



Topic name	Term	Skills developed	Prior learning	Next link in curriculum	Other notes
ROLE PLAY (WW2)	Autumn Term 1/2	Creating and Performing: - Improvisation - Role-play - Monologue - Historical characterisation Responding: - Verbal evaluation of performances in class. - Analysis of own performance in response to teacher feedback. Theatrical techniques and conventions: - Tableau(x) - Thought tracking - Hot seating - Direct address - Cross cutting - Teacher-In-Role (TIR) Interpretation of text/source: - Research into WW2 - Historical music and artefacts - Material developed from TIR.	KS2 Role plays in primary school School performances Extra-curricular performances and other performance experience. Check initial experience in first lesson.	Yr 7 - Taking on role/non-verbal communication in MIME - Developing characters in PANTOMIME Yr 8 - Tension work - Devising linked to social/political issue - Shakespeare - Improvisation Yr 9 - Script work - Devising from stimulus - Character building Yr 10 - Devising from stimulus (AQA GCSE Drama C2) - Script work (AQA GCSE Drama C3) - Character development Yr 11 - Character work linked to script choice (AQA GCSE Drama C3)	Students' understanding of the context of WW2 is developed.
PANTOMIME	Autumn Term 2	Creating and Performing: - Comedy - Exaggerated performance style - Stock characters - Devising	Yr 7 – ROLE-PLAY (WW2) (Staying in character, taking on a role). Professional pantomimes they may have seen.	Yr 7 - Exaggeration used in MIME. - Stock characters/non-naturalistic acting style used in SHAKESPEARE. Yr 8 - Links to theatre history: GREEK THEATRE	Theatrical knowledge and understanding developed through this unit. Students learn about theatre history and make



		• Use of tech (set, costume, lights and sound). Responding: • Written evaluation of a peer's performance. • Analysis of own performance linking to success criteria. Theatrical techniques and conventions: • Audience participation • Narration • Song/Dance Interpretation of text/source: • Research into Pantomime • Use of music • Plot of pantomimes • Costume/make-up • History and conventions of the genre.	Experience of performing in a pantomime. Responding to feedback.	• Exaggerated acting style used in MELODRAMA. • Exploration of Tension in HAUNTED HOUSE. • THEATRE DESIGN Yr 9 • Exploration of Tension in TENSION AND SCRIPT. • Devising theatre. • THEATRE DESIGN Yr 10 • Devising theatre.	links with other historical periods.
MIME	Spring Term 1	Creating and Performing: • Archetypal characterisation • Non-verbal communication, • Facial expression • Spatial awareness • Gait • Gesture • Understanding of tempo • Tension • Music/sfx • Clarity and precision	PANTOMIME – Use of stereotypes, linked to stock characters. Exaggerated performance style. ROLE-PLAY (WW2) – Devising.	Yr 7 • Non -verbal communication and focus upon gait in PAGE TO STAGE • Yr 8: Use of mime in GREEK THEATRE. • Use of mime in MELODRAMA. • Exploration of Tension in HAUNTED HOUSE. Yr 9 /10/13 Devising work from stimuli.	The focus upon physical expression allows those who are less confident vocally to showcase skills. Students with additional needs may find this unit more accessible than other topics.



		Responding: - Verbal analysis and evaluation of peers' performances in class. - Analysis of own performance in response to teacher feedback. Theatrical Techniques and Conventions: - Clocking - Mime techniques (OK technique, Snap on/off, The wall/box, C technique, rope). - Action/reaction - Fixed Point - Fourth Wall Interpretation of text/source - Research into mime - Use of music - Title stimuli (<i>The Proposal/ The Robbery</i> etc).			
SHAKESPEARE TO INCLUDE END-OF-YEAR DRAMA EXAM	Spring Term 2/ Summer Term END-OF-YEAR DRAMA EXAM TO TAKE PLACE FIRST WEEK OF	Creating and Performing: - Script work - Realisation of character from text/script. - Role-play - Improvisation - Analysis of classical language. - Delivery of classical language. Responding:	Role during PIR/TIR in ROLE-PLAY (WW2). Development of acting skills in PAGE TO STAGE. Impro Yr 7 - Term One	Yr 8 - Understanding of theatre history in GREEK THEATRE and MELODRAMA. - Development of vocal and physical expression in HAUNTED HOUSE, MELODRAMA and SCRIPT WORK. Yr 9	Introduction to COMEDY and TRAGEDY. Students continue to develop understanding of theatre history through this unit. Cross-curricular links with English and history.



	SUMMER TERM 2.	- Verbal evaluation of a peer's performance. - Analysis of own performance in response to teacher feedback. Theatrical Techniques and Conventions: - Soliloquy - Pronoun Point - Rhyming Couplets - Punctuation Shift Interpretation of text/source: <i>A Midsummer Night's Dream</i> <i>Romeo and Juliet</i> <i>Tempest</i> - Research into Shakespeare and social, historical and cultural context. END-OF-YEAR DRAMA ASSESSMENT: PERFORMANCE OF DUOLGUE FROM SHAKESPEARE.		- Understanding of tragedy, linked to TENSION AND SCRIPT. Yr 10 - Script work Yr 11 - Script assessment pieces for Component 3. Yr 12/13 - Script choices for practical unit (one to be classical).	
PAGE TO STAGE		Creating and Performing: - Characterisation - Basic stage combat. - Development of physical expression to refine character. - Development of vocal expression to	Non-verbal communication developed in PANTOMIME and MIME Physical and vocal skills developed in ROLE-PLAY (WW2).	Yr 8 - Use of script in SCRIPT WORK. - Non-verbal communication and development of gait in MELODRAMA. Yr 9	Students will show an understanding of character and style within performance material. Opportunities for students to find their own source material to adapt and develop.



		include tone, accent, pace, emphasis. • Use of prose to create performance material. • Use of props. Responding: • Written evaluation of a partner's performance. • Analysis of own performance linking to success criteria. Theatrical Techniques and Conventions: • Interpretation of prose • Narrative voice • Narration • Dialogue • Proxemics • Status Interpretation of text/source • Extracts from novels <i>Harry Potter</i>, <i>Matilda</i>, student choice). • Research into novels selected for assessment.		• Awareness and manipulation of tension in TENSION AND SCRIPT.	
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