

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	An Introduction to Dramatic Devices	The Manor House	Greek Theatre	Staging and Audience	<i>Rhinoceros</i> (Eugène Ionesco)	
Year 7	Students revise/learn the basic building blocks of Drama. In the first lesson, they will learn to use mime to imagine different environments, settings and props and how to communicate those ideas to an audience. In the second lesson, they will learn how to present characters and scenes on stage using freeze frame, slow motion and split scene. In the third lesson, they will consider the structure of a story by using flashback and flashforward. Throughout the scheme of work, they will develop skills in improvisation as they create stories. This will be assessed through observing rehearsals and brief performances.	Students will explore and improvise the mystery of the Manor House. They will create characters, using role-play and role on the wall to develop them. Teacher in role and whole class role-play will be a crucial and ongoing technique during this scheme of work. Students will be assessed on their ability to collaborate in small groups and as part of a whole class throughout the term. There will also be a final performed assessment at the end of the third lesson.	Greek Theatre is the earliest form of theatre we are aware of and it forms the foundations of theatre as we know it today. Students will learn how to use physical theatre and how to perform as part of a chorus. They will be encouraged to consider the challenges and opportunities of an outdoor amphitheatre and how they should adapt their performances accordingly. They will also be introduced to mask work and will use the devices they have learnt so far to explore and perform a Greek myth. They will be assessed through mini-demonstrations of their work throughout the scheme and a final performance at the end.	By the end of this scheme of work all students should be able to name and describe the 4 key types of staging (end on; round; traverse; promenade). They should be able to create these spaces and explain the benefits and limitations of each when performing. Students will imagine and explore a mysterious island, using different types of staging to communicate their adventures. By the end of the scheme, students will select a type of staging for their performance and should be able to explain why that staging is perfect for their intentions.	Students will spend the whole Summer Term exploring Eugène Ionesco's surreal play <i>Rhinoceros</i> . They will use and combine all of the skills and devices they have learned this year to develop and eventually perform their own adaptation of the play. They will revise the use of slow motion, flashback, freeze frame, split scene to tell the story whilst also learning how to use tableaux and thought-tracking to explore a world where people are turning into Rhinoceroses. Students will be assessed on their creativity and collaboration throughout the scheme and then assessed on a final performance at the end of the year.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Voice & Body	Improvisation	Commedia dell' Arte	Space and Levels	Theatre in Education	
Year 8	<p>Students will learn to tell stories and create characters through the use of their voices and bodies. They will be encouraged to experiment with pitch, pace, volume and tone in their voices and then gesture, posture and movement in their body language. They will be introduced to exercises which will rely on confident use of these techniques in order to clearly communicate meaning.</p> <p>This scheme will focus on the characterisation element in the communication strand of the Drama criteria.</p>	<p>Students are introduced to two important drama practitioners of the 20th Century. They will learn to advance their skills in improvisation using some of the exercises of Keith Johnstone. They will then explore Augusto Boal, using his techniques in hot-seating and forum theatre to explore themes and develop characters. These skills will be incredibly important during the final Summer Term project.</p>	<p>Students will be introduced to the famous Italian genre of the 16th Century and how it influenced political theatre and pantomime. They should be able to explain the basic premise and intention of political satire and will explore some of Commedia's stock characters (Harlequin, Pulcinella, Pantalone etc.). Students will be encouraged to create and develop high-energy characters that can be used to represent a group in society. These large and representative characters will serve the students well in the final Summer Term project. Students will be assessed through a final Commedia performance at the end of the term.</p>	<p>Students will explore and experiment with space and levels on stage in order to create meaning and communicate relationships. They will consider status (which will follow on perfectly from their previous work on Commedia Dell' Arte) and how the use of space and levels can represent this stylistically. They will also revise their knowledge of different stage types and consider the importance of distance and proximity when communicating relationships. Students will be assessed on their contributions during rehearsals and mini-demonstrations of their work.</p>	<p>Students will be given the task of creating a Theatre in Education piece for primary schools. They must consider the age of their audience and explore issues that will be important to that age group. They are then to devise a piece of drama to help primary school students explore that particular issue. Their work during the <i>Voice & Body</i> and <i>Commedia Dell' Arte</i> units will be important when creating characters for this piece while the <i>Forum Theatre</i> and <i>Space & Levels</i> units will be important when considering form and style. Students will be assessed on their final performance at the end of the year.</p> <p><i>NB: If appropriate, it would be great to work with local primary schools for this unit but this is in no way necessary for the unit to work.</i></p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Semiotics and the Theatrical Elements	Missing Child	Script and Space	Responding to Stimulus	9/11	
Year 9	Students will consider the importance of symbols on stage and how these can be used to create meaning. They will consider the significance of colour, shape, prop, costume and setting. They will be encouraged to create and interpret meaning through seemingly random actions, events and scenarios. Students will also learn the importance of music in evoking emotion and shifting the meaning	Students will be introduced to “explorative strategies” which are a fundamental part of the Edexcel GCSE Drama specification. Using these strategies, students will explore the story of a missing child, considering the emotional impact such an event would have on family members, friends and the local community. Explorative Strategies covered will include:	Students will explore the use of space as a stylistic indicator of relationship and status. As part of this, they will be prompted to consider proximity, levels, body language, staging, centre stage, blocking, personal space and movement. They will also explore different staging options considering the use of round, traverse and promenade as well as the	Students will be introduced to GCSE concepts but responding to a range of stimuli. Pictures, poems and videos clips will be used to stimulate creativity and generate ideas. They will continue to develop their understanding of explorative strategies, using tableaux, thought tracking and hot seating to explore multiple perspectives of complex and contentious issues.	Students will spend their final term exploring the tragedy of 9/11. They will be encouraged to use aspects of the Morality Play genre to communicate ideas about morality in their performance. They will also need to use semiotics, lighting and sound in order to communicate meaning and evoke an emotional response from an audience. While not necessary, students can also use mask work to explore an aspect of this tragedy stylistically. Students will be assessed on a final performance at the end of the year and will need to consider multi-strand narrative and explore the tragedy from different perspectives.	

	<p>on stage. Students will be assessed through mini-demonstrations of their work in small groups and their whole class discussions.</p>	<p>role-play, still image, tableaux; thought tracking, narration, hot seating and marking the moment.</p> <p>Students will also focus on creating longer, more complex multi-stranded narratives than they have done so far.</p>	<p>traditional end-on.</p> <p>Students will then apply this knowledge to various scripts, most notably, an excerpt from John Godber's <i>Teechers</i>. They will consider the use of space to interpret text.</p>	<p>In this unit, students will be assessed on their ability to collaborate with others. Their teamwork and leadership skills will be essential to progressing in this unit as will their ability to respond and evaluate.</p>	
--	---	--	---	---	--