Year 7 Place	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	**Storytelling** *An introduction to dramatic techniques and to telling stories through Drama.* *This unit of work acknowledges that students will have had very varied experiences of Drama at primary school; we aim not only to introduce students to drama skills, but also to the discipline required in lessons, as they are very different to other curriculum areas.* • Introduction to Drama • Analysing storytelling • Narration – *'The Three Little Pigs'* • Still images • Soundscapes • Sound collages • Body and Voice – *'The Ramayana'* • Positioning • Performance – improvised piece based on the ideas in *'The Ramayana'*	**Text** *An introduction to using a script and to artistic intentions in Drama.* *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.* • Responding to a stimulus • Improvisation • Characterisation • Fairy tales • Creating devised pieces • Working with a script • Blocking and proxemics • Performance – group piece based on a fairy tale	**Character** *Using the creation of characters to develop performance skills.* *This unit builds on the ideas of storytelling and text 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.* • Statues • Developing characters • Role-on-the-Wall • Hot-Seating • Mime • Script-Writing • Vocal Work • Performance – group piece based on an original script	**Bullying** *Exploring thoughts and feelings around bullying through the use of drama.* *In this unit of work, students make cross-curricular links with PSHE topics around bullying and the impact this can have on a victim. Through the medium of drama, students explore their feelings on this topic and produce a paired performance that addresses some of these key issues.* • Games in Drama • Understanding bullying • Still images • Individual thoughts • Working with a stimulus • Hot-seating • Ghost reading • Breaking the fourth wall • Performance – paired work based around the experience of a bully and a victim	**Circus** *Introducing a specific genre of performance.* *The 'Circus' unit aims to be an engaging way of introducing students to a specific, highly stylised genre of performance. Through the use of mime and mask work, students create a performance based on circus acts including clowns, acrobats and traditional strongmen. This unit aims to provide a light-hearted approach to performance, following the more serious preceding unit.* • Introduction to mime • Exploring emotions • Introduction to circus acts • Circus characters • Masks • Circus music • Performance – group piece based on traditional circus acts	**Film** *Developing awareness of genre based on the film industry.* *In the final unit of Year 7, students explore a range of aspects of the film industry. By studying a range of genres and performing their own film trailer, students draw together all of the skills they have developed across Year 7 into one final, entertaining group performance.* • Daydreaming • Freeze Frames • Genre studies • Developing reactions • Film moguls • Creating a storyline • Trailers • Performance – group performance based on creating a film trailer that reflects a particular genre
Skills	Key Skills: • Freeze Frame • Thought Tracking Other Skills: • Narration • Positioning • Body language • Vocal skills Grammar Skills Focus: • Commas • Sentence demarcation	Key Skills: • Using a stimulus • Learning lines Other Skills: • Improvisation • Characterisation • Blocking • Proxemics Grammar Skills Focus: • Expanded noun phrases	Key Skills: • Hot seating • Vocal techniques Other Skills: • Characterisation • Mime • Script-writing Grammar Skills Focus: • Brackets and dashes	Key Skills: • Duologues • Audience Interaction Other Skills: • Teamwork • Still images • Thought tracking • Hot seating • Fourth wall Grammar Skills Focus: • Relative clauses	Key Skills: • Mime • Facial expressions Other Skills: • Mask work • Still images • Body language Grammar Skills Focus: • Active and passive	Key Skills: • Improvisation • Reacting Other Skills: • Freeze Frames • Genre studies • Teamwork Grammar Skills Focus: • Colons and semi-colons
Independent Learning Link	How to Use Thought Tracking The Importance of Rama in Hindu Mythology	Bringing a Text to Life Features of a Play Script	Characterisation BBC Bitesize - What is Characterisation?	National Bullying Helpline - Help and Advice for Children	The History of the Circus Traditional Circus Acts	The British Academy Film - A Very Short Introduction

Year 8 *Identity*	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	**Slapstick** *An exploration of the key dramatic techniques used for creating slapstick comedy.* *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 'slapstick' is a light-hearted way to remind students of how to work together and use the space around them safely.* • Introduction to Comedy • Identifying genre • Slapstick in film • Stereotypes • Introduction to stage fighting • Developing a slapstick sequence • Physical comedy • Storyboarding • Performance – sequence based on a silent film	**Pantomime** *Introduction to this classic form of theatre.* *Following on from slapstick comedy, pantomime allows students to apply these skills to a specific performance genre. Taking place in the Autumn term, students can prepare their very own pantomime performance, ready for the traditional 'pantomime season' of December to January.* • Introduction to pantomime • Stock characters • Improvisation based on a story outline • Revisiting stock characters • Using a script – 'Cinderella' • Working with a script • Performance – group performance of 'Cinderella' in the style of a pantomime	**Script** *Developing how to transform a script into a performance.* *Students revisit how to use a script, and are introduced to specific skills that develop their ability to not only learn lines, but to consider their use of space and the importance of stage directions. Using scenes from 'A Midsummer Night's Dream' and 'Julius Caesar' as a prompt, students visit texts that they also study in English in Year 7 and Year 8.* • Discord • Script - introduction • Character • Hot-seating • Dramatic pause • Blocking a script • Modernisation • Performance – group piece based on 'A Midsummer Night's Dream' or 'Julius Caesar'	**Shoplifting** *Exploring a more serious topic through the application of dramatic skills.* *In this unit of work, students make cross-curricular links with PSHE topics around shoplifting. Students consider the roles of everyone involved in the shoplifter's life and use drama to consider how they could be a positive influence.* • Freeze frames • Photo stories • Store detective – creating a character • Thought tunnel • Monologues • Physicalising monologues • Hot-seating • Breaking the fourth wall • Performance – group performance based on a shoplifting scene in which different characters stop and perform monologues	**Peer Pressure** *Continuing to use drama to explore more serious ideas.* *The 'Peer Pressure' unit follows on directly from 'Shoplifting', where students will have explored the role of peer influence on the perpetrator's behaviour. In this unit, they use freeze frames and still images to consider a range of scenarios that could be applicable to their own lives.* • Consequences • Freeze frames • Persuasion • Role play • Hot-seating • Sound collage • Performance – group piece in which the central character faces a moment of decision about whether or not to give in to peer pressure	**Battle Cries** *WW1-inspired performance.* *In the final unit of Year 8, students apply the skills they have learned to the story of a soldier in WW1. Following the soldier from the day they are called up, to experiencing life in the trenches, through to going home, students use a mixture of individual, paired and group performances to explore the emotions of the soldier and those around him.* • Duologues – what is conflict? • Arguments – why does conflict happen? • Thought-tracking - Conscription • In the Trenches • Prisoners of War • Homecoming • Performance – group piece showing the contrast between a homecoming and the family of soldier that doesn't come home
Skills	Key Skills: • Freeze Frame • Physical Theatre Other Skills: • Role play • Stage fighting • Improvisation • Sequencing Grammar Skills Focus: • Parenthesis	Key Skills: • Audience Interaction • Vocal Techniques Other Skills: • Improvisation • Learning lines • Characterisation • Blocking Grammar Skills Focus: • Apostrophes	Key Skills: • Blocking • Learning lines Other Skills: • Characterisation • Thought-tracking • Hot-seating • Modernising Grammar Skills Focus: • Register	Key Skills: • Thought tracking • Proxemics Other Skills: • Freeze frames • Learning lines • Hot-seating • Characterisation Grammar Skills Focus: • Re-cap of complex sentences	Key Skills: • Soundscapes • Facial expressions Other Skills: • Thought tracking • Freeze frames • Role play • Hot-seating Grammar Skills Focus: • Re-cap of colons and semi-colons	Key Skills: • Duologues • Improvisation Other Skills: • Freeze Frames • Thought-tracking • Storyboarding Grammar Skills Focus: • Appositive phrases
Independent Learning Link	History of Slapstick Comedy	What is Pantomime?	Shakespearean Drama Skills	How to Develop a Devised Performance	Oak Academy - A Person and a Choice	Interactive WW1 Timeline

Year 9 *Morality*	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	**Shakespeare – '*The Merchant of Venice*'** *Bringing a Shakespearean play to life through dramatic techniques.* *The first unit of work in Year 9 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.* • Introduction to Shakespearean theatre • Story structures • Antonio and Shylock • Improvisation • Working from a script • Self-narration • Shylock's speech • Staging • Performance – group piece based on the courtroom scene from '*The Merchant of Venice*'	**Commedia** *Introduction to traditional commedia dell'arte theatre.* *Following the first half term's study of Shakespearean theatre, this unit considers the traditional Italian form of commedia dell'arte. Building on skills students developed in Year 8, the unit is characterised by the use of slapstick, characterisation of stock characters, and mask work.* • 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	**Pop Culture** *Introducing students to conventions of popular forms of entertainment.* *This unit of work aims to give students a brief introduction to popular culture, providing a contrast to the units studied in the Autumn term. The unit aims to raise awareness of some of the different forms entertainment careers that the study of drama can lead to, rather than the limited view that it only means theatre or film.* • Introduction to Soap Operas • Soap conventions • Cliff hangers • Creating a soap • Introduction to reality TV • Storyboarding 'scripted reality' • The morality of reality TV • Performance – group piece in which students create their own 'scripted reality' television show	**Secret Annexe** *Applying dramatic techniques to understanding a challenging period in history.* *In a complete contrast to the frivolity of the preceding unit, 'Secret Annexe' encourages students to explore ideas inspired by the experiences of Anne Frank. Having studied her diary in English in Year 8, students can use their knowledge and their increasing maturity to consider their use of space and voice.* • Abstract Drama • Revisiting Anne Frank • Comic Book Theatre • Character • Subtext and Sequencing • Proxemics and Levels • Performance – group performance in which students act as characters living in a secret annexe, using soft tones of voice and small spaces, and must discuss whether or not to risk their safety by admitting a new family	**Departures** *Considering all forms of departures through drama.* *This unit aims to prepare students for the rigour of the final half term by allowing them to improvise and create a range of performances inspired by ideas around departures. By this stage, they should be confident in performing using a range of techniques.* • Introduction to ideas around departures • Departure 1: Leaving home to go to school • Departure 2: Moving away from home • Departure 3: Getting married • Departure 4: Migration • Departure 5: Going to war • Performance – small group performance in which students choose one of their 'departures' from this unit to develop into a full piece under the title, "*The Departure*"	**'A View From the Bridge'** *A devising unit inspired by the play.* *In the final unit of Year 9, students echo many of the processes they will go through for GCSE Drama: analysing a play in performance and using a stimulus to devise an original piece. Students are expected to use all of the skills they have worked on in KS3 Drama.* • Introduction to '*A View From the Bridge*' • Analysing lighting in the play • Applying analysis to GCSE-style questions • Introduction to Devising • Planning a devised performance • Developing the play's structure • Performance – original group piece devised from a stimulus
Skills	Key Skills: • Freeze Frame • Thought tracking Other Skills: • Proxemics • Self-narration • Improvisation • Script work Grammar Skills Focus: • Vocabulary for critical essays	Key Skills: • Clocking • Mime Other Skills: • Improvisation • Characterisation • Mask work • Blocking Grammar Skills Focus: • Re-cap of parenthesis	Key Skills: • Duologues • Audience interaction Other Skills: • Storyboarding • Hot-seating • Characterisation • Learning lines Grammar Skills Focus: • Fronted adverbials	Key Skills: • Vocal techniques • Proxemics Other Skills: • Freeze frames • Hot-seating • Characterisation • Sequencing Grammar Skills Focus: • Re-cap of sentence structures	Key Skills: • Cross-cutting • Learning lines Other Skills: • Thought tracking • Freeze frames • Hot-seating • Sequencing Grammar Skills Focus: • Re-cap of punctuation	Key Skills: • Analysing performances • Devising Other Skills: • Staging • Sequencing • Storyboarding • Proxemics Grammar Skills Focus: • Re-cap of appositive phrases
Independent Learning Link	The Royal Shakespeare Company's Guide to The Merchant of Venice	Oak Academy - Commedia dell'Arte History of Commedia	Reality TV - The Ethics of Entertainment	Explore Anne Frank's House	Developing Posture, Gesture and Voice in Performance	National Theatre Drama Online (get the password from your Drama teacher)