

DRAMA
YEAR 7

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	Greek Theatre	Students will learn: <ul style="list-style-type: none"> An introduction to when theatre began and how the Greeks used stories What festivals are, the history and importance of the Ancient Greek festival, The story of Pandora's box and Oedipus and the Sphinx, - to use Greek choral skills to create a piece of drama using still images, captions, role-play, choral speaking and collective character 	Still images and transition, use of expressions, captions, role-play, choral speaking, collective character. Transferable skills - team work, listening, communication To build confidence as performers in the classroom	Presentation/ performance skills, cultural capital of an understanding of where theatre began, the significance of mutual experience (wider understanding of cultural festivals and their purpose) The skills needed to start making pieces of theatre.	
Half Term 2	Match Girls	Students will learn: <ul style="list-style-type: none"> What factory life was like for Victorian girls, focusing on the following aspects - working conditions, pay, home life, protest, illness, How to create a performance using the following skills: characterisation, role-play, tableau vivant, Get-Ready, hot-seating, improvisation, developing dialogue 	characterisation, role-play, tableau vivant, Get-Ready, hot-seating, improvisation, developing dialogue Transferable skills: sensitivity, empathy, group-work	Cultural understanding of British history, exploration of class and status and the life of children in Victorian England. Developing empathy. Introduction and appreciation of physical theatre skills, story- telling in different ways Becoming more advanced in skills needed in drama.	History - Victorians PSHE - Child exploitation
Half Term 3	Poetry from other cultures	Students will explore: <ul style="list-style-type: none"> Poems from a range of cultural contexts and use this context to bring deeper meaning and appreciation to their study of each poem The poets behind each of the poems from a diverse range of backgrounds and cultures. The circumstances that led to each of the poems being written and any socio-political messages linked to the history of the context as well as a celebration of festivals and experiences unique to different cultures and groups. 	Narration, choral movement and voice, development of characterisation - performance skills – face, voice, movement, body. Develop physical theatre skills through the use of chair duets. Opportunity to demonstrate skills used in an assessment piece that pulls all skills together creatively. Transferrable skills: presentation and performance skills, analysis of text, empathy, awareness and appreciation of diversity, large group work	Study of poems from other cultures, exploration of text and poetic conventions as well as an understanding of diversity. Navigating more complex use of skills and starting to make individual choices when theatre making.	English - poetry
Half Term 4	Sci-fi: All summer in a day.	Students will learn: <ul style="list-style-type: none"> What is meant by the sci-fi genre Drama techniques such as narration, direct address, hot seating, role on the wall How to design sound and lighting for a performance 	Devising work from stimuli, how to structure a piece of theatre, get ready, home chairs, still image, tableaux vivante, choral speaking, technical skills - lighting, sound, costume Transferable skills: group work, empathy, research,	To introduce a different type of theatre and how production teams work together to create theatre. An understanding of climate change, space, the future. The importance of the arts in educating and raising awareness, different forms of bullying, How to explore the genre through drama. STEM opportunities in drama and how they contribute to a production's success.	Science Citizenship Art
Half Term 5 & 6	Hamlet	Students will learn: <ul style="list-style-type: none"> The plot of the play What we mean by the tragedy genre Structural features of Shakespearean text The historical context and an understanding of both Shakespeare and Jacobean theatre 	Physical theatre skills and ensemble work – narration, choral, performing extracts. How setting, atmosphere, and environment are created physically on stage Line learning Exploration of soliloquy and their purpose Understanding objectives and character motivations and applying that to performance skills Transferable skills: sensitivity, empathy, group-work	Study of a Shakespeare text, understanding of tragedy and how language is used to create tragic drama and demonstrate Hamlet's deterioration. To explore how theatre production teams create appropriate mood and atmosphere on stage. Cultural understanding of British literature Consolidation of year 7 learning	English – text, Shakespeare

DRAMA
YEAR 8

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	Blood Brothers	<ul style="list-style-type: none"> The story of Blood Brothers, How to approach character's using naturalistic techniques and identifying intentions. The role and purpose of the narrator. Status and power and its importance in plays. What status between characters looks like 	Naturalism, understanding subtext, chorus work, script reading, line-learning. Performing extracts and how to improve performance skills, Transferrable skills: teamwork, subtext, how to analyse text, empathy	<p>Life for the working classes in the 1960's and 1980's, the class system, how class affects, education, status etc. What do we mean by family? How to empathise and explore reasons for behaviour. A cultural understanding of British literature.</p> <p>Making choices about how we use performance skills – what it means to be a performer.</p>	PHSE, English, History
Half Term 2 and 3	Storytelling theatre: Stories from around the world	<ul style="list-style-type: none"> What conventions are used in story-telling theatre and why – target audience, aims and objectives etc. Exploration of a range of stories from different cultures and the cultural context behind the story. An exploration of why societies tell stories and looking for links between different cultures What we can learn from the stories and how we might use theatre to bring them to life. 	<p>Physical theatre, script writing, creating comedy, narration, choral work, exaggerated characters and archetypes, making sound, using instruments, using props imaginatively.</p> <p>The opportunity to demonstrate understanding by adapting a story into a piece of theatre – devising, using stimulus, consolidating skills.</p> <p>Transferable skills – understanding different cultural contexts, group work, analysis of texts, editing, sensitivity.</p>	<p>Why do we tell stories? How are stories from all over the world linked together? Why are different characters and narratives meaningful to us based on our cultural background – exploring diversity. Understanding the style of dramatic story-telling and its purpose as an art form to bring stories to life. How it will develop our imagination and devising skills.</p>	PHSE, English, RS
Half Term 4	Costume design for a character from a well-known play/story	<ul style="list-style-type: none"> An opportunity to work and think like a designer Develop design skill – make up, costume, introduced in year 7 Work with text and apply design skills alongside performance of text of particular scenes Know how design complements direction and contributes to the overall success of a production 	<p>Costume – working with fabrics to create costume of recognisable characters</p> <p>Performance – perform scenes using dramatic storytelling techniques established in previous scheme.</p> <p>Assessment through presentation and design board of selected character's costume.</p> <p>Transferable skills: STEM opportunities in drama, Design, group work, creativity, analysis and evaluation.</p>	<p>Theatre as a whole – more than just performance. How designers, performers and directors work together, why design matters. Creating theatre for young people. Adapting and interpreting well known texts.</p> <p>Design skills and knowledge needed for GCSE and A level and to set foundations for creating more advanced work in year 9.</p>	Art, Design, Textiles
Half Term 5 & 6	Twelfth Night	<ul style="list-style-type: none"> The story of Twelfth Night and a cultural, historical and contextual understanding of Elizabethan values, gender roles, festivities. how to approach and perform a Shakespearean text, What different types of comedy are: slapstick comedy, pathos, comic timing, the comedy trio, characterisation Staging concepts - space, levels, proxemics and how this can create comedy. 	<p>Comic timing, script work, the comedy trio, exaggeration, developing performance skills, creating clear characters, working as a cast, performing Shakespeare's text.</p> <p>Assessment opportunity to consolidate skills explored and work together as two small casts to create a shorter version of the play.</p> <p>Transferable skills: group work, diplomacy, creativity, analysis.</p>	<p>Study of a Shakespeare text, understanding of comedy and how language is used to create different types of comedy, cultural understanding of British literature. Different interpretations of the play, gender roles. What this looks like in live performance and evaluation</p> <p>Consolidation of skills learned in year 8</p>	English - Shakespeare History - Elizabethan period

DRAMA
YEAR 9

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	Berkoff and Metamorphosis	<ul style="list-style-type: none"> Who is Steven Berkoff? Why are his methodologies so influential? Who is he influenced by and how does this fit into the history of theatre? the story of Metamorphosis, the chorus, introduction to socio-political theatre 	<p>Mime, script work, the chorus, body-as-prop, sound-scape, extremes of pace, exaggerated characters, shoaling, introduction to Total Theatre, development of performance skills.</p> <p>Transferrable skills: group work, precision, confidence with an extreme style of theatre, communication</p>	<p>Cultural understanding of a German text, Berkoff as a style and practitioner of theatre, using your body to reveal meaning. Working with practitioners, plays in different contexts, script work.</p> <p>Preparation for study at GCSE and A level</p>	English - study of a play
Half Term 2	Noughts and Crosses	<ul style="list-style-type: none"> The cultural context behind Nought's and crosses in both Britain and America. Malorie Blackman as a writer and how she was influenced by her life as a black woman living in Britain The plot of Noughts and Crosses and how Blackman subverted the context. the difference between the novel and the play and the process of adaptation, Who is Stanislavski as a theatre practitioner and what are his methods? What is costume design, and how does it help us with characterisation? 	<p>Script work, line learning, acting skills, rehearsal skills - given circumstances, actioning, magic if, imagination, objectives and focus in creating realistic characters and developing performance skills. Costume design skills</p> <p>Transferable skills: understanding motive, subtext, pair work, inference and empathy, diversity.</p>	<p>A cultural understanding of segregation and prejudice. Exploration of impact of division and social status on life chances. Study of a text and social, historical context. Wider reading and exploration of original novel and links to Romeo and Juliet. Why practitioners matter and how they work differently in the theatre</p> <p>Preparation for study at GCSE and A level</p>	PSHE, English, History
Half Term 3 & 4	Curious Incident of the Dog in the Night Time and Frantic Assembly	<ul style="list-style-type: none"> Frantic Assembly's theatrical purpose and how we use movement to create meaning. the plot of Curious Incident of the dog in the night - time, an awareness of Autism and how physical theatre is used to explore the world through Christopher's eyes, How novels are adapted How to perform scripted extracts using physical theatre skills. 	<p>Frantic Assembly techniques - Paddington Pinball, Lightning walk, Swindon 5, round by through, physical conversations. script work, ensemble work</p> <p>Transferable skills – group work, space, exploring neuro diversity, storytelling</p>	<p>Understanding autism, exploring the world of a play and how plays use ideas to represent people, places or things. Cultural understanding of British literature and the work of practitioners.</p> <p>Preparation for study at GCSE and A level</p>	English PSHE

Half Term 5 & 6	Macbeth	<ul style="list-style-type: none"> • The plot of Macbeth, the significance of the supernatural as a theme • contextual understanding of suspicion and belief in Jacobean England • how to explore text using physical theatre, how to devise more independently • what immersive theatre is, the importance of design and technical elements in creating mood and atmosphere. 	<p>Round by through, Stockholm bed, hymn hands, get ready, devising immersive theatre, using text, exploring Shakespearean language, line learning, staging terminology, how to use the lighting board, using music for effect.</p> <p>Opportunity to consolidate and celebrate KS3 learning in devised assessment inspired by the play.</p> <p>Transferable skills: group work, exploring historical context, actor/audience relationships, empathy.</p>	<p>Understanding social historical context of Jacobean tragedy, witchcraft and superstition, Shakespeare's intentions, differing theatrical styles, how to support performance through design.</p> <p>Preparation for GCSE study of a Shakespeare play in English GCSE</p> <p>Preparation for study at GCSE and A level drama</p>	English, History
--------------------	---------	---	---	---	------------------