	Exam Revision and re-cap	
Assessment	Devising performance	Mock exam	N/A	Externally Assessed Script performance  Mock exam	GCSE Exam	
Deadlines	End of HT	Nov/Dec mock	N/A	End of Term C2  Feb/March mock	GCSE Exams start	

#### GCSE Assessment Objectives

AO 1 Create and develop ideas to communicate meaning for theatrical performance.

AO 2 Apply theatrical skills to realise artistic intentions in live performance.

AO 3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO 4 Analyse and evaluate their own work and the work of others.