| Topic Name | Term | Skills Developed | Next link in curriculum  | Other Notes |
| --- | --- | --- | --- | --- |
| 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 - PinterThe Importance of Being Earnest - Oscar WildeMountain 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 ⅞Suggested texts:Maria Marten - Or Murder in the Red BarnBlack 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 TheatreStudent 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/wordPossible for those interested in design being assigned to a performance groupTeacher to select practitioner based on own subject knowledge and interests of the group. |