

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Topic: Introduction to drama</p> <p>Subject Skills: Exploration of basic skills used in drama</p> <ul style="list-style-type: none"> • 5 Cs; Confidence, Creativity, Co-operation, Confidence Communication, Concentration • Improvisation 	<p>Topic: Creative Writing</p> <p>Subject Skills:</p> <p>Students will write a script for a radio play, enabling them to learn basic script writing skills. They will then perform another pair’s script, teaching them the concept of ‘Page to Stage.’</p>	<p>Topic: Introduction to Shakespeare</p> <p>Subject Skills:</p> <p><i>A Midsummer Night’s Dream</i></p> <p>Exploration of characters, themes, motifs, settings and period.</p>	<p>Topic: Stylistic Conventions</p> <p>Subject Skills:</p> <p>Lessons will cover a variety of topics that focus on learning a specific convention;</p> <ul style="list-style-type: none"> • Tableau • Flash Back • Flash Forward • Mime • Sound and Movement Collage • Conscience Corridor • Cross-Cutting • Narration 	<p>Topic: Stimulus/Devising</p> <p>Subject Skills:</p> <p>Students are introduced to devised theatre, focusing predominantly on how to effectively respond to a given stimulus.</p>	<p>Topic: Genres</p> <p>Subject Skills:</p> <p>Exploration of different genres (Silent movie, soap opera, sitcom, naturalistic drama) to successfully identify the differences in each – from an analytical perspective as well as practical.</p>
8	<p>Topic: Scripted</p> <p>Subject Skills:</p> <p>Read, analyse and perform. Teaching students, also, to consider subtext to justify character interpretation and understanding.</p>	<p>Topic: Creative Writing</p> <p>Subject Skills:</p> <p>Each student will write a monologue, based on their chosen character. They will learn and perform this monologue and then develop further by creating a scene in which this character’s monologue is placed – this will also be scripted</p>	<p>Topic: Stylistic Conventions</p> <p>Subject Skills:</p> <p>Lessons will cover a variety of topics that focus on learning a specific convention;</p> <ul style="list-style-type: none"> • Marking the Moment (and Slow Motion) • Thought track • Placards • Direct Address • Choral Movement and Voice 	<p>Topic: Silent Movies</p> <p>Subject Skills:</p> <p>Students learn the conventions used in Silent Movies. They study the works of Charlie Chaplin and Laurel and Hardy and create their own silent move. Mime, gesticulation and exaggerated movements are some of the skills explored in this unit.</p>	<p>Topic: Devising</p> <p>Subject Skills:</p> <p>Students learn the concept of creating theatre from scratch. We explore basic devising techniques that are post response to stimuli.</p>	<p>Topic: Improvisation</p> <p>Subject Skills:</p> <p>Exploration of ‘accepting not rejecting,’ a concept used in improvisation to keep piece progressing. The skills we are developing here is creativity; with regards to both character and plot.</p>
9	<p>Topic: Introduction to drama</p> <p>Subject Skills:</p>	<p>Topic: Physical Theatre</p> <p>Subject Skills:</p> <p>Learn and practically explore</p>	<p>Topic: Practitioners</p> <p>Subject Skills:</p> <p>Students will learn the theories</p>	<p>Topic: Greek Theatre</p> <p>Subject Skills:</p> <p>Students learn the traditional</p>	<p>Topic: Devising</p> <p>Subject Skills:</p> <p>Students will respond to a</p>	<p>Topic: <i>Exploration of DNA</i></p> <p>Subject Skills:</p> <p>Study and read the play DNA,</p>

Revisiting skills and techniques learnt in years 7 and 8 (this is to cater for new intake at year 9.)	Physical Theatre through the work of DV8 and Frantic Assembly.	and styles of specific practitioner. Learning will be through practical exploration. <ul style="list-style-type: none"> • Augusto Boal • Stanislavski • Brecht • Mike Leigh 	conventions used in Greek Theatre. They study an extract from Antigone and apply knowledge to a practical performance.	given stimulus and develop ideas which form a plot. From this, create a piece of theatre which they will perform to an audience. <p>They will gain knowledge of the three stages in devising:</p> <ul style="list-style-type: none"> • Response to a Stimulus • Development and Collaboration • Analysis and Evaluation <p>They will also write a log based on this journey.</p>	with exploration of themes, characters, settings and objectives. <p>Students will perform an extract, demonstrating their knowledge and understanding of the themes and characters within the play.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: Baseline assessment (based on Component 3; Texts in Practice) – Monologues.</p> <p>Knowledge gained in: Component 1 – written exam). Section A – Multiple Choice.</p> <p>Subject Skills:</p> <p>Learn the roles and responsibilities within the theatre, staging types and positioning.</p>	<p>Topic: Set Text- Noughts and Crosses</p> <p>Knowledge gained in: Component 1 – written exam. Section B – Noughts and Crosses</p> <p>Subject Skills:</p> <p>Read, study and explore Noughts and Crosses</p>	<p>Topic: Devising</p> <p>Assessment: Component 2 – Devising.</p> <p>Subject Skills:</p> <p>To gain an understanding of how to devise theatre effectively from a range of stimuli.</p> <p>Gain a thought understanding of the written coursework that accompanies the practical performance: Devising Logs.</p>		<p>Topic: Devised Assessment</p> <p>Knowledge gained in: Component 2 – Devising.</p> <p>– Stimuli are presented and students begin devising process. Devising Log (written coursework) also runs alongside this process</p> <p>Subject Skills:</p> <p><u>Formal assessment.</u></p> <p>Stimuli are presented and students begin devising process. Devising Log (written coursework) also runs alongside this process.</p> <p><u>Worth 40% of the overall GCSE.</u></p>	

<p>11</p>	<p>Topic: Live Theatre</p> <p>Knowledge gained in: Written Exam - Section C</p> <p>Subject Skills:</p> <p>Watch and analyse a live theatre production. Apply this knowledge to the written exam, gaining an understanding on how to answer the 32 mark question.</p> <p>*We will also be finalising written coursework for Devising, Component 2*</p>	<p>Topic: Written Exam and Component 3</p> <p>Knowledge gained in: Revision of the written exam and the demands of Component 3.</p> <p>Subject Skills:</p> <p><u>Written Exam</u> -Revising each section of the written exam to prepare for mock exams.</p> <p>Component 3 – Texts in Practice – Begin research into text options in preparation for externally assessed exam.</p>	<p>Topic: Texts in Practice</p> <p>Assessment: Component 3 (externally assessed).</p> <p>Subject Skills:</p> <p>Perpetration for Duologue performances. Characterisation, objectives, setting, themes are explored amongst other elements.</p>	<p>Year 11 AQA Exams: Written Exam Preparation</p> <p>Written exam revision throughout this term.</p> <p>* Exam is in May* (40% of overall GCSE)</p> <p>1 hour 45 minutes</p> <p>The written paper comprises three sections:</p> <p>A – Multiple Choice</p> <p>B – Study and performance of Noughts and Crosses</p> <p>C – Study of a live theatre production</p>
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A LEVEL Subject AOs		A01: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between artistic theory and practice.	A02: Apply theatrical skills to realise artistic intentions in live performance.	A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	A04: Analyse and evaluate their own work and the work of others.
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1 Summer 2
Year 13	<p>Topic: Antigone</p> <p>Knowledge gained in: Component 41 - Deconstructing Texts For Performance</p> <p>Subject Skills: Students study <i>Antigone</i> with a clear focus on directing the play for a contemporary audience.</p>	<p>Topic: Analysing Performance and Destructing Texts for performance.</p> <p>Knowledge gained in: Components 31 and 41</p> <p>Subject Skills Students will learn all aspects of the exams, applying all learning of set texts.</p>	<p>Topic: Exploring and Performing Texts</p> <p>Knowledge gained in: Component 21</p> <p>Subject Skills: Students study one whole performance text and select an extract to perform. They must explain their artistic intention for their chosen role and demonstrate their acting skills to create and realise a performance.</p>	<p>Topic: Perpetration for the written exams</p> <p>Assessment: Component 31 <u>Written Paper 1 – Analysing Performance</u></p> <p>Section A: Hamlet and Black Watch</p> <p>Section B: Live Theatre Response</p> <p>Component 41 <u>Written Paper 2 – Deconstructing Texts for Performance</u></p> <p>Question 1: Directorial vision and annotation of extract</p> <p>Question 2: Extended response to a particular contemporary aspect of Antigone, from the perspective of a director.</p>	
	preparation to answer question in written exam (component 31).				