

Yr7 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<p><b><u>Introduction to Drama</u></b></p> <p>A 6 week scheme of work which introduces the students to drama lessons and carries out a baseline test through learning a monologue and introduce basic mime and text work skills</p> <p><b>Literacy</b></p>	<p><u>Knowledge</u></p> <p>Learning a monologue The stage The language of performance</p> <p><u>Skills</u></p> <p>Writing part of a monologue Basic mime Improvisation skills Core physical and vocal performance skills</p>	<p><u>Knowledge</u></p> <p>Learning a monologue The stage</p> <p><u>Skills</u></p> <p>Writing part of a monologue Basic mime Improvisation skills Core physical and vocal performance skills</p>	Ability to learn and perform a short monologue using a sustained character	Learn script for monologue
Autumn 2	<p><b><u>Darkwood Manor</u></b></p> <p>A six week scheme of work exploring the creation of tension in drama with whole class in role scenes and creating and sustaining a character</p>	<p><u>Knowledge</u></p> <p>Understanding dramatic tension and how this can be applied to a text or a theatre performance. The genre of horror Ghosts and ghost stories</p> <p><u>Skills</u></p> <p>Creating a soundscape Creating an original character Sustaining a character Developing a character</p>	<p><u>Knowledge</u></p> <p>Building a Character The stage The language of performance</p> <p><u>Skills</u></p> <p>Basic mime Improvisation skills Core physical and vocal performance skills Developing a character</p>	Creation of scenes using skills learnt to create tension and be able to sustain a characters from one lesson to another.	Ghost stories research Films using horror (age appropriate)

	throughout the six lessons. <b>Literacy</b>				
Spring 1	<p><b>Helping Max</b> Approaching issue based Drama</p> <p>A six week scheme of work which combines the issue of bullying with the exploration of theatre skills such as transitions, news reports and split stage.</p> <p><b>Literacy</b> <b>RSE</b> <b>E-Safety</b> <b>Representation and relevance where can students see themselves (British Values)</b></p>	<p><u>Knowledge</u> Bullying Family issues The school system</p> <p><u>Skills</u> transitions discussion of issues role acting still image split stage news report</p>	<p><u>Knowledge</u> The stage The language of performance</p> <p><u>Skills</u> Collaboration Developing a character Core physical and vocal performance skills use of techniques eg soundscapes</p>	<p>Ability to discuss sensitive issues with maturity To empathise and be able to play all characters associated with the issue To collaborate and explore best techniques to communicate outcomes of discussion</p>	<p>Research news articles and the issue of bullying</p>

Spring 2	<p><b><u>Stanislavski</u></b> A 6 week scheme of work that looks at</p> <p><b>Literacy Representation and relevance where can students see themselves</b></p>				
Summer 1	<p><b><u>Commedia Dell'Arte</u></b></p> <p>A six week scheme of work that explores the history of Commedia Dell-Arte. It looks at stock characters and their practical application and importance throughout the history of comedy and also in modern comedy.</p>	<p><b><u>Knowledge</u></b> The exploration of Commedia Dell-Arte history and stock characters.</p> <p><b><u>Skills</u></b> lazzi stock characters gromalot character walks masks</p>	<p><b><u>Knowledge</u></b> The stage The language of performance</p> <p><b><u>Skills</u></b> Core physical and vocal performance skills Sustaining a character Improvisation</p>	<p>-Ability to create and sustain Commedia Del- Arte stock characters through walks -Use of gromalot and lazzi and an understanding of commedia history.</p>	<p>Research of commedia characters</p>

	<b>Literacy</b>				
Summer 2	<p><b>Medieval Theatre</b></p> <p>A six week scheme of work exploring medieval theatre exploring the different plays associated with medieval Theatre</p> <p><b>Literacy (British Values)</b></p>	<p><u>Knowledge</u></p> <p>Mystery plays Moral plays plays about an 'Every man' Miracle plays- plays about the saints of God (eg Mary) focussing on how they perform miracles of God Site-specific staging Relationship between theatre and church</p> <p><u>Skill</u></p> <p>Working as a medieval theatre troupe Mockumentary</p>	<p><u>Knowledge</u></p> <p>The stage Sustaining a character</p> <p><u>Skills</u></p> <p>Developing a character Sustaining a character Collaboration</p>	<p>Ability to reference facts about the history of medieval theatre.</p> <p>To utilise the space effectively to create a medieval Theatre play using religious stories.</p>	<p>Research medieval theatre and research religious stories to utilise in their plays.</p>
<b>Yr8 (KS3)</b>	<b>Topic Area</b>	<b>Knowledge/Skills that are taught</b>	<b>Knowledge/Skills revisited</b>	<b>What does good look like?</b>	<b>Resources/support at home</b>
Autumn 1	<p><b>Mask</b></p> <p>A six week scheme of work exploring Trestle theatre techniques practically.</p> <p><b>Literacy</b></p>	<p><u>Knowledge</u></p> <p>Exploring the rules of the mask and understanding the use of body language and proxemics combined with basic mime skills (revisited from year 7)</p> <p><u>Skills</u></p>	<p><u>Knowledge:</u></p> <p>Stock characters Mime knowledge The language of performance</p> <p><u>Skills:</u></p> <p>Mime work Collaboration Improvisation</p>	<p>Ability to utilise stock characters and basic mime skills and creating reactions appropriate to the comedy and scenario.</p>	<p>The creation of their own mask</p>

		<p>Mime Proxemics Mask work Script work</p> <p><b>Links to Other Subjects:</b> English History PSE Classics Art DT</p>			
Autumn 2	<p><b>London Riots</b></p> <p>A six week exploration of the issue of the London Riots through the use of in role acting and a variety of drama techniques.</p> <p><b>Literacy</b> <b>RSE</b> <b>Representation and relevance where can</b></p>	<p><u>Knowledge</u> An exploration of the reasons behind the London Riots in 2012 An exploration of different perspectives Creating a balance of opinion through practical work and research.</p> <p><u>Skills</u> Documentary, Collaborative thoughts hot seating, split stage research news report</p> <p><b>Links to Other Subjects:</b> English History PSE</p>	<p><u>Knowledge</u> Discussion and debate</p> <p><u>Skills</u> Hot seating In-role acting Research</p>	<p>- Ability to respond to the sensitive issues with maturity -An ability to research and communicate complex issues with clarity through the use of drama techniques.</p>	<p>Research of the news and views around the riots</p>

	<p>students see themselves</p> <p>(British Values)</p>	<p>Classics Art DT</p>			
Spring 1	<p><b><u>Melodrama and Silent movies</u></b></p> <p>A six week scheme of work exploring the history of Melodrama and /or silent movies and the techniques required to communicate them, with reference to modern use of melodrama in soap opera and TV drama</p>	<p><b><u>Knowledge</u></b> -An exploration of the history of melodrama and its distinctive skills and techniques and the connection to modern soap opera and dramas</p> <p><b><u>Skills</u></b> Body language, asides, dramatic pause, cliff hangers, stock characters Hero, clown, villain, Damsel in distress.</p> <p><b><u>Links to Other Subjects:</u></b> English History PSE Classics Art DT</p>	<p><b><u>Knowledge</u></b> Stock characters/archetypes The stage The language of performance</p> <p><b><u>Skills</u></b> Exaggerated body language Mime knowledge Collaboration Improvisation</p>	<p>-Ability to create recognisable stock characters and scenarios both in historical setting and modern day drama. -To adapt acting style from original Melodrama to modern melodrama</p>	<p>research of Melodrama and modern melodrama and creation of own text for performance.</p>
Spring 2	<p><b><u>Physical Theatre - Frantic Assembly</u></b></p>	<p><b><u>Knowledge</u></b> -The rules of physical theatre and understanding the use of body language</p>	<p><b><u>Knowledge</u></b> -Exploring issues through theatre -The language of theatre</p>	<p>-Ability to learn and perform a piece of physical theatre -To work successfully with a group</p>	<p>Research of physical theatre techniques</p>

		<p>-Frantic Assembly as a company -Theatre companies</p> <p><u>Skills</u> Mime, proxemics, dance, improvisation, physicality, rhythm</p> <p><b>Links to Other Subjects:</b> PE Dance</p>	<p><u>Skills</u> Mime Improvisation Collaboration</p>		
Summer 1	<p><b><u>World Theatre</u></b> A six week exploration of how non-Western theatre world influences Western theatre practice. We will use one universal story to reinterpret using different styles of performance.</p>	<p><u>Knowledge</u> Agusto Boal Kabuki Noh Theatre Kathakali African Storytelling</p> <p><u>Skill</u> Intepretation of text Storytelling Kathakali Hand Gestures Kabuki-style performance</p> <p><b>Links to Other Subjects:</b> English History PSE</p>	<p><u>Knowledge</u> The language of theatre</p> <p><u>Skill</u> Collaboration The use of body language Mime Dance Physicality Rhythm</p>	<p>-Ability to discuss and understand how theatre history varies outside the West. -To understand and appreciate how non-Western theatre history influences modern performance. -To perform a story using a variety of Theatre Styles</p>	Research World Theatre styles

		Classics Art DT			
Summer 2	<p><b>Playtext:</b> Mugged: Text</p> <p>A six week exploration of the text Mugged by Andrew Payne using text and improvisation techniques</p> <p><b>Literacy</b> <b>RSE</b> <b>Representation and relevance where can students see themselves</b></p> <p><b>(British Values)</b></p>	<p><u>Knowledge</u> Exploration of the text Mugged and the issues within the text regarding knife crime, loss, grief, guilt</p> <p><u>Skills</u> Non verbal communication, stereotypical characters, text work and rehearsal, exploration of themes. Stage combat</p> <p><b>Links to Other Subjects:</b> English History PSE Classics Art DT</p>	<p><u>Knowledge</u> Text based work utilising current issues exploring drama techniques</p> <p><u>Skills</u> Revisiting of text work in groups Collaboration Improvisation</p>	Ability to explore a sensitive issue with maturity and connect to text- based work and off text improvisation	Research knife crime and learn lines for text based practical assessment
<b>Yr9 (KS3)</b>	<b>Topic Area</b>	<b>Knowledge/Skills that are taught</b>	<b>Knowledge/Skills revisited</b>	<b>What does good look like?</b>	<b>Resources/support at home</b>
Autumn 1	<b>Macbeth</b>	<p><u>Knowledge</u> Understanding the Shakespearean text Iambic Pentameter</p>	<p><u>Knowledge</u> Building a Character The language of theatre</p>	You can create drama which can entertain.	Films - Watch Macbeth on Film, notable versions Orsen Welles



	<p>A 6-week scheme. Students will read and perform part of the playtext and understand the motives behind the character's decisions.</p> <p><b>Literacy</b> <b>RSE</b></p>	<p>11th century Scottish History Being a man</p> <p><u>Skill</u> Learning Stage Combat Techniques, Performing a duologue Learning lines</p> <p><b>Links to Other Subjects:</b> English History</p>	<p><u>Skills</u> Collaboration</p>	<p>A relationship created between Macbeth and Lady Macbeth Believable stage combat performance</p>	<p>1948, 1971 Roman Polanski version or 2015 Justin Kurzel version with Michael Fassbender (although rated 15).</p> <p>Visit The Globe</p>
Autumn 2	<p><b>Black Out</b></p> <p>A 6 Week Scheme where students read and perform a non-naturalistic ensemble style text. This issue-based Drama is a GCSE style text which gives students a chance to experience GCSE work and also is a mature and complex subject matter.</p>	<p><u>Knowledge</u> Develop constructive thoughts and arguments within adverse conditions Understand issues - domestic violence, abuse, addiction,</p> <p><u>Skill</u> Learn to perform as an ensemble</p> <p><b>Links to Other Subjects:</b> PSE</p>	<p><u>Knowledge</u> Building a Character The Language of the stage</p> <p><u>Skills</u> Character Development Stage combat Physical Theatre Learning lines</p>	<p>You demonstrate an awareness of the relationship between texts and dramatic styles and of social context and genre.</p> <p>You build on the Shakespeare unit and compare and contrast the different styles of text and different performance techniques.</p> <p>You can work really sensitively in groups to create challenging drama. You perform as part of a real team producing controlled and subtle drama.</p>	<p>Visit the theatre, any physical theatre or ensemble based work would support this playtext study.</p>

	<p><b>Literacy</b>  <b>RSE</b>  <b>E-Safety</b>  <b>Representation and relevance where can students see themselves (British Values)</b></p>				
Spring 1	<p><b><u>Theatre Style and Theatre History:</u></b>            Comedy / Satire</p> <p>A 6 Week Scheme where students rediscover the art of 'play' and create comedy, learning clowning, slapstick and learn about satire. Pupils will work in a variety of styles to develop physical coordination, awareness of</p>	<p><b><u>Knowledge-</u></b>            Understand what a Stouge is            Explore Absurdism            Understand purpose of Satire</p> <p><b><u>Skill-</u></b>            Physical Comedy            Clowning            Script-writing</p> <p><b><u>Links to Other Subjects:</u></b>            English            PSE            History</p>	<p><b><u>Knowledge</u></b>            Building a Character developed from Commedia Dell'Arte work from</p> <p><b><u>Skills</u></b>            Collaboration            Physical Theatre            Script writing</p>	<p>You show initiative in seeking out information about drama and use your knowledge to support in-class evaluation.</p> <p>You create a performance that demonstrates comedy and some slapstick techniques</p>	<p>Watching any satirical comedy, tv series (Little Britain) or film (</p> <p>Watching comedy in the theatre - any Mischief theatre production  <a href="https://mischiefcomedy.com/">https://mischiefcomedy.com/</a></p>

	<p>style and audience.</p> <p><b>Literacy</b></p>				
Spring 2	<p><b><u>20th Century Practitioners</u></b></p> <p>A 8 Week Scheme where students learn about key 20th Century theatre practitioners that support the GCSE and Alevel curriculum</p> <p><b>Literacy</b></p> <p><b>RSE</b></p> <p><b>Representation and relevance where can students see themselves (British Values)</b></p>	<p><u>Knowledge-</u> Stanislavski, Brecht, Artaud, Absurdism, Frantic Assembly etc</p> <p><u>Skills</u> Distancing Effect Gestus The Magic If Impossible Tasks Collaboration Direction Playwriting</p> <p><b>Links to Other Subjects:</b> History Politics</p>	<p><u>Knowledge</u> Building a character The language of theatre</p> <p><u>Skills</u> Collaboration Script work</p>	<p>You make connections between drama practitioners and wider theatre traditions.</p> <p>You can apply practitioner techniques and can evaluate your usage</p>	<p>Watching any 19th Century Naturalism in the Theatre; Ibsen, Chekov, Strinberg etc.</p>

<p>Summer 1</p>	<p><b>Film Project</b> - An Independent Learning Project</p> <p>encouraged to work independently in groups to write, film and edit their own short films. There are several lessons on filmmaking guidance, pre-production activities such as scriptwriting and storyboarding, to film production itself, including camera shots, lighting and sound effects, to postproduction, editing. A 14-16 Week Scheme where students study different TV/Film genres. Students then are</p> <p><b>Literacy</b> <b>RSE</b></p>	<p><u>Knowledge-</u> Understanding Different Theatrical and TV / Film Genres Introduction to filming techniques Story development and How to storyboard an idea Understanding the language of Film Learn about camera angles and different types of shots How to edit a film Film Making Techniques Film Acting Camera Work Editing Storyboarding</p> <p><u>Skill-</u> Different Acting styles for each genre Defining Genre in your work How to act for camera How to plan and create a group project</p> <p><b>Links to Other Subjects:</b> English Media Photography Art</p>	<p><u>Knowledge</u> Building a Character</p> <p><u>Skills</u> Collaboration</p> <p>Learning Lines Directing</p>	<p>You analyse Film using dramatic vocabulary and can evaluate the use of voice and physicality in detail.</p> <p>You are able to identify styles and genres and are applying these effectively to performance work.</p> <p>You can work independently leading and guiding your group like you would do in GCSE.</p>	<p>Watch a variety of different genres of film - not forgetting Foreign Language, Animation, Western to name a few.</p> <p>Go to the BFI.<a href="https://www.bfi.org.uk/">https://www.bfi.org.uk/</a></p> <p>Go to London Film Museum in Covent Garden. <a href="http://londonfilmmuseum.com/">http://londonfilmmuseum.com/</a></p> <p>Go to the Phoenix Cinema in East Finchley <a href="https://phoenixcinema.co.uk/PhoenixCinema.dll/Home">https://phoenixcinema.co.uk/PhoenixCinema.dll/Home</a></p>
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	<b>Representation and relevance where can students see themselves</b>				
Summer 2	As above				

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