



Topic Name	Term	Skills Developed	Next link in curriculum	Other Notes	Where you did this previously
<p><b>Drama skills</b></p> <p><b>Trust work</b></p> <p><b>Creating TENSION in performance</b></p>	<p><b>Autumn</b></p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Listening</li> <li>• Following instructions</li> <li>• Team work</li> <li>• Trust/collaboration</li> <li>• K/U vital role of tension in performance</li> <li>• Performer creating tension:vocal - pause, silence, whisper, facial expression, physicality</li> <li>• Tensions in scripts- Comedy/Tragedy.</li> <li>• Design to create tensions : sound, lighting,</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn term Year 8 - Devising</li> <li>• Yr 9 Devising from stimulus</li> </ul> <p>Yr 10 GCSE Devising project</p> <ul style="list-style-type: none"> <li>• Year 8 Summer term exploring scripts</li> <li>• Year 10 Exploring set text from perspective of actor/designer</li> <li>• Year 12 Exploring set texts from perspective of</li> </ul>	<p>Initial opportunity to revisit skills: all Drama rooted in listening, communication, collaboration.</p>	<p>Year 7 initial lessons - skill intro</p> <p>Year 7 Shakespeare - tension.</p>



			actor/designer/director		
	<b>Autumn</b>	<ul style="list-style-type: none"> <li>Devising Project - Creating piece of theatre to create tension.</li> <li>Use of lighting,sound, projections.</li> <li>Rehearsing and refining piece.</li> <li>Using Drama techniques in performance</li> <li>Awareness of audience</li> <li>Developing Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Year 9 upwards - studying set texts. Understanding how to move from page to stage:performance and design.</li> <li>Students to have opportunity to evaluate their own work and that of their peers.</li> <li>Constructive criticism</li> </ul>	Staff identify skills and interest of class. Could be staff led or student led. (Staff led could be Haunted House scheme)	<p>Year 7 Improvising scenes re role play.</p> <p>Year 7 - Mime work, clocking audience. Performance work.</p>
<b>Theatre for Purpose Theatre Practitioner: BRECHT/BOAL</b>	<b>Spring</b>	<ul style="list-style-type: none"> <li>Understanding of reasons for creating theatre beyond Entertainment.</li> <li>Introduction to Theatre Practitioner. Boal. Research opportunities. Workshops on Theatre of the Oppressed.</li> <li>Introduction to Brecht - background and</li> </ul>	<ul style="list-style-type: none"> <li>Year 10 Devising theatre linked to a practitioner</li> <li>Year 12/13 Practitioner linked work - scripted and devised</li> </ul>		



		<p>political/social purpose. key techniques: Direct address, speech in third person, all theatrical elements on show. Demonstration of character. Notion of 'Verfremdungseffekt' - making strange.</p> <ul style="list-style-type: none"> <li>● Create short performance to make audience think/question.</li> </ul>			
<b>ACTING SKILLS/Characterisation</b>	<b>Spring</b>	<ul style="list-style-type: none"> <li>● Actor prep and training.- Research and workshops</li> <li>● Status - how to convey character status. Importance of playing status in theatre.</li> <li>● Use cards link to Max Stafford Clark - approach with Joint Stock Theatre.</li> <li>● Vocal and physical warm up.</li> <li>● Observation to influence performance ideas.</li> <li>● Writing a monologue</li> <li>● Performance and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Year 9 - Storytelling and Jacques Lecoq training</li> <li>● Year 9 - study of set text: status of main characters.</li> <li>● Year 12 study of Our Country's Good - directed by Max Stafford Clark</li> </ul>		<p>Year 7 - Role play</p> <p>Vocal/physical - Youth theatre, Lunchtime Drama clubs.</p>



<p><b>Scripted Project: Performance and Design</b></p>	<p><b>Summer</b></p>	<ul style="list-style-type: none"> <li>● Role of designer.</li> <li>● Staging formats - theatre terms.</li> <li>● Intro a range of script extracts - explore as performer and designer</li> <li>● Explore social, historical, cultural aspects via research.</li> <li>● Moving from page to stage</li> <li>● Text in hand rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>● Year 9 Roles in theatre: understanding of various roles and use of theatre terminology</li> <li>● Year 9 study of set text: making practical decisions for performance on stage.</li> </ul>	<p>Staff to select range of approx' 4 script extracts. Base on interests of class.</p>	<p>Year 7 Research into Shakespeare. Masks.</p> <p>Performance of Shakespeare text.</p>
<p><b>FINAL PERFORMANCE PROJECT</b></p>	<p><b>Summer</b></p>	<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"> <li>● Yr 9 performing scripts.</li> <li>● Yr 9 set text.</li> <li>● Yr 9 upwards - roles in theatre.</li> </ul>	<p>If possible: all students to experience writing about practical work.</p>	