

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
YEAR 7 -	<p>Topic: Mystery Pictures</p> <p>Knowledge: To develop sensitivity to the situation in their use of language. To develop an understanding of the importance of conflict and tension in drama. What happens when conflict is introduced in a drama? Do we always have to resolve situations fully?</p> <p>Skills: Create a character using the 'Mantle of the Expert' technique. Use appropriate technical language to support the authenticity of the character. Present a sustained piece of performance based around the given mystery.</p>	<p>Topic: Evacuees</p> <p>Knowledge: To adopt and sustain a variety of roles. To develop their understanding of the time/settings.</p> <p>Skills: Create a character of the 'time'. To demonstrate understanding of what happened to the city children in WW2 and show empathy.</p>	<p>Topic: Soap Opera</p> <p>Knowledge: To understand the genre of 'Soap'. To explore the use of stock character and storylines within soaps. What does a typical 'Soap Opera' look like? Explain.</p> <p>Skills: Create and sustain a believable 'Soap' character. Create a typical episode, using setting and character as a starting point.</p>	<p>Topic: Darkwood Manor</p> <p>Knowledge: Introduce students to the genre of 'horror' To enable students to take control of the drama. To investigate the drama using, 'Mantle of the Expert'. What are the key elements you should include in a horror/mystery drama to draw the audience in to the action?</p> <p>Skills: Create a character linked to the drama. Create a context where their character would be involved in the drama. Perform a piece of drama linked to the storyline created.</p>	<p>Topic: Commedia Dell'Arte</p> <p>Knowledge: Be able to recognise the key character traits and exaggerated actions. Have a detailed understanding of at least one of the characters in Commedia Dell Arte.</p> <p>Skills: Create CDA characters using masks/mime. Create CDA storylines using improvisation.</p>	<p>Topic: Communication</p> <p>Knowledge: To identify how we use facial expressions to tell a story. To explore how to use body language to show a story. To explore how we use our voice to communicate a story. To identify how we use our body language and voice to create a performance piece.</p> <p>Skills: Explain how the use of the body/voice can enhance a performance. Create a scene with others, using only their body/facial expressions. Create a scene using expression in their voice.</p>
YEAR 8 -	<p>Topic: Genre</p> <p>Knowledge: To explore the different genres/styles of theatre and performance.</p> <p>Skills: Using the acting space to suit the genre of the piece? Demonstrate the style of each genre through my rehearsal and performance. Creating and sustaining different characters in rehearsal and performance. Use different performance techniques to demonstrate different genres explored.</p>	<p>Topic: Segregation</p> <p>Knowledge: Explore how to respond to a stimulus. How to use still image and narration to communicate meaning. To analyse how we may be controlled in society. Experiment with drama techniques to influence your audience.</p> <p>Skills: Use non-naturalistic techniques to represent emotions on stage. Experiment and analyse how you as a performer can influence your audience. Explore how to work successfully in large groups.</p>	<p>Topic: Stage Skills</p> <p>Knowledge: Explore the use of projection and dramatic pauses within a performance. How do we use our voice? What is a dramatic pause? How can these two techniques enhance a performance? To explore the use of non-naturalistic performance. What is naturalism? How could it affect a performance?</p> <p>Skills: Use their voice to create emotion Use their voice to create a character. Enhance a performance using the character's voice and tones.</p>	<p>Topic: Devised work</p> <p>Knowledge: Explore the use of reading images, vocal performances. What is devised theatre? How can you create a piece of Devised theatre? What elements need to be included? How can you choose a theme?</p> <p>Skills: Tell a story from a news report Use the story to create their own story based upon it</p>	<p>Topic: Mask & Mime</p> <p>Knowledge: Use physical techniques in a workshop setting linked to mask & mime performance. How do you reflect emotions through your body? How can you represent noise through mime? How have you developed a story using only your body? Take part in a 'Mime' workshop lead by the teacher</p> <p>Skills: Create a story using mime. Create a character through mime and movement.</p>	<p>Topic: Script Work</p> <p>Knowledge: To enable students to use techniques in rehearsal that will create a scripted performance. What set have you used and why? How have you interpreted character from a script? What have you found the most challenging element and why?</p> <p>Skills: Read and discuss the script with a partner. 'Block' the extract using stage directions on the script. Present a paired piece of performance to another group and reflect on 'staging' techniques used.</p>

YEAR 9 -	<p>Topic: Brecht/Epic Theatre</p> <p>Knowledge: Examine professional practitioners' performance work through research and practical workshops.</p> <p>Skills: Group Improvisation performance and written analysis</p>	<p>Topic: Stanislavski/Naturalistic Acting</p> <p>Knowledge: Examine professional practitioners' performance work through research and practical workshops.</p> <p>Skills: Group Improvisation performance and written analysis</p>	<p>Topic: Page to Stage skills</p> <p>Knowledge: Technical aspects of a performance. Line learning and performance.</p> <p>Skills: 'Blood Brothers' scripted performance and written evaluation</p>	<p>Topic: Page to Stage skills</p> <p>Knowledge: Technical aspects of a performance. Line learning and performance.</p> <p>Skills: 'Blood Brothers' scripted performance and written evaluation</p>	<p>Topic: Improvisation</p> <p>Knowledge: Develop skills and techniques in response to a brief. Use of context/stimulus</p> <p>Skills: Small group improvisation and written review</p>	<p>Topic: Improvisation</p> <p>Knowledge: Develop skills and techniques in response to a brief. Use of context/stimulus</p> <p>Skills: Small group improvisation and written review</p>
YEAR 10 -	<p>Topic: Improvisational Techniques</p> <p>Knowledge: Use of stimulus and context in order to create a piece of improvisation.</p> <p>Skills: Work successfully within a group to create a sustained piece of improvisation based on a specific context and stimulus.</p>	<p>Topic: Improvisational Techniques</p> <p>Knowledge: Use of stimulus and context in order to create a piece of improvisation.</p> <p>Skills: Work successfully within a group to create a sustained piece of improvisation based on a specific context and stimulus.</p>	<p>Topic: Component 1 BTEC Performing Arts</p> <p>Knowledge: Examine professional practitioners' performance work</p> <p>Skills: Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose. Written and practical work COURSEWORK BEGINS</p>	<p>Topic: Component 1 BTEC Performing Arts</p> <p>Knowledge: Examine professional practitioners' performance work</p> <p>Skills: Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose. Written and practical work</p>	<p>Topic: Component 2</p> <p>Knowledge: Develop skills and techniques in rehearsal and performance.</p> <p>Skills: Demonstrate disciplined and organised development of performance and interpretative skills, and techniques for performance during the rehearsal process. Written and practical evaluation</p>	<p>Topic: Component 2</p> <p>Knowledge: Develop skills and techniques in rehearsal and performance.</p> <p>Skills: Demonstrate disciplined and organised development of performance and interpretative skills, and techniques for performance during the rehearsal process. Written and practical evaluation</p>
YEAR 11 -	<p>Topic: Improvisational Techniques</p> <p>Knowledge: Use of stimulus and context in order to create a piece of improvisation.</p> <p>Skills: Work successfully within a group to create a sustained piece of improvisation based on a specific context and stimulus.</p>	<p>Topic: Improvisational Techniques</p> <p>Knowledge: Use of stimulus and context in order to create a piece of improvisation.</p> <p>Skills: Work successfully within a group to create a sustained piece of improvisation based on a specific context and stimulus.</p>	<p>Topic: Component 3 Exam</p> <p>Knowledge: Understand how to respond to a brief Select and develop skills and techniques in response to a brief</p> <p>Skills: Working effectively as a member of the group: making an individual contribution, responding to the contributions of others. Written and practical work</p>	<p>Topic: Component 3 Exam</p> <p>Knowledge: Understand how to respond to a brief Select and develop skills and techniques in response to a brief</p> <p>Skills: Working effectively as a member of the group: making an individual contribution, responding to the contributions of others. Written and practical work</p>	<p>Topic: EXAM Knowledge: Understand how to respond to a brief Select and develop skills and techniques in response to a brief</p> <p>Skills: Working effectively as a member of the group: making an individual contribution, responding to the contributions of others. Written and practical work</p>	<p>GCSE Exams start from week 31</p>