

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 11	<p>Persecution SOW/Devising</p> <p>What is persecution, depict it in 3 x still images Revisit 8 explorative strategies and discuss how they can be used creatively to enhance a performance Give four varied stimuli to work from Auditory exercise Add visual elements (use laminated element/medium sheets) Peer assessment Read poem 'Strange fruit' by Abel Meerpol Create a performance Share image of Rubin Stacy lynched in Fort Lauderdale in 1935 Create character profiles Role on the wall</p>	<p>Mental Health SOW/Devising</p> <p>Stigma & Society Disorders Nature of madness Victorian Institution The scream Care in the community Psychosis 4.48</p> <p>Use various types of stimulus including pictures and music to explore mental health. Develop and abstract sequence. Use backing tracs</p>	<p>External Brief released</p> <p>Invite you to perform students to perform in front Appropriately showcases skills as an actor or a dancer</p> <ul style="list-style-type: none"> Fits with our theme of '?????' Is between 2 - 6 minutes in duration for dance performances Is between 4 - 10 minutes in duration for acting performances <p>Students may perform with others for the whole performance duration</p> <p>Task 1 - Planning for your live performance</p> <p>What to do? The first task is all about how you will plan for your live performance for the event. Remember that the title of the event is 'Changes' and your performance must fit with this title.</p> <p>How long to spend on it? It is recommended that you spend around 7 hours on Task 1.</p> <p>In this time, you need to produce:</p> <p>1.1 Description of personal aims You need to produce a statement of your personal aims for the project, considering what you want to achieve with your live performance to an audience.</p>	<p>External brief continued...</p> <p>1.2 Proposal of innovative ideas for the performance You need to propose innovative ideas for the performance that incorporate ideas from your chosen pathway (dance or acting). These could include, but are not limited to:</p> <ul style="list-style-type: none"> How will you use your chosen pathway (dance or acting) to convey the title of 'Changes'? What is your chosen music/scene selection and how do they relate to the title 'Changes.' How will you collaborate/interact with other performers during the performance? How will specific props/costume/scenery add to your performance? Make sure you give examples and reasons for your chosen ideas and how they will fit the brief. <p>1.3 Production plan You must create a comprehensive production plan for the performance that meets the needs of the brief and considers the following:</p> <ul style="list-style-type: none"> An assessment of the venue to be performed in, including the venue size. Personal equipment needs (for example, costume/props/scenery.) 	<p>Performing Text 'Mop up'</p> <p>Describe the context of the text</p> <p>Describe the writers use of language and identify the demands it puts on the performer.</p> <p>Describe how the author communicates role and character through language</p> <p>Describe techniques for lifting text off the page in order to convey the role/character</p> <p>Performance- performances must be filmed as evidence, students must evaluate the clips. Review and evaluate performance</p> <p>Write up log book/rehearsal diary</p> <p>Compare and contrast the modern and classic text, what are the similarities and differences ?</p>	<p>Performing Text 'Mop up'</p> <p>Describe the context of the text</p> <p>Describe the writers use of language and identify the demands it puts on the performer.</p> <p>Describe how the author communicates role and character through language</p> <p>Describe techniques for lifting text off the page in order to convey the role/character</p> <p>Performance- performances must be filmed as evidence, students must evaluate the clips. Review and evaluate performance</p> <p>Write up log book/rehearsal diary</p> <p>Compare and contrast the modern and classic text, what are the similarities and differences ?</p>

			<p>Your statement must provide a clear, comprehensive and insightful description of personal aims in relation to the live performance:</p> <ul style="list-style-type: none"> • One aim for the technical aspects of your performance e.g. vocal technique, dance technique. • One aim linked to the brief (how will your chosen performance fit with the title 'Changes'.) • One aim for how the performance will look (think about your characterisation/stage persona) <p>You must also include rigorous consideration of:</p> <ul style="list-style-type: none"> • Own image - Your ability to convey/communicate the chosen piece (this may include personality, energy, confidence, commitment, your casting bracket, specialist skills, your understanding of the subject matter etc) • Repertoire - For example, the music tracks that will be danced to, the choreography, script, the scene of play being performed. How does the chosen repertoire relate to the title 'Changes'? • Audience expectation - What reaction do you want to get from the audience? What do you think they will be expecting? 	<p>What do you need for your performance? When does it need to be sourced and where from?</p> <ul style="list-style-type: none"> • Your rehearsal plan - When and where will you rehearse? How will you structure your rehearsals? Who will attend the rehearsals? Will you have a dress rehearsal? Will you have a tech rehearsal? • The target audience - What type of audience is your performance targeting? What size audience are you expecting? <p>1.4 Analysis of Health and Safety</p> <p>You must analyse the health and safety implication of the live performance. This could include electrical safety, noise and manual handling issues. You should analyse:</p> <ul style="list-style-type: none"> • What could go wrong or present danger during a live performance. • What measures can you put in place to stop these from occurring during your performance. <p>You can present your planning as an essay, interview, audio visual presentation, blog or vlog.</p>		
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	<p>SKILLS Stillimage Discussion Thought tracking Movement Mime Gesture Sound collage Use visual elements creatively Peer assessment Set design Use poetry as a stimulus Role play Incorporate lighting and sound Mark the moment Create character profile Role on the wall Physical theatre</p>	<p>SKILLS Role play In role improv Still image Cross cutting Forum theatre Stylised physical movement Climax Build tension Mark the moment Add Phonic ritualised sounds Mozart- requiem Mad World Artaud Explore historical views of mental illness</p>	<p>SKILLS: Provide a clear, comprehensive and insightful description of personal aims in relation to the live performance including rigorous consideration of own image, repertoire and audience expectation Propose ideas for the performance that innovatively incorporates chosen discipline: acting or dance Produce a comprehensive production plan to meet the needs of an agreed brief Provide a comprehensive analysis of Health & Safety issues in the context of a live performance</p>	<p>SKILLS: Provide a clear, comprehensive and insightful description of personal aims in relation to the live performance including rigorous consideration of own image, repertoire and audience expectation Propose ideas for the performance that innovatively incorporates chosen discipline: acting or dance Produce a comprehensive production plan to meet the needs of an agreed brief Provide a comprehensive analysis of Health & Safety issues in the context of a live performance</p>	<p>SKILLS : Performing Monologue Duologue Group work Directing Staging Lighting Sound Self and peer assessment Voice projection Staying in role Characterisation Writing Analysing evaluating</p>	<p>SKILLS : Performing Monologue Duologue Group work Directing Staging Lighting Sound Self and peer assessment Voice projection Staying in role Characterisation Writing Analysing evaluating</p>

	<p>Assessment opportunities: Devise and direct a performance based on stimuli</p>	<p>Assessment opportunities: Devise and direct a performance based on stimuli</p>	<p>Assessment opportunities: External assessed task</p>	<p>Assessment opportunities: Externally assessed task</p>		
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Year 10	<p>Introduction to Theatre practitioners</p> <p>Antonin Artaud Theatre of Cruelty</p> <p>Bertolt Brecht Epic Theatre</p> <p>Stanislavski-</p> <p>Naturalism/realism/method acting</p> <p>Stephen Berkoff Physical Theatre</p>	<p>9/11</p> <p>Watch 9/11 Nicholas cage Respond to song lyrics 'Beautiful city' from Godspell Faith, Build, Hope Consider American people George Bush speech American Flag Writing and performing Monologues Use poetry as a stimulus 'Out of the Blue' by Simon Armitage Twin Towers photo stimulus</p>	<p>Blood Brothers</p> <p>Blood Brothers education pack Read and analyse text Watch theatre clips Who is Willy Russell/author intentions p.13 Key Themes of text Historical, cultural and social contexts Analyse characters and motives Role of the narrator Contrast between Mickey & Eddie Kidsgames I wish I was our Sammy Nature V Nurture Perform and film above scenes</p> <p>Students must keep a log book /rehearsal diary of practical lessons</p>	<p>Performing Text 'Blood Brothers'</p> <p>Describe the context of the text</p> <p>Describe the writers use of language and identify the demands it puts on the performer.</p> <p>Describe how the author communicates role and character through language</p> <p>Describe techniques for lifting text off the page in order to convey the role/character</p> <p>Performance- performances must be filmed as evidence, students must evaluate the clips. Review and evaluate performance</p> <p>Write up log book/rehearsal diary</p>	<p>Macbeth</p> <p>Read and analyse text Watch film Who is Macbeth Authors style and intentions Key themes of text Analyse characters and motives Focus on : Banquet scene Macbeth monologue Lady macbeth monologue Witches scene Perform and film above scenes</p>	<p>Performing Text 'Macbeth'</p> <p>Describe the context of the text</p> <p>Describe the writers use of language and identify the demands it puts on the performer.</p> <p>Describe how the author communicates role and character through language</p> <p>Describe techniques for lifting text off the page in order to convey the role/character</p> <p>Performance- performances must be filmed as evidence, students must evaluate the clips. Review and evaluate performance</p> <p>Write up log book/rehearsal diary</p> <p>Compare and contrast the modern and classic text, what are the similarities and differences ?</p>
	<p>SKILLS</p> <p>Mime Gesture Physical theatre Dance/movement sequences Make audience feel uncomfortable</p> <p>Break down the fourth wall Use of a narrator Use of songs/music Placards Still image Prop/costume rail</p> <p>Action Imagination</p>	<p>SKILLS</p> <p>Role play Cross cut Mark the moment Interview/hotseat Thought track Writing in role Creating atmosphere Building tension Stylised performance</p>	<p>SKILLS</p> <p>Still image Thought tracking Hotseating Improvisation Musical Theatre Characterisation Narration Role play Learning lines Lifting text from page to stage Understanding and interpreting stage directions Communicating to an audience</p>	<p>SKILLS</p> <p>Performing Monologue Duologue Group work Directing Staging Lighting Sound Self and peer assessment Voice projection Staying in role Characterisation Writing Analysing evaluating</p>	<p>SKILLS</p> <p>Still image Thought tracking Hotseating Improvisation Musical Theatre Characterisation Narration Role play Learning lines Lifting text from page to stage Understanding and interpreting stage directions Communicating to an audience</p>	<p>SKILLS :</p> <p>Performing Monologue Duologue Group work Directing Staging Lighting Sound Self and peer assessment Voice projection Staying in role Characterisation Writing Analysing evaluating</p>

	Relaxation Emotion memory Exaggerated facial expression and vocal work		Using basic sound and lighting to enhance a performance Performing monologue & duologues		Using basic sound and lighting to enhance a performance Performing monologue & duologues	
	Assessment opportunities: <i>Devise, direct and Create performance in style of practitioner</i>	Assessment opportunities: Create a stylised performance influenced by one or more of the theatre practitioners	Assessment opportunities: Perform key scenes from Blood Brothers	Assessment opportunities:	Assessment opportunities: Internally assessed	Assessment opportunities: Internally assessed
Year 9	THEATRE IN EDUCATION Explore Theatre in Education and how to teach an audience something through a performance Possible TIE tour, take performances into local primary schools or invite target audiences into school	TIE CONTINUED	CRAIG & BENTLEY Derek Bentley was a British man who was hanged for the murder of a policeman in 1953. Students will decide whether they think the punishment was justified as he didn't pull the trigger. Students will benefit from watching the film 'let him have it' this is certificate 12 and shows the events leading to Derek Bentley's death	CRAIG & BENTLEY CONTINUED	SIGNIFICANT EVENTS- Students will look at significant historical events from around the world, they will explore them using various drama strategies, symbolism, drama forms and elements to create atmospheric performances Explore different stimuli in the form of song, pictures, film footage, stories, news reports. The significant events will include. <ul style="list-style-type: none"> • Titanic • Tsunami • 9/11 • London Bombings • WW1 • Hillsborough football disaster Students will benefit from researching these significant events and discussing them with family and friends at home.	SIGNIFICANT EVENTS CONTINUED
	KEY SKILLS <ul style="list-style-type: none"> • Create a performance with a message/meaning that educates the audience. 		KEY SKILLS <ul style="list-style-type: none"> • Discuss Christopher Craig and Derek Bentley and the events that led to their arrests 		KEY SKILLS <ul style="list-style-type: none"> • Symbolism • Abstract drama/sylisation 	

	<ul style="list-style-type: none"> • Explore morals, • Explore the tone of performance • Audience participation, how to engage a performance <p>Educate the audience on key themes (linked to PSHE) racism, drugs, and bullying.</p>		<ul style="list-style-type: none"> • Discuss Film clip • Analyse Witness statements • Develop characters- • Bring character to life • Improvise a different ending • Hotseating • Mime • Slow motion • Addressing the audience • Monologue • Cross cutting • Marking the moment • Symbolism 		<ul style="list-style-type: none"> • Including factual information into a performance • Improvisation • Ensemble theatre • Character development • Marking the moment • Cross cutting • Flashback • Physical Theatre 	
	Assessment opportunities: TIE continued	Assessment opportunities: To create a group TIE performance for a target audience	Assessment opportunities: CRAIG & BENTLEY CONTINUED	Assessment opportunities: Groups to create a courtroom scene that explores the events and reactions of characters	Assessment opportunities: Significant events continued	Assessment opportunities: To devise a sensitive and informative group performance based on one or more of the significant events explored
Year 8	<p>DARKWOOD MANOR</p> <p>Explore creating atmosphere and building tension in a performance.</p> <p>Students will discuss what makes an audience feel uncomfortable and how we they can create atmosphere in a performance.</p> <p>They will create their own characters who visit a supposedly haunted house called 'Darkwood Manor'</p> <p>Students will create characters and a back story as to why it is haunted.</p> <p>Their assessment usually ties in with Halloween.</p>	DARKWOOD MANOR	<p>Explore the events of the Hillsborough football disaster through a variety of strategies.</p> <p>Students will benefit from researching the Hillsborough football disaster.</p> <p>They will explore various stimuli in lessons including</p> <p>Video footage, newspaper articles, photos, poetry and witness statements.</p> <p>Creating performance to Music- using The Liverpool football anthem 'You'll n ever walk alone'</p>	HILLSBOROUGH	<p>Ormiston Park the Musical or Melodrama</p> <p>Students will be given the choice to write, perform or give technical support in this whole class project.</p> <p>Students will work together to create a light hearted performance in the style of Melodrama or Musical Theatre based on OPA -Link with Music.</p>	Ormiston Park the musical or Melodrama

	<p>KEY SKILLS</p> <ul style="list-style-type: none"> • Discuss peer pressure • Building character • Hotseating • Physical theatre • Storytelling • Soundscaping • Still Image • Thought tracking • Soundscaping • Narration • Building tension • Create atmosphere using sound and lighting 		<p>Key Skills</p> <ul style="list-style-type: none"> • Work in ensemble to create the atmosphere of a football match, sound of crowd, chanting • Use physical theatre and soundscape • Explore key characters from the Disaster, Police, fan, parent, player, manager. Create a role on the wall / character profile • Hot seating: Consider characterisation, being convincing in role and sustaining the role • Create the events on the day of Hillsborough • Use poetry to create a performance 'A survivors story' • Use the Liverpool anthem to create atmosphere in a performance 		<p>Key Skills</p> <ul style="list-style-type: none"> • Devising, Script writing, learning lines and following stage directions • Comedy • Choral speaking, canon, singing • Movement /dance sequence • Working in ensemble • Rhythm/pace • Lighting & sound workshops • Operating technical equipment 	<p>Some performances may be showcased to a wider audience, possibly in assembly or the Summer showcase.</p>
	<p>Assessment opportunities:</p> <p>Ongoing End of Unit assessment : October</p>	<p>Assessment opportunities:</p> <p>Devising' Create a group performance to show the group entering Dark wood manor, how will you make the audience feel tense and uncomfortable?</p> <p>End of Unit assessment : December</p>	<p>Assessment opportunities:</p> <p>Hillsborough ongoing End of Unit assessment : Feb</p>	<p>Assessment opportunities:</p> <p>Assess how Drama skills are used creatively in a performance.</p> <p>End of Unit assessment: April</p>	<p>Assessment opportunities:</p> <p>Ongoing...</p> <p>End of Unit assessment:</p>	<p>Assessment opportunities:</p> <p>To write, rehearse and perform a short Musical or Melodrama performance adhering to the elements of musical theatre/ Melodrama. This will be a full class project.</p> <p>End of Year assessment W/c</p>
Year 7	<p>Topic and Content: ENSEMBLE DRAMA</p> <p>An Introduction to Drama, performance, Drama forms and how to work in ensemble</p> <ul style="list-style-type: none"> • Team work • Toy box- Broken toys 	<p>MELODRAMA & PANTOMIME</p> <p>Investigating the History of Theatre and 16th Century Drama and Melodrama.</p> <ul style="list-style-type: none"> • Commedia dell arte • Slapstick comedy 	<p>ERNIE & His Incredible Hallucinations.</p> <p>Working from a script, understanding a script, reading and communicating stage directions to an audience, performing extracts from the</p>	<p>ERNIE & His Incredible Hallucinations.</p> <p>Prepare and rehearse key scenes from the text and devise a performance for an audience</p>	<p>MUSICAL THEATRE</p> <p>Students will look at Musical Theatre and the skills required, these skills will be developed</p>	<p>MUSICAL THEATRE</p> <p>Prepare and rehearse key scenes from the scripts provided and prepare a performance for an audience.</p>

	<ul style="list-style-type: none"> • Abstract Drama • Physical theatre • Still Image • Thought tracking • Creating and devising short performance in ensemble 	<ul style="list-style-type: none"> • 16th Century Melodrama • Exaggerated performance • Introduction to Stock characters and stock lines • Pantomime characters and Increase pupils' awareness to the importance of music as a fundamental upon which music is built and performed. <p>Students will benefit from researching the History of Theatre, in particular 16th Century Drama. Watch Commedia Dell Arte and melodrama clips. This will deepen their understanding of exaggerated theatre and pantomime characters.</p>	<p>script 'Ernie and his Incredible Hallucinations' by Alan Ackbourn</p> <p>The following strategies and drama forms will be explored</p> <p>Students will benefit from reading the short play 'Ernie and his incredible hallucinations' written by Alan Ackbourn, the play has been adapted for TV and can also be found online.</p>		<p>Students would benefit from watching some Musical Theatre extracts, visiting the theatre or film versions of the Musicals listed below. This will develop a deeper understanding of Musical Theatre</p> <p>Script extracts available: Annie Blood Brothers Bugsy, Oliver Grease</p>	
	<p>Key Skills</p> <ul style="list-style-type: none"> • Choral speaking • Confidence building • Voice projection • Physical theatre • Thought tracking • Still image • Exaggeration • Team work • Soundscaping 	<p>Key skills</p> <ul style="list-style-type: none"> • Slap stick comedy • Confidence building • Mime • Rhythm and pace • Timing • Characterisation • Audience participation • Communicating with an audience • Self and peer assessment and evaluation 	<p>Key skills</p> <ul style="list-style-type: none"> • Narration • Addressing the audience • Thought tracking • Still image • Split staging • Developing character from page to stage • Creating atmosphere with sound and lighting • Physical theatre 	<p>Key skills</p> <ul style="list-style-type: none"> • Performance • Direct • Characterisation • Eye contact • Voice projection • Stage presence • Proxemics 	<p>Key skills</p> <ul style="list-style-type: none"> • Script work learning lines and following stage directions • Choral speaking, canon, • singing • Movement /dance sequence, choreographed transitions • Working in ensemble • Rhythm/pace 	
	<p>Assessment opportunities:</p> <p>Use the stimulus provided to create an ensemble performance. This should incorporate all skills learned</p>	<p>Assessment</p> <p>Create a short pantomime performance - using Skills developed throughout the unit, can use extract of</p>	<p>Assessment opportunities:</p> <p>End of Unit assessment: On going until Easter</p>	<p>Assessment opportunities:</p> <p>Direct and perform a scripted performance, students will bring sections of the script to life and perform to a live audience</p>	<p>Assessment opportunities:</p> <p>End of Unit assessment ongoing until end of summer term</p>	<p>Assessment opportunities:</p> <p>Create a musical theatre performance, this can be inspired by the scripts studied or devised.</p>

	during the unit. How will you use them creatively? Self and peer assessment and evaluation End of Unit assessment: October	pantomime scripts or can be devised End of unit assessment: December		End of Unit assessment: April		End of Year Assessment July
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