| Topic Name | Term | Skills Developed | Next link in curriculum | Other Notes |
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| Introduction to Acting skills. Performing with text | Autumn | * 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 | * Yr 9 Melodrama * Year 10 | Suggested texts:  The Birthday Party - Pinter  The Importance of Being Earnest - Oscar Wilde  Mountain Language - Pinter  ‘Greek’ - Berkoff  ‘Touched’ - Stephen Lowe  [PINTER'S THE BIRTHDAY PARTY Part 1 of 4 - Bing video](https://www.bing.com/videos/search?q=the+birthday+party+pinteryou+tube&view=detail&mid=CCD372D417A04E61FA2ACCD372D417A04E61FA2A&FORM=VIRE) |
| Melodrama | Autumn | * Vocal skills * Physical skills * Performing with incidental sounds * Using music to accompany action * Text work * Creating stock characters * Importance of research * Awareness of theatre history | * Yr 10/11 - script work | Building on work in Mime/Mask in Yr ⅞  Suggested texts:  Maria Marten - Or Murder in the Red Barn  Black Eye’d Susan  [Victorian Melodrama (slideshare.net)](https://www.slideshare.net/christopherdjacobs9/victorian-melodrama)  [19th Century Melodrama | The Drama Teacher](https://thedramateacher.com/19th-century-melodrama/)  [Victorian Melodrama and the Performance of Poverty on JSTOR](https://www.jstor.org/stable/25058463)  [A theatre guide to nineteenth century melodrama from Crossref-it.info](https://crossref-it.info/articles/517/Nineteenth-century-melodrama) |
| Theatre in Education | Spring | * Devising skills * Creativity * Research * Interaction with audience * Use of placards. * Use of direct address * Working as an ensemble * Political awareness | * Yr 9 Devising in the style of a practitioner * Yr 10 Devising work | [Background - Theatre in education - GCSE Drama Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zsbjn39/revision/1)  [Theatre-in-Education (TiE) - Belgrade Theatre](https://www.belgrade.co.uk/theatre-in-education-tie/)  [Theatre in education (TIE) in the context of educational drama (core.ac.uk)](https://core.ac.uk/download/pdf/61902693.pdf) |
| Design in Theatre  Student led | Spring | * Role of designers in theatre * Process of design * Working independently * Presentation skills * Creation of artefact * Use of moodboard * Communication of ideas | * Yr 10 Devising project | [Designing Theatre: The Comedy of Errors - Bing video](https://www.bing.com/videos/search?q=design+in+theatre+national+theatre&qpvt=design+in+theatre+national+theatre&view=detail&mid=AF67AD37145D35524850AF67AD37145D35524850&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Ddesign%2Bin%2Btheatre%2Bnational%2Btheatre%26qpvt%3Ddesign%2Bin%2Btheatre%2Bnational%2Btheatre%26FORM%3DVDRE)  [Designing Sound for Theatre - Bing video](https://www.bing.com/videos/search?q=design+in+theatre+national+theatre&qpvt=design+in+theatre+national+theatre&view=detail&mid=00F6461EAD26D7F053A900F6461EAD26D7F053A9&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Ddesign%2Bin%2Btheatre%2Bnational%2Btheatre%26qpvt%3Ddesign%2Bin%2Btheatre%2Bnational%2Btheatre%26FORM%3DVDRE)  [Costume Design | Jane Eyre | National Theatre at Home - Bing video](https://www.bing.com/videos/search?q=design+in+theatre+national+theatre&qpvt=design+in+theatre+national+theatre&view=detail&mid=7EB6659A88B57EBFC13B7EB6659A88B57EBFC13B&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Ddesign%2Bin%2Btheatre%2Bnational%2Btheatre%26qpvt%3Ddesign%2Bin%2Btheatre%2Bnational%2Btheatre%26FORM%3DVDRE) |
| Devising Skills linked to a practitioner | Summer | * 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 | * Yr 10 Assessed on Devising Project (Actor or Designer) | Keep devising log short. Encourage mix of images/word  Possible for those interested in design being assigned to a performance group  Teacher to select practitioner based on own subject knowledge and interests of the group. |