

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>7</b>	<p><b>Topic:</b> Introduction to drama</p> <p><b>Subject Skills:</b> Exploration of basic skills used in drama</p> <ul style="list-style-type: none"> <li>• 5 Cs; Confidence, Creativity, Co-operation, Confidence Communication, Concentration</li> <li>• Improvisation</li> </ul>	<p><b>Topic:</b> Evacuees - WWII</p> <p><b>Subject Skills:</b></p> <p>Encouraging students to think about the predicament facing evacuees and asylum seekers, through a variety of practical and creative writing activities.</p>	<p><b>Topic:</b> Introduction to Shakespeare</p> <p><b>Subject Skills:</b></p> <p><i>A Midsummer Night's Dream</i></p> <p>Exploration of characters, themes, motifs, settings and period.</p>	<p><b>Topic:</b> Stylistic Conventions</p> <p><b>Subject Skills:</b></p> <p>Lessons will cover a variety of topics that focus on learning a specific convention;</p> <ul style="list-style-type: none"> <li>• Tableau</li> <li>• Flash Back</li> <li>• Flash Forward</li> <li>• Mime</li> <li>• Sound and Movement Collage</li> <li>• Conscience Corridor</li> <li>• Cross-Cutting</li> <li>• Narration</li> </ul>	<p><b>Topic:</b> Stimulus/Devising</p> <p><b>Subject Skills:</b></p> <p>Students are introduced to devised theatre, focusing predominantly on how to effectively respond to a given stimulus.</p>	<p><b>Topic:</b> Genres</p> <p><b>Subject Skills:</b></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>
<b>8</b>	<p><b>Topic: Lord of the Flies</b></p> <p><b>Subject Skills:</b></p> <p>Exploration of the play the Lord of the Flies</p> <p>Pupils explore themes such as status and power, betrayal and peer pressure.</p> <p>Skills include; Freeze frames, levels, demonstrating status, devising from a stimulus</p>	<p><b>Topic:</b> Genres</p> <p><b>Subject Skills:</b></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>	<p><b>Topic:</b> Stylistic Conventions</p> <p><b>Subject Skills:</b></p> <p>Lessons will cover a variety of topics that focus on learning a specific convention;</p> <ul style="list-style-type: none"> <li>• Marking the Moment (and Slow Motion)</li> <li>• Thought track</li> <li>• Placards</li> <li>• Direct Address</li> <li>• Choral Movement and Voice</li> </ul>	<p><b>Topic:</b> Silent Movies</p> <p><b>Subject Skills:</b></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><b>Topic:</b> Devising</p> <p><b>Subject Skills:</b></p> <p>Students learn the concept of creating theatre from scratch. We explore basic devising techniques that are post response to stimuli.</p>	<p><b>Topic:</b> Improvisation</p> <p><b>Subject Skills:</b></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>

<b>9</b>	<p><b>Topic:</b> Introduction to drama – Gangs/Lord of the Flies</p> <p><b>Subject Skills:</b></p> <p>Revisiting skills and techniques learnt in years 7 and 8 (this is to cater for new intake at year 9.)</p>	<p><b>Topic:</b> Practitioners</p> <p><b>Subject Skills:</b></p> <p>Students will learn the theories and styles of specific practitioner. Learning will be through practical exploration.</p> <ul style="list-style-type: none"> <li>• Augusto Boal</li> <li>• Stanislavski</li> <li>• Brecht</li> <li>• Mike Leigh</li> </ul>	<p><b>Topic:</b> Physical Theatre</p> <p><b>Subject Skills:</b></p> <p>Learn and practically explore Physical Theatre through the work of DV8 and Frantic Assembly.</p>	<p><b>Topic:</b> Greek Theatre</p> <p><b>Subject Skills:</b></p> <p>Students learn the traditional conventions used in Greek Theatre. They study an extract from Antigone and apply knowledge to a practical performance.</p>	<p><b>Topic:</b> Devising</p> <p><b>Subject Skills:</b></p> <p>Students will respond to a given stimulus and develop ideas which form a plot. From this, create a piece of theatre which they will perform to an audience.</p> <p>They will gain knowledge of the three stages in devising:</p> <ul style="list-style-type: none"> <li>• Response to a Stimulus</li> <li>• Development and Collaboration</li> <li>• Analysis and Evaluation</li> </ul> <p>They will also write a log based on this journey.</p>	<p><b>Topic:</b> <i>Exploration of DNA</i></p> <p><b>Subject Skills:</b></p> <p>Study and read the play DNA, with exploration of themes, characters, settings and objectives.</p> <p>Students will perform an extract, demonstrating their knowledge and understanding of the themes and characters within the play.</p>
----------	---	--	---	---	---	--

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Topic:</b> Baseline assessment (based on Component 3; Texts in Practice) – Monologues.</p> <p><b>Knowledge gained in:</b> Component 1 – written exam). Section A – Multiple Choice.</p> <p><b>Subject Skills:</b> Learn the roles and responsibilities within the theatre, staging types and positioning.</p>	<p><b>Topic:</b> Set Text- Noughts and Crosses</p> <p><b>Knowledge gained in:</b> Component 1 – written exam. Section B – Noughts and Crosses</p> <p><b>Subject Skills:</b> Read, study and explore Noughts and Crosses</p>		<p><b>Topic:</b> Devising</p> <p><b>Assessment:</b> Component 2 – Devising.</p> <p><b>Subject Skills:</b> To gain an understanding of how to devise theatre effectively from a range of stimuli. Gain a thought understanding of the written coursework that accompanies the practical performance: Devising Logs.</p>		<p><b>Topic:</b> Devised Assessment</p> <p><b>Knowledge gained in:</b> Component 2 – Devising. – Stimuli are presented and students begin devising process. Devising Log (written coursework) also runs alongside this process</p> <p><b>Subject Skills:</b> <u>Formal assessment.</u> 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>	
	<b>Autumn 1</b>	<u>Autumn 2</u>	<u>Spring 1</u>	<b>Spring 2 &amp; Summer 1</b>		<b>Summer 2</b>	
11	<p><b>Topic:</b> Devised Assessment</p> <p><b>Knowledge gained in:</b> Component 2 – Devising. Stimuli are presented and students begin devising process. Devising Log (written coursework) also runs alongside this process</p> <p><b>Subject Skills:</b> <u>Formal assessment.</u> Stimuli are presented and students begin devising process. Devising Log (written coursework) also runs alongside this process.</p>	<p><b>Component 3 – Texts in Practice</b> – Begin research into text options in preparation for externally assessed exam.</p> <p><b>Topic:</b> Texts in Practice</p> <p><b>Assessment:</b> Component 3 (externally assessed).</p> <p><b>Subject Skills:</b> Perpetration for Duologue performances. Characterisation, objectives, setting, themes are explored amongst other elements.</p>		<p>*During lockdown we went through a lot of the written element therefore this will be revision and preparing for exams and consolidation*</p> <p><b>Topic:</b> Live Theatre &amp; Written Exam</p> <p><b>Knowledge gained in:</b> Written Exam – Sections A, B &amp; C</p> <p><b>Subject Skills:</b> 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><b>Topic:</b> Written Exam and Component 3</p>		<p><b>Year 11 AQA Exams:</b> 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:  A – Multiple Choice  B – Study and performance of Noughts and Crosses  C – Study of a live theatre production</p>	

	<p><u>Worth 40% of the overall GCSE.</u></p>		<p><b>Knowledge gained in:</b> Revision of the written exam and the demands of Component 3.</p> <p><b>Subject Skills:</b></p> <p><u>Written Exam</u> -Revising each section of the written exam to prepare for mock exams.</p>	
--	--	--	--	--

<b>A LEVEL Subject AOs</b>	<b>A01:</b> Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice.	<b>A02:</b> Apply theatrical skills to realise artistic intentions in live performance.	<b>A03:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	<b>A04:</b> Analyse and evaluate their own work and the work of others.
----------------------------	--	--	---	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 12</b>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Exploration of <i>Mogadishu</i> (chosen text for Practitioners in Practice)</li> </ul> <p><b>Knowledge gained in:</b> Component 11 -Practitioners in Practice and Component 31 - Analysing Performance</p> <p><b>Subject Skills:</b> Students read and practically explore the play.</p> <p>Students study the live theatre production they have seen, with preparation to answer question in written exam (component 31).</p>	<p><b>Topic:</b> Exploration of different Practitioners</p> <p><b>Knowledge gained in:</b> Component 11 - Practitioners in Practice.</p> <p><b>Subject Skills:</b> Learn the different theories and styles of Stanislavski, Frantic Assembly, DV8 and Brecht.</p>		<p><b>Topic:</b> Devised Assessment</p> <p><b>Knowledge gained in:</b> Component 11 - Practitioners in Practice.</p> <p><b>Subject Skills:</b> Students devise theatre that is inspired by Five Kinds of Silence and a practitioner of their choice.</p> <p>They also complete the written coursework for this component; Research report and portfolio.</p>	<p><b>Topic: Hamlet</b></p> <p><b>Knowledge gained in:</b> Component 31 - Analysing Performance (Written exam)</p> <p><b>Subject Skills:</b> Students study <i>Hamlet</i> with a clear focus on acting and directing, as well as contextual analysis.</p>	<p><b>Topic: Black Watch</b></p> <p><b>Knowledge gained in:</b> Component 31 - Analysing Performance (Written exam)</p> <p><b>Subject Skills:</b> Students study <i>Black Watch</i> with a clear focus on acting and directing, as well as contextual analysis.</p>

	Autumn 1	Autumn 1 Running alongside	Autumn 2 Running alongside	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	<p><b>Topic:</b> Devised Assessment</p> <p><b>Knowledge gained in:</b> Component 11 - Practitioners in Practice.</p> <p><b>Subject Skills:</b> Students devise theatre that is inspired by Five Kinds of Silence and a practitioner of their choice. They also complete the written coursework for this component; Research report and portfolio.</p>	<p><b>Topic:</b> Hamlet</p> <p><b>Knowledge gained in:</b> Component 31 - Analysing Performance (Written exam)</p> <p><b>Subject Skills:</b> Students study <i>Hamlet</i> with a clear focus on acting and directing, as we all as contextual analysis.</p>	<p><b>Subject Skills:</b> Students study <i>Black Watch</i> with a clear focus on acting and directing, as we all as contextual analysis. and</p> <p><b>Topic: Black Watch</b></p> <p><b>Knowledge gained in:</b> Component 31 - Analysing Performance (Written exam)</p>	<p><b>Topic:</b> Exploring &amp; Performing Texts</p> <p><b>Knowledge gained in:</b> Component 2 Performing Live Theatre (21)</p> <p><b>Subject Skills:</b> 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><b>Topic:</b> Destructing Texts for performance &amp; Cloud 9</p> <p><b>Knowledge gained in:</b> Components 31 and 41</p> <p><b>Subject Skills</b> Students will learn all aspects of the exams, applying all learning of set texts.</p>	<p><b>Topic:</b> Analysing Performance. Live Theatre</p> <p><b>Knowledge gained in:</b> Component 3 (31)</p> <p>Students evaluate a Live (or Digital Theatre performance (30 marks)</p> <p>This is in preparation for written paper 1 Section B</p>	<p><b>Topic:</b> Perpetration for the written exams</p> <p><b>Assessment:</b> <b>Component 31</b> <u>Written Paper 1 – Analysing Performance</u></p> <p>Section A: Hamlet and Black Watch</p> <p>Section B: Live Theatre Response</p> <p><b>Component 41</b> <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 Cloud 9, from the perspective of a director.</p>	