



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reporting Y7 | CfCs | | | BfL & LAL | | BfL & LAL |
| Year 7 | <p>Evacuees - An introduction to drama Students will learn the basic drama skills and techniques used to build performances. They will use the theme of Evacuees in order to explore the skills we use to put yourself in someone else's shoes and show emotion. Students will end this scheme of work by creating their own devised performances based around an evacuee stimulus.</p> | <p>Melodrama Students will explore stock characters and stereotypes including how to use their drama skills to portray villains and heroes. Students will then read and perform an extract from 'The Murder in the red barn' - a Victorian Melodrama.</p> | <p>Status - The Cornish Ordinalia Students will explore the techniques used to portray status in drama over a wide range of scenarios. Students will then use this knowledge in order to explore and versions of The Cornish Ordinalia adapted by The Hall for Cornwall. The Cornish Ordinalia is the first play to ever be performed in the UK and is an important part of Cornish history. In doing this, students will also explore staging configurations including promenade, in the round and traverse. In their assessment, students will use their knowledge of status to perform The Cornish Ordinalia in a staging configuration of their choice.</p> | <p>Alien news report Students will explore a career area in the performing arts - news reporting. Not only will students be able to explore the roles in front of a camera, but students will also get the opportunity to film and edit their alien news reports.</p> | | Curriculum Enrichment Week |
| Reporting Y8 | CfCs | | | BfL & LAL | | BfL & LAL |
| Year 8 | <p>Theatre Styles: Physical Theatre Students will explore several physical theatre techniques used to create non-naturalistic performances. This will include Body as Prop, Synchronised Movement and Mirroring as well as more advanced Lifts and Balances. Students will look at exemplar work from professional physical theatre companies such as DV8 and Frantic Assembly. Students will conclude this scheme of work with an assessment where they will retell a well-known fairytale using only physical theatre techniques.</p> | <p>Theatre Styles: Naturalism and Comedy Students will explore a naturalistic style of theatre whilst exploring the script Our Day Out by Willy Russell. This classic play uses comedic styles and follows the story of a class of students from Liverpool who go on their first school trip to Wales. Students will use the drama skills they have developed in order to prepare and perform characters from a script and also explore how to perform in line with a playwright's intention.</p> | <p>Theatre styles: Theatre in Education Students will explore a very common career path in the performing arts - Theatre in Education. Students will study Trainors - a play that explores child slavery and a "living wage" in the production of clothing and sportswear. Students will study how drama and theatre can teach about key issues, looking at some of the reasons why we create theatre. Finally, students will plan and create a Theatre in Education short play that they will have the opportunity to perform on tour to our feeder primary Schools in Year 9 with messages about E-Safety.</p> | | | Curriculum Enrichment Week |
| Reporting Y9 | CfCs | | | BfL & LAL | | BfL & LAL |
| Year 9 | <p>Scripted Vs Devising - An introduction to GCSE drama Scripted - Students will use and develop their prior knowledge of skills and apply them to a GCSE text - Blood Brothers. Students explore theme within a script and look again at why people make drama and how it can be used to tackle current issues. Devising - Students use and develop their prior knowledge of techniques and experiment with creating their own performances. Students are encouraged to explore themes that they are passionate about.</p> | <p>Musical Theatre Students explore a wide variety of musicals including Everybody's Talking About Jamie, Matilda and Lion King. Students will look at acting and dance as well as costume and make-up design.</p> | <p>Film Making: Sweded Movies Students take on a larger project and explore the career options in the film making industry. Taking inspiration from Be-Kind Rewind by Jack Black, students recreate a film of their choice films from start to finish. They will look at the planning and organisational side as well as acting for camera, filming and production.</p> | | | Curriculum Enrichment Week |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reporting Y10 | | | | | | |
| | CfCs | | CfCs | | BfL & Grades | BfL & Report |
| Year 10 | <p>Welcome to GCSE Drama</p> <p>Students meet and team-build with their new GCSE cohort. Students then work in groups to explore theatre devising styles with two projects.</p> <p>Verbatim Theatre</p> <p>Students create a sort performance that follows the style of Verbatim theatre and uses the real words of people to create a piece of theatre that explores a message students are passionate about.</p> <p>A short History of the World</p> <p>Students use all of their knowledge of devising techniques to create a short performance that explores several key moments in history. Students will also get an opportunity to explore prop, set, sound and lighting design.</p> | <p>An introduction to the written paper Section B</p> <p>Study of a set play: four questions on a given extract from the set play.</p> <p>Students read and practically explore Blood Brothers by Willy Russell in preparing for their written paper. This evaluation focuses of how to use vocal and physical skills in order to perform the play in a way that follows the playwrights intentions and the theme and context of the play.</p> | <p>Introduction to Practitioners</p> <p>Students practically explore the following practitioners and theatre styles in order to prepare for their devising exam. Stanislavsky</p> <p>Naturalism</p> <p>Method acting</p> <p>Brecht</p> <p>Breaking the fourth wall</p> <p>Epic Theatre</p> <p>Artaud</p> <p>Theatre of Cruelty</p> <p>Frantic Assembly, Kneehigh, Paper Birds</p> <p>Theatre company styles to tell stories</p> <p>Physical theatre</p> <p>Site specific</p> <p>Verbatim</p> | <p>Introduction to the written paper. Section A and Section C</p> <p>Students watch the Live performance for Section C and then study section or sections of the live show to describe, analyse and evaluate what an actor does on stage to communicate meaning or to portray a convincing character.</p> <p>This will lead to a PPE where students will have their first attempt at a full written paper in preparation for year 11.</p> | <p>Component 2 - Devising</p> <p>Students will receive their final exam Stimuli and begin to use all of their knowledge of skills and techniques in order to create their own performance for their devising exam. Students may choose to complete this exam as a performer or design candidate. Design candidates may choose between: Lighting, set, sound, costume and make-up or puppetry.</p> | Work Experience Week |

| Reporting Y11 | | CfCs & Grades | CfCs & Grades | BfL & Grades | |
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| Year 11 | <p>Component 2 Devising Drama (practical and devising log) What is assessed? Process of creating devised drama Performance of devised drama (students may contribute as a performer or a designer) Analysis and evaluation of own work How it's assessed? Devising log, Devised performance, 80 marks 40% of GCSE <u>Introduction to stimulus</u> <u>Change or changes</u> <u>Aural stimuli – music or BBC podcast</u> <u>Visual stimuli – photographs or paintings</u> <u>Poems</u> <u>Newspaper articles</u> Initial response to a range of stimuli. Research your chosen idea. Exploring our work in a practical way and making our first decisions about style and content. Rehearsals after school Group work, Devising techniques, Leadership, Director, Designer Continuous note making in log book after every rehearsal to record decisions Section 1 – response to a stimulus Section 2 – development and collaboration Section 3 – Evaluation of a performance. (Total 2,500 words) Complete by Christmas. <u>Revise knowledge! Preparation for the written paper</u> Section A: Theatre roles and terminology: multiple choice Section B: Study of a set play: four questions on a given extract from the set play Section C: Live theatre production one question on the work of theatre makers in a single live theatre production Theory lessons, Practice exam questions, Past papers, Homework and D.I.T Dress rehearsal 1st December Performance to a live audience and recorded for AQA. Combined with log book – 40% of final mark</p> | <p>PPE Exam in January Written paper 1 hour and 45 minutes. Component 3 Texts in practice What is assessed? Performances of two extracts from one play (students may contribute as a performer or designer) Free choice of play. Choice of Text to perform Two extracts Group of up to six or a duologue or a monologue. Read your chosen play Choose your two extracts Study character motivation. Understand development of plot Rehearsals! Group work, Commitment, team work, finding creative solutions, being a part of something truly unique. Finding your own interpretation Design ideas. Set Props Lighting Sound effects Performance to a visiting examiner week before Easter holidays. Performance of extract 1 Performance of extract 2 40 marks 20% of GCSE</p> | <p>Final exam In May Written paper 1 hour and 45 minutes. Clean copy of Blood brothers Revision! Section A: Theatre roles and terminology: multiple choice Tests and quizzes. Who does what in the theatre? Staging configurations Stage positioning Section B: Study of a set play: Blood Brothers Practice exam questions Four questions on a given extract from the set play How does an actor playing a character use their acting skills to deliver a specific line? Knowledge of Blood Brothers. Social and historical context, character, themes, plot, physical skills and vocal skills, use of space. Section C: Live theatre production one question on the work of theatre makers in a single live theatre production Practice past paper questions Example answers Peer assessment D.I.T</p> | | |