



Topic Name	Term	Skills Developed	Next link in curriculum	Other Notes
Drama skills Trust work Creating TENSION in performance	Autumn	<ul style="list-style-type: none">● Communication● Listening● Following instructions● Team work● Trust/collaboration● K/U vital role of tension in performance● Performer creating tension:vocal - pause, silence, whisper, facial expression, physicality● Tensions in scripts- Comedy/Tragedy.● Design to create tensions : sound, lighting,	<ul style="list-style-type: none">● Autumn term Year 8 - Devising● Yr 9 Devising from stimulus Yr 10 GCSE Devising project ● Year 8 Summer term exploring scripts● Year 10 Exploring set text from perspective of actor/designer● Year 12 Exploring set texts from perspective of actor/designer/director	Initial opportunity to revisit skills: all Drama rooted in listening, communication, collaboration.



	Autumn	<ul style="list-style-type: none"> • Devising Project - Creating piece of theatre to create tension. • Use of lighting,sound, projections. • Rehearsing and refining piece. • Using Drama techniques in performance • Awareness of audience • Developing Evaluation 	<ul style="list-style-type: none"> • Year 9 upwards - studying set texts. Understanding how to move from page to stage:performance and design. • Students to have opportunity to evaluate their own work and that of their peers. • Constructive criticism 	Staff identify skills and interest of class. Could be staff led or student led. (Staff led could be Haunted House scheme)
Theatre for Purpose Theatre Practitioner: BRECHT/BOAL	Spring	<ul style="list-style-type: none"> • Understanding of reasons for creating theatre beyond Entertainment. • Introduction to Theatre Practitioner. Boal. Research opportunities. Workshops on Theatre of the Oppressed. • Introduction to Brecht - background and political/social purpose. key techniques: Direct address, speech in third person, all theatrical elements on show. Demonstration of character. Notion of 'Verfremdungseffekt' - making strange. 	<ul style="list-style-type: none"> • Year 10 Devising theatre linked to a practitioner • Year 12/13 Practitioner linked work - scripted and devised 	



		<ul style="list-style-type: none"> • Create short performance to make audience think/question. 		
ACTING SKILLS/Characterisation	Spring	<ul style="list-style-type: none"> • Actor prep and training.- Research and workshops • Status - how to convey character status. Importance of playing status in theatre. • Use cards link to Max Stafford Clark - approach with Joint Stock Theatre. • Vocal and physical warm up. • Observation to influence performance ideas. • Writing a monologue • Performance and evaluation 	<ul style="list-style-type: none"> • Year 9 - Storytelling and Jacques Lecoq training • Year 9 - study of set text: status of main characters. • Year 12 study of Our Country's Good - directed by Max Stafford Clark 	
Scripted Project: Performance and Design	Summer	<ul style="list-style-type: none"> • Role of designer. • Staging formats - theatre terms. • Intro a range of script extracts - explore as performer and designer • Explore social, historical, cultural aspects via research. 	<ul style="list-style-type: none"> • Year 9 Roles in theatre: understanding of various roles and use of theatre terminology 	Staff to select range of approx' 4 script extracts. Base on interests of class.



		<ul style="list-style-type: none">• Moving from page to stage• Text in hand rehearsals.	<ul style="list-style-type: none">• Year 9 study of set text: making practical decisions for performance on stage.	
FINAL PERFORMANCE PROJECT	Summer	<p>Small teams - select one script extract and move from page to stage. Students to be designers, directors or actors.</p> <p>Designers to work through process - mood boards, sketches communicate with team</p>	<ul style="list-style-type: none">• Yr 9 performing scripts.• Yr 9 set text.• Yr 9 upwards - roles in theatre.	If possible: all students to experience writing about practical work.