

Year 7	Half Term 1 (Autumn)	Half Term 2 (Autumn)	Half Term 3 (Spring)	Half Term 4 (Spring)	Half Term 5	Half Term 6
Knowledge	<p>Introduction to Drama <i>An introduction to dramatic techniques through the idea of telling stories.</i></p> <p><i>This unit of work acknowledges that students will have had very varied experiences of Drama at primary school, and aims not only to introduce students to drama skills, but also to the discipline required in lessons that are very different to other curriculum areas.</i></p> <ul style="list-style-type: none"> • Introduction to Drama • Analysing storytelling • Still images • Positioning • Performance – improvised piece 	<p>Darkwood Manor <i>Using the creation of characters to develop performance skills.</i></p> <p><i>This unit builds on the ideas of storytelling and character work by focusing in on the individual performance, and introduces students to a range of techniques to help them to develop a strong character in their own work.</i></p> <ul style="list-style-type: none"> • Statues • Role-on-the-Wall • Hot-Seating • Mime • Physicality • Vocal Work <p>Performance – group piece based on stimulus</p>	<p>Script Writing/ Performing <i>Introduction to using a script to create drama.</i></p> <p><i>Students use the familiar genre of fairy tales to help them to create performances and use simple scripts as a stimulus to create their own pieces.</i></p> <ul style="list-style-type: none"> • Responding to a stimulus • Improvisation • Characterisation • Working with a script • Conventions of script writing • Blocking and proxemics • Performance 	<p>Script Writing/ Performing <i>Introduction to using a script to create drama.</i></p> <p><i>Students use the familiar genre of fairy tales to help them to create performances and use simple scripts as a stimulus to create their own pieces.</i></p> <ul style="list-style-type: none"> • Responding to a stimulus • Improvisation • Characterisation • Working with a script • Conventions of script writing • Blocking and proxemics • Performance 	<p>Shakespeare – ‘A Midsummer Night’s Dream’ <i>Bringing the Shakespearean play to life through dramatic techniques.</i></p> <p><i>Links directly to the English curriculum, where students study a full Shakespeare text. Using dramatic techniques, students deepen their understanding of the play and its characters.</i></p> <ul style="list-style-type: none"> • Introduction to Shakespearean theatre • Story structures • The Mechanicals, Fairies, Humans • Improvisation • Working from a script • Staging • Performance – group piece based one extract from the play 	<p>Theatre Design <i>An introduction to the various design roles within the Performance industry</i></p> <p><i>This unit will cover the 4 main department within the Performance industry and give students an insight into the skills needed. Students will develop these skills through hands on activities</i></p> <ul style="list-style-type: none"> • Sound design • Set design • Costume design • Lighting design • Working from a script/stimulus • Design one piece of costume, set, sound effect, lighting state
Skills	<p>Key Skills:</p> <ul style="list-style-type: none"> • Freeze Frame • Thought Tracking <p>Other Skills:</p> <ul style="list-style-type: none"> • Narration • Positioning • Body language • Vocal skills 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Hot seating • Vocal techniques • physicality <p>Other Skills:</p> <ul style="list-style-type: none"> • Characterisation • Mime • Tension/atmosphere 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using a stimulus • Learning lines • Writing dialogue • Using script writing conventions <p>Other Skills:</p> <ul style="list-style-type: none"> • Improvisation • Characterisation • Blocking • Proxemics 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using a stimulus • Learning lines • Writing dialogue • Using script writing conventions <p>Other Skills:</p> <ul style="list-style-type: none"> • Improvisation • Characterisation • Blocking • Proxemics 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Role play • Characterisation • Physical and vocal skills • Facial expressions <p>Other Skills:</p> <ul style="list-style-type: none"> • Comedy • Still images • Body language 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Technical Theatre • Design <p>Other Skills:</p> <ul style="list-style-type: none"> • Teamwork • Creative application
Independent Learning Link	How to Use Thought Tracking	Characterisation BBC Bitesize - What is Characterisation?	Bringing a Text to Life Features of a Play Script		A Midsummer Nights Dream Study booklet Drama, secondary, Year 7 - Lesson listing Oak National Academy	Lesson Share: The role of the costume designer KS3 Drama Oak National Academy

Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<p>Commedia Dell'Arte Commedia <i>Introduction to traditional commedia dell'arte theatre.</i></p> <p><i>This unit considers the traditional Italian form of commedia dell'arte. Building on skills students developed in Year 7, the unit is characterised by the use of slapstick, characterisation of stock characters, and mask work.</i></p> <ul style="list-style-type: none"> • Clocking the Audience • Movement • Introduction to Commedia dell'Arte • Introduction to traditional commedia characters • Masks in commedia • Designing and using masks • Performance – small group performance of an improvised storyline with the commedia stock characters and masks 	<p>Silent Movies using Melodrama <i>An exploration of the key dramatic techniques used for creating melodrama.</i></p> <p><i>This unit of work aims to remind students of some of the key skills they learned in Year 7, and build on this to include more advanced skills for Year 8. The topic of 'melodrama' is a light-hearted way to remind students of how to work together and use the space around them safely.</i></p> <ul style="list-style-type: none"> • Introduction to Melodrama • Identifying genre • Melodrama in film • Stock Characters • Introduction to stage fighting • Developing a Melodrama sequence • Physical comedy • Performance – sequence based on a silent film 	<p>Ernie's Incredible Illucinations <i>Developing skills in non-naturalistic performance</i></p> <p><i>Following on from Melodrama and Silent Movies, this unit allows students to apply these skills to a specific performance genre. The play is written by British Playwright, Alan Ayckbourn.</i></p> <ul style="list-style-type: none"> • Playscript • comedy • Stage combat • Narration • Characterisation • Synchronised movements • Stage directions 	<p>Practitioners <i>Exploring a mix of contemporary and traditional practitioners that have influenced Performance</i></p> <p><i>Students will be introduced to Constantin Stanislavski, Bertolt Brecht, Antonin Artaud and Frantic Assembly. They will learn about different styles of theatre and performance as well as make links between modern performances and how they've been influenced by these theatre practitioners. This will challenge students to consider what a constitutes a performance and how to communicate meaning to an audience in abstract ways.</i></p> <ul style="list-style-type: none"> • Culture • Identity • Political theatre • Styles of theatre • Contemporary relevance • Physical theatre 	<p>Shakespeare –'Macbeth and Othello' <i>Bringing a Shakespearean play to life through dramatic techniques.</i></p> <p><i>Students will revisit Shakespeare and build on the skills they developed in Year 7. Using dramatic techniques, students deepen their understanding of the play and its characters.</i></p> <ul style="list-style-type: none"> • Story structures • themes and issues around gender, mental health, power, jealousy, greed, race and identify • Improvisation • Working from a script • Self-narration • Staging • Performance – group piece based on the courtroom scene from 'The Merchant of Venice 	<p>Shakespeare –'Macbeth and Othello' <i>Bringing a Shakespearean play to life through dramatic techniques.</i></p> <p><i>Students will revisit Shakespeare and build on the skills they developed in Year 7. Using dramatic techniques, students deepen their understanding of the play and its characters.</i></p> <ul style="list-style-type: none"> • Story structures • themes and issues around gender, mental health, power, jealousy, greed, race and identify • Improvisation • Working from a script • Self-narration • Staging • Performance – group piece based on the courtroom scene from 'The Merchant of Venice
	Skills	<p>Key Skills:</p> <ul style="list-style-type: none"> • Clocking the audience • Mime <p>Other Skills:</p> <ul style="list-style-type: none"> • Improvisation • Characterisation • Mask work • Blocking 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Mimi • Physical Theatre • Stage combat <p>Other Skills:</p> <ul style="list-style-type: none"> • Role play • Improvisation • Sequencing 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Audience Interaction • Vocal Techniques <p>Other Skills:</p> <ul style="list-style-type: none"> • Improvisation • Learning lines • Characterisation • Blocking 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Storytelling through abstract performances • Physicality and vocals • Epic Theatre • Theatre of the Absurd • Naturalism <p>Other Skills:</p> <ul style="list-style-type: none"> • Teamwork • Confidence • Creativity 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Accessing Shakespearean language • Iambic pentameter • Characterisations <p>Other Skills:</p> <ul style="list-style-type: none"> • Soundscapes • Learning lines • atmosphere • Characterisation

Year 9	Expressive Arts Carousel
Knowledge	<p>DNA and Devising Drama</p> <p>Students will study one play and also devise their own play</p> <p>Students will continue to develop their performance skills as well as devising skills in this unit. Students will take part in explorative work around the play 'DNA' and engage in practical work to stage which is dialogue rich. Students will then go on to devise a piece of drama from a stimulus which will develop their devising skills alongside working as a team.</p> <ul style="list-style-type: none"> • Improvisation • Research • Development • Refinement of ideas • Performance skills • Ensemble cast
Skills	<p>Key Skills</p> <ul style="list-style-type: none"> • Physicality • Vocals • Set design • Storytelling <p>Other skills</p> <ul style="list-style-type: none"> • Non naturalism • Experimentation • Development of ideas
Independent Learning Link	<p>Using stimuli to develop ideas - Responding to a stimulus - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p>