



End Points of Y11	- analyse the choices of performers and designers in live theatre - evaluate the choices of performers and designers in live theatre - Write about lighting, set, sound and costume in depth with correct terminology and demonstrating developed understanding in relation to An Inspector Calls - Write about the performance choices they would use to bring characters to life in An Inspector Calls																																								
	Autumn 1= 8 weeks								Autumn 2= 7 weeks								Spring 1=6 weeks						Spring 2= 5 weeks					Summer 1= 6 weeks						Summer 2= 7 weeks							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		
Year 11	Component 3: Theatre Makers in Practice SET TEXT: An Inspector Calls LIVE EVALUATION: Play tbc AO Link: AO3, AO4 Students to learn: Section A requirements (An Inspector Calls): ➤ Role of the director ➤ Role of the designer ➤ Context of the play ➤ Performance choices Section B requirements (Live Theatre Evaluation): ➤ Watch live performance ➤ Analysis and evaluation of performance and design choices Component 2: Performance From Text Students will be continue rehearsing their scripted performances for the visiting examiner.															Component 3: Theatre Makers in Practice SET TEXT: An Inspector Calls LIVE Evaluation: Play tbc AO Link: AO3, AO4 Students to learn: Section A requirements (An Inspector Calls): ➤ Writing from the perspective of a performer ➤ Writing from the perspective of a director ➤ Writing from the perspective of a designer Section B requirements (Live Theatre Evaluation): ➤ Analysis and evaluation of key moments from live performance. ➤ Creation of notes for GCSE Drama written exam. Component 2: Performance From Text Students will continue to rehearse their performances in Spring 1. Performance to visiting examiner will take place in Spring 2.											Component 3: Theatre Makers in Practice SET TEXT: An Inspector Calls LIVE Evaluation: Play tbc AO Link: AO3, AO4 Students to complete practice papers in preparation for the GCSE written exam. 40% of total GCSE in Drama														
End Points of Y10	- Complete portfolio which details the development process of their performance. - Be able to write, in depth, about the creative choices they made in the rehearsal process, linking to specific forms, styles, structure, language. - Analyse and evaluate their own development and performance process. - Performance of a devised performance inspired by a stimulus - Be able to discuss the impact that specific performance choices have on a performance. - Analyse and evaluate the work of professional performers and designers in live performance. - Understand the plot and context of An Inspector Calls, whilst making informed decisions about performance choices they might make if performing the text.																																								
Year 10	Developing Key Performance Skills and Live Evaluation AO Link: AO1, AO2, AO3, AO4 Students will begin to develop the performance skills required for success in GCSE Drama both as a performer and a designer. Students will also begin to explore the choices made by performers and designers in a live theatre performance. Students will take part in a number of workshops designed to develop their knowledge and skill when devising from								Devise Drama COMPONENT 1 AO Link: AO1, AO2, AO4 Students develop their original devised piece for Component 1 with final performance in Spring 2 1) Respond to stimuli (several to be presented over a number of workshop sessions) 2) Explore, rehearse and perform a devised drama performance 3) Complete a written portfolio: a) Response to stimulus b) Development, collaboration and refinement of ideas. Analysis and evaluation of their own work and the work of the group															Devise Drama COMPONENT 1- Portfolio AO Link: AO1, AO4 Students will complete their final written portfolio which aims to explain, analyse and evaluate the devising process undertaken from Autumn 2 to Spring 2. Pupils will be given two opportunities to submit a						Component 3: Theatre Makers in Practice & Live Theatre Evaluation AO Link: AO3, AO4 Students begin to read, rehearse and understand their set text for the GCSE written exam: An Inspector Calls. Pupils will practically explore the text whilst developing an understanding of the context of the play and how this impacts the choices of performers, directors and designers.											



	a stimulus in preparation for Component 1: - Exploring multiple stimulus to create an original piece of drama. - Performing in the style(s) of Brecht and/or Artaud.			draft with extensive marking provided by the teacher. Final submission of portfolio w/c 18th May. 40% of total GCSE in Drama when combined with devised performance	Pupils will also analyse and evaluate the choices of performers, directors and designers in response to a piece of live theatre. Component 2: Performance From Text Students will be provided with a script that they must begin to rehearse in preparation for the component 2 practical exam in year 11. The performance will be for an external examiner in Spring 2 of year 11.	
End Points of Y9	- Be able to use 'set' terminology verbally and in written format and discuss its impact on a performance (backdrop, flats, cyclorama, gauze, flies, screen) - Analyse and evaluate the choices of designers in live performance. - Understand and demonstrate the impact of performance skills on their own performances and the performances of professional actors. They will be able to analyse and evaluate these choices in written GCSE exam format. - As well as continuing to demonstrate the techniques/concepts from Y7 and Y8, pupils will also understand and demonstrate the following techniques/concepts: Objectives, Given Circumstances, Circle of Attention, Chair Duets, Round/By/Through, Gridding., Directing, Designing					
Year 9	Performance From Text AO Linl: AO1, AO2, AO3. Students will explore the themes and context of a chosen script whilst learning how to bring it to life from the perspective of an actor and designer. Students will take part in a series of lessons from the 2 different perspectives in order to understand how actors and designers work together to create a stage production. Students will create lighting and costume designs for their performances.	Performance From Text/ Stanislavski/ Brecht AO Link: AO1, AO2, AO3, AO4 Students learn about the practitioners Konstantin Stanislavski and Bertolt Brecht and their approaches to theatre through a series of lessons. They will explore how a chosen practitioner can impact a script. This will develop acting skills and lead to performance work on a chosen script whilst also teaching students the key skills required to direct a performance. Students will learn about elements of Set and how these impact a performance (backdrop, flats, cyclorama, gauze, flies, screen)	Physical Theatre (Frantic Assembly) AO Link: AO3, AO4 Students to explore basic principles of Frantic Assembly, applying physical theatre to text with consideration for production values as well. Students will continue to learn about elements of Set and how these impact on a performance (backdrop, flats, cyclorama, gauze, flies, screen) <u>YEAR 9 MILESTONE ASSESSMENT SPRING 1</u>	Responding to live performance: 'One Man, Two Guvnors' AO Link: AO3, AO4 Students to explore performance choices made by actors and evaluate success of acting skills in written evaluation. Students will explore how the actors use of set creates impact for an audience.	Performance From Text (War Horse) AO1, AO2, AO3 Students will explore the themes and context of a chosen script with a particular focus on how to effectively implement the dramatic form to aid the building of tension, status, conflict and climax. Students will create their own set design for a key moment from the play.	Devising From a Stimulus (The Crucible) AO Link: AO1, AO2, AO3, AO4 Students to explore a series of stimuli related to The Crucible. Students will create performances in previously covered style in order to fully embed previously learnt knowledge of performance styles. Students will also complete a small written portfolio which documents their devising process from stimulus to performance. Devised performance, Recorded performance, Written evaluation. There will be an opportunity for students to undertake a design role during this scheme- applying their skills to a costume, set, sound or lighting design.
End Points of Y8	- Be able to use sound terminology verbally and in written format and discuss its impact on a performance (diegetic, non-diegetic, sound effect, volume, symbolic) - Continue to demonstrate the impact of physical and vocal skills in performance and from a written perspective. - Evaluate the choices they have made in a performance					



	- Be able to speak with the aim of persuasion through Spoken Word - As well as continuing to demonstrate the techniques/concepts from Y7, pupils should also understand and demonstrate the following techniques/concepts: Staging (thrust, in the round, traverse, proscenium), Whole Class Drama, Monologue/Duologue, Verse/Prose, Contrast, Dramatic Pause, Dramatic Irony, Crosstalk, Scriptwriting, Devising from a stimulus, Rehearsal, Public speaking, Rhetoric, Stock Characters, Clowning, Improv, Lazzi, Placards, Narration, Breaking 4th Wall, Thought Track ORACY: Pupils will be able to deliver a solo spoken word performance to an audience of their peers. This will be written by themselves, demonstrating knowledge of key literary techniques. This will demonstrate their knowledge of key performance skills and how to present themselves effectively.				
Year 8	Elizabethan Theatre: Macbeth AO Link: AO1, AO2, AO3 Students will explore a key Shakespearean text whilst learning how to develop key performance skills such as tension, whole class drama, and developing a specific atmosphere for an audience. They will also learn about the historical significance of Elizabethan Theatre. This will culminate in a short performance of an extract from the chosen text for the milestone assessment. Students will be required to complete a lighting and costume design for their performances YEAR 8 MILESTONE ASSESSMENT AUTUMN 1	Pyramus and Thisbe AO Link: AO1, AO2, AO3 Students will create performances of the ‘play within a play’ Pyramus and Thisbe, from A Midsummer Nights Dream. They will continue to learn and apply key performance skills/techniques to their scenes. They will learn key techniques which provide the foundation for comic acting explored in the next half term Students will begin to explore the role of sound in performance, applying this to their previous knowledge of costume and lighting.	Commedia Dell Arte AO Link: AO1, AO2 Stock Characters, Clowning, Developing Characterisation, Improv, Routines/Lazzi. Performance of Commedia routine, Recorded performance, Written evaluation Students will continue to explore the role of sound in performance YEAR 8 MILESTONE ASSESSMENT SPRING 2	Animal Farm: AO Link: AO1, AO2, AO3, AO4 Students will explore non naturalistic approaches to performance through a series of lessons based on the script of Animal Farm. This will develop pupils’ acting skills and lead to performance work on a playscript extract. Recorded performance, peer and self evaluation Students will continue to apply knowledge of sound and lighting design during this topic	Spoken Word AO Link: AO1, AO2 Students will explore influential, contemporary spoken word writers/performers, learning the performance conventions associated with this genre. Pupils will create their own piece of self-written spoken word, Recorded Assessment, Written evaluation Students will apply sound design to their pieces of spoken word to emphasise the atmosphere and intended audience impact.
End Points of Y7	- Be able to name the physical and vocal skills, their definitions and discuss the impact they have on a performance - Be able to practically apply the physical and vocal skills to a performance - Be able to use lighting terminology verbally and in written format and discuss its impact on a performance (Fresnel, spotlight, par can, gobo, gel, intensity) - Be able to use costume terminology verbally and in written format and discuss its impact on a performance (material, condition, colour, symbolic/naturalistic) - Understand and demonstrate the following techniques/concepts: Choral speech, Canon, Synchronised Movement, Echo, Soundscape, Still Image, Thought Tracking, Narration, Multi-Roling, Cross Cutting, Physical Theatre, Staging, Direct Address, Breaking the 4th Wall, Slow Motion, Role on the Wall, Rehearsal, Flashback, Hot Seating, Devising from a stimulus, Discussion/Debate, Highlighting ORACY: Pupils will be able to deliver a solo spoken word performance to an audience of their peers. This will demonstrate their knowledge of key performance skills and how to present themselves effectively.				
Year 7	Grimm Tales (Scripted) AO1, AO2 Students will learn the core performance skills required to advance at all levels of Drama. Emphasis will be on vocal and physical skills in order to bring a script to life. Students will begin to explore the role of lighting in performance and how this can create impact for an audience. Short scripted performance. Verbal analysis	Grimm Tales (Devised) AO1, AO2, AO3 Students will continue to explore a selection of Grimm Tales, with an emphasis on devising that is inspired by the stories. Students will begin to learn a number of core techniques that bring their performances to life. Students will continue to explore the role of lighting in performance. Short devised performance	The Merchant of Venice (Scripted/Devised) AO1, AO2 Alongside the English department, students in Drama will explore The Merchant of Venice. They will explore the themes and context of the play whilst continuing to learn a number of key drama techniques. Students will also begin to learn how to debate effectively around the themes of the play.	Kindertransport (Scripted) AO1, AO2 Students will continue to learn key dramatic techniques required to bring their performances to life, with a focus on engaging the audience. Students will read, perform and develop scenes from the play Kindertransport. Students will continue to learn about the role of costume in a performance and how this creates impact for an audience YEAR 7 MILESTONE ASSESSMENT SUMMER 1	Spoken Word AO Link: AO1, AO2 Students will explore influential, contemporary spoken word writers/performers, learning the performance conventions associated with this genre. Pupils will perform a chosen piece of spoken word. Recorded Assessment, written evaluation Students will apply lighting design to their pieces of spoken word to emphasise the

		Written analysis (work booklet)	Students will continue to apply their knowledge of lighting to specific scenes and will begin to explore the impact of costume design on a performance.		atmosphere and intended audience impact.
			Short scripted performance		