



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
<p>Scripted work - focus on status and tension</p> <p>Suggested texts:</p> <p>The Birthday Party - Pinter</p> <p>The Importance of Being Earnest - Oscar Wilde</p> <p>Mountain Language - Pinter</p> <p>'Greek' - Berkoff</p> <p>'Touched' - Stephen Lowe</p> <p>PINTER'S THE BIRTHDAY PARTY Part 1 of 4 - Bing video</p>	Autumn	<ul style="list-style-type: none"> • Vocal skills • Physical skills • Trust • Interpretation of text. • Understanding style. • Use of status in performance • Creating tension • Process of a performer • Importance of research - social/cultural/historical understanding 	<p>Tension - Yr 8 Haunted House SOW</p> <p>Scripts Yr 7 - Shakespeare</p> <ul style="list-style-type: none"> • Yr 8 -Greek Theatre 	<ul style="list-style-type: none"> • Yr 9 Melodrama • Year 10
<p>PURPOSE OF THEATRE</p> <p>Theatre in Education</p> <p>Political theatre</p> <p>Background - Theatre in education - GCSE</p> <p>Drama Revision - BBC Bitesize</p> <p>Theatre-in-Education (TiE) - Belgrade Theatre</p>	Spring	<ul style="list-style-type: none"> • Devising skills • Creativity • Research • Interaction with audience • Use of placards. • Use of direct address • Working as an ensemble • Political awareness • Boal – Theatre of the Oppressed 	<ul style="list-style-type: none"> • Performance work in assembly? 	<ul style="list-style-type: none"> • Yr 9 Devising in the style of a practitioner • Yr 10 Devising work



<p>Theatre in education (TIE) in the context of educational drama (core.ac.u</p>				
<p>Devised performance linked to practitioner</p> <p>Teacher to select practitioner based on own subject knowledge and interests of the group.</p> <p>Suggestions:</p> <p>Godber</p> <p>Berkoff</p> <p>Brecht</p>	<p>Summer</p>	<ul style="list-style-type: none"> • Develop understanding of how to devise in Drama • Practical performance skills • Team work • Imagination/creativity • Aware of how to make notes on process • Ability to respond to stimulus. • Research • Understanding of style/techniques • Ability to communicate practical intentions • Analysis of work 	<ul style="list-style-type: none"> • TIE performance Yr 9 	<ul style="list-style-type: none"> • Yr 10 Assessed on Devising Project (Actor or Designer)
<p>Design in Theatre Student led</p> <p>Designing Theatre: The Comedy of Errors - Bing video</p> <p>Designing Sound for Theatre - Bing video</p>	<p>Spring/ Summer</p>	<ul style="list-style-type: none"> • Role of designers in theatre • Process of design • Working independently • Presentation skills • Creation of artefact • Use of moodboard • Communication of ideas 	<p>Design work on Shakespeare in Yr 7 costume</p> <ul style="list-style-type: none"> • Design mask - Yr 7 	<ul style="list-style-type: none"> • Yr 10 Devising project



Costume Design Jane Eyre National Theatre at Home - Bing video				
LIVE THEATRE Analysis and evaluation Watching live/streamed theatre	Summer	<ul style="list-style-type: none">• Role of audience• Communication of theatre• Styles of theatre• Role of actor/director/designer to communicate• How to respond to performance• How to analyse performance• Practical work to replicate and consider ideas see	Yr 7 watching Pantomime. Theatre visits with family. Throughout when responding to work of peers.	<ul style="list-style-type: none">• Yr 10/11 Live Theatre analysis.