

KS3 Curriculum Overview (Drama)

Year 7

TERM 1	TOPIC: Basic Drama Skills	*Key Skills/Subject Links	*Career links & BV
Week 1	Introduction to Drama: rules, health & safety, what to expect, warm up games	IDENTIFYING – Key skills	Mutual respect for one another when working and performing in groups, being an audience member.
Week 2	Freeze Frames	EXPLORING – theatre, acting skills, performance skills, collaboration.	Individual liberty – creative and personal judgement
Week 3	Facial Expressions and Body Language		
Week 4	Gesture and Mime		
Week 5	Crosscuts		
Week 6	Milestone rehearsal		
Week 7	Milestone assessment- Performance	CREATING & APPLYING – short performance pieces based on freeze frames, facial expressions, through tracking, cross cutting and responding to a stimulus MAKING LINKS – Students will be making links between the different acting skills and how they can be developed and used to create a performance piece. Curriculum links: Through teacher lead discussion and question and answer sessions students will be introduced to a range of basic drama skills and how they can develop their own acting for their performances. Students will work both individually and collaboratively to plan and develop performances where they will be publicly speaking to their peers. Students will be given opportunities to improvise devise drama for one another. Students will be given times to rehearse refine, share and respond thoughtfully to drama. ANALYSING – Students will be analysing their progression and performance piece through the term.	Tolerance – be open and respectful of others opinions and creative freedom Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry

		Analysing work of others. By analysing their own progression and work they are learning basic analytical skills that are transferable for both GCSE and Btec Drama.	
TERM 2	TOPIC: Pantomime	IDENTIFYING: Students will use professionals work to identify skills and techniques used in pantomime.	Mutual respect for one another when working and performing in groups, being an audience member.
Week 1	Introduction to Pantomime: traditions		
Week 2	Working with a script.		
Week 3	Becoming a character		
Week 4	Blocking a scene		
Week 5	Milestone rehearsal		
Week 6	Milestone performance	<p>MAKING LINKS- Students will be making links between their basic skills and techniques studied in the previous term and to apply them to a script from a pantomime.</p> <p>Curriculum Links: Students will be using scripts where reading and analytic skills to understand plot and characters. Students are encouraged to print their own scripts where they can annotate and plan on their script. During this SOW pupils will be given the opportunity to adopt a range of roles while responding appropriately to others in role. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances.</p> <p>ANALYSING: Using analytical skills to watch professional performers and how they are using basic skills and techniques to develop a character for a pantomime. Analysing</p>	<p>Individual liberty – creative and personal judgement.</p> <p>Students will be looking at pantomimes and their purpose. Family friendly fun to bring people together at a seasonal time of year. Students will look into the meaning of Christmas and pantomimes strive to bring families together.</p> <p>Tolerance – be open and respectful of other opinions and creative freedom. Students will be learning about Christmas and traditions from around the world. This will develop an understanding and mutual respect for other cultures.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>

		<p>other students performances and their own work to develop as a performer.</p> <p>EXPLORING: Students will be exploring a script for the first time. Here they will be able to explore a storyline to follow and characters they need to develop. Students will also explore a specific genre of theatre and how this has been developed.</p> <p>CREATING: Students will be creating their own versions of the script provided. Students will collaborate to bring their own versions of the performance to life. Students will need to create their own versions of their characters applying basic drama skills and techniques.</p> <p>EVALUATING: Students will be evaluating their own progress as performers. They will be looking for areas of strength and areas of development.</p>	
TERM 3	TOPIC: Alice in wonderland (physical theatre)	<p>IDENTIFYING: Identifying skills and techniques used within physical theatre. Identifying or meaning or message can be portrayed in a performance using movement.</p> <p>EXPLORING: Students will be using their bodies and movement to explore how to communicate a meaning without verbal communication. Students will explore how actors and Physical Theatre companies use</p>	<p>Mutual respect when working and performing in groups, being an audience member. Students will encourage other students with support and respect throughout the lessons.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of others opinions and creative freedom.</p> <p>Gaining confidence to work with others verbally, communicating effectively,</p>
Week 1	Introduction to physical theatre		
Week 2	Creating mime- Alice down the rabbit hole		
Week 3	Choral ensemble – creating a set movement piece – Tweedle Dee and Dum		
Week 4	Creating human props- Doorframe script.		
Week 5	Milestone rehearsal		
Week 6	Milestone assessment		

		<p>movement to create illusions for imaginative stories (Alice in Wonderland).</p> <p>ANALYSING: During this terms students will be evaluating their own performance as well as other students. Students will also be analysing how professional Physical Theatre companies showcase and develop stories using movement.</p> <p>CREATING: Students will be working as both an individual and an ensemble to create pieces of movement for the story of Alice in Wonderland. They will be finding new ways to tell the story using their bodies.</p> <p>MAKING LINKS- students will be making links between their basic skills and techniques studied in the previous terms and applying them to a new style of performance (Physical Theatre.) Lessons will link across to dance. Students will be taking their knowledge of movement to create an object as well as transitions between each movement.</p> <p>Curriculum links: By using well known british literature students are able to relate work to a authors purpose and key themes within text. Alice in wonderland allows students to make links to historical periods and literature of that time. Students are encouraged to rehearse and refine their work independently</p>	<p>developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
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		<p>during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p>	
TERM 4	TOPIC: Harry Potter	<p>IDENTIFYING: Students will be using a piece of literature and film they know well to identify basic acting skills and how their application can result in different types of character.</p> <p>ANALYSING: Students will analyse professional actors work looking at how they use drama skills and techniques to bring a character to life. Students will analyse character descriptions from the novel to understand the characters and how they can use drama skills to portray them.</p> <p>EXPLORING: Students will explore the world of Harry Potter and how the characters add to the story. Students will explore the idea of good vs evil and how different character personalities require a different skill set.</p> <p>CREATING: Students will be recreating their own</p>	<p>Mutual respect when working and performing in groups, being an audience member. Students will encourage other students with support and respect throughout the lessons.</p> <p>Individual liberty – creative and personal judgement. Students will use the story of Harry Potter to understand right and wrong and making decisions based on love and mutual respect.</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To collaborate and work as a group allowing everyone to have a creative input. To be tolerant and fair listening and acting upon ideas.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources,</p>
Week 1	Introduction to Harry Potter		
Week 2	Becoming a character: actions, expressions & voice		
Week 3	Good v's evil – Good Characters- Skills needed to recreate well known characters.		
Week 4	Good v's evil – Evil Characters- Skills needed to recreate well known characters. How same skills are used but applied in different ways.		
Week 5	Milestone rehearsal		
Week 6	Milestone assessment		

		<p>versions of famous characters. Students will be creating their own scenes in which they showcase the battle of good vs evil.</p> <p>MAKING LINKS: Students will be looking at drama skills they have developed and their understanding of characterisation.</p> <p>Curriculum Links: Students will be using well known British literature to improvise, devise and use script to create short drama performances. Students will be given the opportunity to perform through lessons and their milestone assessment. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances. Links with Music studying Film Music and how music adds to the atmosphere of a piece.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p>	education, law, health care and the performing arts industry
TERM 5	TOPIC: Theatre in education	<p>IDENTIFYING: Students will be introduced to a new genre of drama. Students will identify how we can use drama and acting to deliver a</p>	<p>Mutual respect when working and performing in groups, being an audience member. Students will encourage other students with support and respect</p>
Week 1	Introduction to TIE – creating for an appropriate audience		
Week 2	Create: choosing a topic & target audience		
Week 3	Develop: characters & plot		

Week 4	Milestone Rehearsal	message to a target audience.	throughout the lessons. Students will be looking at teenage related issues and how they create a piece of drama to communicate a moral or educational message. Students will have to collaborate on their own feelings towards to topic mutually respecting everyone's thoughts and opinions.
Week 5	Milestone assessment	<p>ANALYSING: Students will be analysing topics and areas of theatre education to deliver a valuable message. Students will be analysing target audiences and how their work will need to be appropriate for their audience.</p> <p>Making Links: Students will be using their knowledge of drama performance skills and techniques to develop their own characters and performance material.</p> <p>Curriculum links: Students will be using role-play and other drama techniques to identify with and explore characters and themes. By using practical work students can extended their understanding of what they understand about TIE. Students will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances. Links with RE and PSHE regarding life lessons.</p> <p>Creating: Students will be collaborating to create their own pieces of Theatre in Education</p>	<p>Individual liberty – creative and personal judgement. Students will use their skill to develop a pieces with a moral meaning.</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To collaborate and work as a group allowing everyone to have a creative input. To be tolerant and fair listening and acting upon ideas.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry.</p>

		<p>to a specific target audience.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p>	
TERM 6	Topic: Haunted house	<p>IDENTIFYING: Students will be using their knowledge of drama skills and techniques to identify other elements of theatre that make a performance. For example light and sound.</p> <p>MAKING LINKS: Students will look back on videos they have viewed across the year eg Harry Potter. Rather than looking at the acting taking place they will look at the atmosphere of the scene and how they use sound and light to create this.</p> <p>EXPLORING: Students will be given to opportunity to explore spooky stories and characters. Students will use different ways of creating tension both within their acting and their use of sound and light.</p> <p>CREATING: Students will be given the opportunity to use their drama skills to create their own spooky characters. They will also be given to opportunity to design sound and light for their performance.</p> <p>LINKS: Students will be using their knowledge of drama performance skills and</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of others opinions and creative freedom</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
Week 1	Genre, style & stage effects (lighting & sounds)		
Week 2	Spooky stories & scary characters		
Week 3	Create & rehearse – cliff hangers		
Week 4	Milestone assessment		

		<p>techniques to develop their own characters and performance material. Students will be linking their knowledge</p> <p>Curriculum links: Students will be using role-play and other drama techniques to identify with and explore characters. By analysing text students are going to be able understanding setting a scene and how they can practically explore this within Drama. Students will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p>	
Rollover			
Week 5	Power of speech – scripted speech	<p>IDENTIFYING Students will be watching famous speech from across history to identify and understand the power of speech and spoken word.</p> <p>ANALYSING: Students will be analysing famous speeches from history and how they have an impact on us as an</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member. Understanding powerful moments in history and how they impact our modern lives today.</p> <p>Individual liberty – creative and personal judgement</p>
Week 6	Building the tension – proximity, tone & movement		
Week 7	Performance.		

		<p>audience. Students will analyse skills necessary for a powerful speech.</p> <p>EXPLORING: Students will explore multiple ways speech can carry a moral or educational message.</p> <p>CREATING: Students will be given the opportunity to create their own powerful/ motivational speech using a variety of vocal skills.</p> <p>LINKS: Students will be making links with previous terms where they are looking at the application drama skills and creation of their own characters. Students will be addressing topics on their opinions that could be explored during RE or citizenship.</p> <p>Curriculum links: Students will be able to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. They will have opportunities to improvise and devise drama for one another shown through milestone performances. As well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Students will be lead through teacher led discussion to explore a range of different drama techniques and skills including speech skills such as intonation and tone within their voice to deliver a speech. Students will be using the term away from the classroom to write, plan and proofread their own motivational speeches.</p>	<p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
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		<p>Students will be using SPAG in order to create a logical and clear speech.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p>	
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YEAR 8

TERM 1	TOPIC:	*Key Skills/Subject Links	*Career links & BV
Week 1	Introduction to genre & style	<p>IDENTIFYING: Students will be identifying key factors of genres and styles within drama. The difference between the two. Students will identify different factors and what makes each genre unique.</p> <p>ANALYSING – their progression and performance piece through the term. Analysing work of others and professional works</p> <p>EXPLORING Students will explore a number of difference genres within theatre. Students will explore the different techniques and skills necessary for each genre</p> <p>CREATING: Students will take what they have learn from each genre to create their own performances from each genre.</p> <p>MAKING LINKS: The skills from year 7 are required within this units. Students will have to consider a wide variety of acting skills needed for each genre.</p> <p>Curriculum Links: Students will be able to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They will have opportunities to improvise and devise drama for one another shown through milestone</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
Week 2	Soap opera- Naturalism		
Week 3	Horror- Non- Naturalism		
Week 4	Melodrama		
Week 5	Western		
Week 6	Milestone rehearsal		
Week 7	Milestone performance		

		<p>performances. As well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Students will be lead through teach led discussion to explore a range of different genres and styles of drama and a variety of staging. Students will be challenged using GCSE and BTEC drama practitioners to develop their understanding of style and begin to use GCSE BTEC key terminology.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p>	
TERM 2	TOPIC: Matilda	ANALYSING	Mutual respect for one another when working and performing in groups, being an audience member. Students will be using the morals of Matilda of right vs wrong to debate issues from the book when creating chracters.
Week 1	Introduction to book & characters	<p>Students will be analysing famous characters from Matilda. Students will be analysing the skills needed to recreate characters.</p> <p>IDENTIFYING: students will be identifying key chracterisation skills needed to create create characters. Students will use extracts from the text to develop their own understanding of the character.</p> <p>EXPLORING: Students will be exploring the world of Matilda and the vast larger than life characters. Students will explore acting skills and chracterisation using both script and devising.</p>	<p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research</p>
Week 2	Mr & Mrs Wormwood – Acting Skills		
Week 3	Ms Trunchball – Stanislavski Characterization		
Week 4	Applying skills – script work/blocking a scene		
Week 5	Milestone rehearsal		
Week 6	Milestone assessment		

<p>CREATING: Students will be creating their own versions of these famous characters using both script and their own devising techniques.</p> <p>MAKING LINKS: Students will need to draw back on their knowledge of drama acting skills and technique alongside characterisation techniques to bring well known characters to life.</p> <p>Curriculum links: During this term students will be using scripture from the Matilda novel to understand and develop their characters. Students will use classroom debate to discuss key themes from the text alongside character descriptions. Students will be using role-play and other drama techniques to identify with and explore characters. By using practical work students can extended their understanding of language they read by practically exploring the text. Students will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be</p>	<p>and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
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		looking for areas of strength and areas of development. Students setting individual targets for improvement.	
TERM 3	TOPIC: Shakespeare Macbeth	<p>ANALYSING: Students will be analysing a Shakespeare script. They will be analysing what is meant within the script and the key themes and plot of the play.</p> <p>IDENTIFYING: Students will be identifying key themes from the Macbeth. Students will be identifying and applying characterisation skills to the witches looking and how they both physically and vocally become the character.</p> <p>MAKING LINKS: Links can be with the English department and their study of Macbeth in year 9. Students will have a beginning understanding of Act 1 scene 1 and will be able to link their practical study of the scene to their theoretical study. Macbeth links with the national curriculum that students must study Shakespeare. Macbeth can also link with history looking at trends and historical context.</p> <p>Curriculum Links: Curriculum links: During this term students will be using scripture from William Shakespeare's Macbeth to understand and develop their characters. Students will use classroom debate to discuss key themes from the text alongside</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
Week 1	Introduction to Shakespeare and Shakespearean language		
Week 2	Macbeth – Characters		
Week 3	Atmosphere – three witches – Creative Task		
Week 4	Atmosphere – three witches speech (Applying skills and atmosphere to unique pieces)		
Week 5	Milestone rehearsal		
Week 6	Milestone assessment		

interpretation of Shakespeare and his use of language. Students will also be using their understanding an teacher led discussion to use their historical knowledge of Shakespeare and the time period it was set to identify themes. Students will be using role-play and other drama techniques to identify with and explore characters. By using practical work students can extended their understanding of what they have read and have opportunities to try out the language they have read and listened to. Students will be able to adopt, create and sustain roles, responding appropriately to others in role. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. Whilst preparing for their milestone performance students will be encouraged to consider scene setting and other elements that can be used to create a cohesive performance such as sound light and staging. During milestone performance students are able to share and respond thoughtfully to each other's performances. Links with English. Studying Richard III.

EXPLORING: Students will be exploring the number of ways Macbeth can be staged and how key themes

		<p>from the play can be practically performed. Students will be exploring characterisation skills needed for the characters.</p> <p>CREATING: Students will be able to create their own versions of Act 1 Scene 1. They will be encouraged to use their imaginations to bring the world of Macbeth alive.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p>	
TERM 4	TOPIC: Blood Brothers	<p>IDENTIFYING: Students will identify how different dramatic skills and techniques can be used within a modern play. Students will look at how physical and vocal skills can be used within a specific style/ genre to bring modern theatre to life..</p> <p>EXPLORING: Students will explore the work of Willy Russell and modern theatre. Students will be exploring how many different themes and attributes of modern theatre build a production.</p> <p>ANALYSING: Students will be analysing Willy Russell and his ethos towards theatre. They will be analysing how Willy's life contributes to his work and how he incorporates these ideas to their performances.</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member. Students will be using British family friendly comedy to understand how theatre can bring families closer together. Students will look at Mischief Theatres philosophy towards theatre and making theatre accessible for everyone.</p> <p>Individual liberty – creative and personal judgement.</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively,</p>
Week 1	Into to Blood Brothers and Modern Theatre		
Week 2	Character Exploration- Mickey and Eddie- Script – Children		
Week 3	Character Exploration- Mickey and Eddie- Teenage		
Week 4	Character- Exploration- Mickey and Eddie- Adults		
Week 5	Milestone rehearsal		
Week 6	Milestone assessment		

<p>CREATING: Students will be given an opportunity to create their own versions of a scene from blood brothers. Here students can explore the variety of techniques used within a modern play.</p> <p>MAKING LINKS: Students will exploring a specific drama practitioner for the first time. By doing this students will be introduced to GCSE and BTEC terminology and exploration of theatre. Students will watch a professional works where the are going to be introduced to GCSE and BTEC terminology.</p> <p>Curriculum links: During this term students will be using the work of Willy Russell to understand and develop their characters for Blood Brothera. Students will use classroom led discussion to discuss key elements of Willy Russell’s work and their style of theatre. Students will be using role-play and other drama techniques to identify with and explore characters. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other’s performances. Students will be learning Blood rothers and</p>	<p>developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
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		Modern Theatre in English. EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.	
TERM 5	TOPIC: Twisted Fairytales	IDENTIFYING: Students will be identifying how stories change and develop over years. They will identify traditional stories and the many ways we are able to access them. ANALYSING: Students will be analysing stories and their meanings. Students will be using literacy skills to understand themes and morals of these original stories. Students will be analysing how these stories have changed and why so many adaptations are available. EXPLORING: Students will be able to explore a number of different stories. Students will be exploring skills and techniques to bring unrealistic and imaginary characters to life. CREATING: Students will be collaborating together to create their own unique twists on these original stories. These can be spooky or scary. MAKING LINKS: Students will be using their literacy skills to look at stories and pick out their	Mutual respect for one another when working and performing in groups, being an audience member. Students will be using different stories to connect to different moral meanings. Individual liberty – creative and personal judgement. Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively. Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry
Week 1	Introduction to fairytales and traditions		
Week 2	Brothers Grimm – dark fairytales, modern day fairytales		
Week 3	Creative – Own fairytale adaptations		
Week 4	Milestone rehearsals		
Week 5	Milestone assessment		

		<p>themes and morals. Their study of stories and books in English will link to this.</p> <p>Curriculum links: During this term students will be using scripture from the Brothers Grimm original fairytales to understand plot and develop their characters. Students will use classroom debate to discuss key themes from the text alongside character descriptions. Students will be using role-play and other drama techniques to identify with and explore characters and their own interpretations of classic fairytales. Students will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p>	
TERM 6	Topic: Media	ANALYSING: Students will need to analyse the different ways we access performance in our modern world. News, radio, social media. Why we access performance in so many ways and how it	Mutual respect for one another when working and performing in groups, being an audience member. Students will be using a variety of different media outlets daily. This will encourage students to see
Week 1	Introduction to 'the media' (social media, newspapers, tv, radio etc) Newspaper headline – read all about it!		
Week 2	Radio/ tv news report		
Week 3	Milestone rehearsal		
Week 4	Milestone assessment		

		<p>is changing with our ever developing society.</p> <p>IDENTIFYING: Students will need to identify Drama skills within other mediums of performance. How are radio using their voice etc.</p> <p>MAKING LINKS: Students will be drawing back on their knowledge of drama skills and performance techniques. Students will link this back to media studies or citizenship where social media etc is addressed regularly.</p> <p>Curriculum links: During this term students will be using a range of multimedia to develop a range of performances sitting to each style. Students will use classroom debate to discuss key themes from the text alongside the range of ways media is accessed for example formal and informal language and the ways it is used within the media. Students will be using role-play and other drama techniques to identify with and explore characters and plotlines. By using practical work students can extended their understanding of what they have read and have opportunities to explore formal and informal language. Students will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During</p>	<p>how often they access performance.</p> <p>Individual liberty – creative and personal judgement. How our ever evolving world will change how we access performance.</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
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		<p>milestone performance students are able to share and respond thoughtfully to each other's performances.</p> <p>EXPLORING: Students will explore other avenues of performance other than theatre/ television or film.</p> <p>CREATING: Students will be creating a variety of different performances based around media and how they as teenagers access media.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p>	
Rollover			
		N/A	

Year 9 (If Applicable)

TERM 1	TOPIC: Acting skills / Devising	*Key Skills/Subject Links	*Career links & BV
Week 1	Introduction to acting skills	<p>IDENTIFYING: Students will be identifying key skills and how they are developed through workshop. Students will be identifying different styles of drama and different skills within each style.</p> <p>ANALYSING: Students will be analysing skills used within drama and how they can develop as individual. Students will be using literacy skills to develop their own portfolios. Students will be analysing how they as individuals have developed throughout the term.</p> <p>CREATING: Students will be using skills they have gained through workshops to create and develop piece to showcase their development within the term.</p> <p>EVALUATING: Students will be evaluating their own progress as performers. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement. This will be shown in their written portfolios.</p> <p>LINKS: Students will be drawing upon and adding to their knowledge of key dramatic skills studied throughout KS3. Students will be making links to key terminology and developing their thinking and understanding to link to BTEC and GCSE.</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member. Students will be using different stories to connect to different moral meanings.</p> <p>Individual liberty – creative and personal judgement.</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry. Students will begin to relate work to the performing arts industry like the building of a professional portfolio.</p>
Week 2	Stimulus		
Week 3	Physical and Vocal skills		
Week 4	Develop Pieces		
Week 5	Develop pieces.		
Week 6	Milestone rehearsal		
Week 7	Milestone assessment		

		<p>CURRICULAR LINKS:</p> <p>During this term students will be using a range of workshops to develop a range of performances fitting to each style and theatre practitioner. Students will use classroom debate to discuss practitioners and their ideology. Students will also be using literacy to create portfolios with skills audits, lesson logs and factfiles. Students will be using role-play and other drama techniques to identify with and explore skills and styles within theatre.</p> <p>Students will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances.</p>	
TERM 2	TOPIC: Discovering Theatre Practitioners	IDENTIFYING: Students will be identifying key skills and how they are linked to Theatre practitioners. Students will be identifying different styles of drama and different skills within each style. Students will identify contextual factors with each practitioner and how they link with theatre style.	Mutual respect for one another when working and performing in groups, being an audience member. Students will be using different stories to connect to different moral meanings.
Week 1	What is a Theatre Practitioner? Intro lesson, fact files.		
Week 2	Who is Stanislavski workshop: Given Circumstances, The Magic If, Emotional memory.		
Week 3	Who is Brecht workshop: Gestus, Epic Theatre, V effect, alienation.		
Week 4	Who are Frantic assembly workshop: Chair duets, round by through, go stop clap jump.		Individual liberty – creative and personal judgement.
Week 5	Milestone rehearsal		Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n
Week 6	Milestone Assessment	<p>ANALYSING: Students will be analysing skills used within drama and how they are applied</p>	

		<p>within a style. Students will be using literacy skills to develop their own research portfolios. Students will be analysing how theatre is created in a professional environment.</p> <p>CREATING: Students will be using skills they have gained through workshops to create and develop a short performance suiting the style studied this lesson.</p> <p>EVALUATING: Students will be evaluating their own progress and performers. This will be shown within their portfolios. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p> <p>LINKS: Students will be drawing upon and adding to their knowledge of key dramatic skills studied throughout KS3. Students will be making links to key terminology and developing their thinking and understanding to link to BTEC and GCSE. Links can be made to BTEC level 3 and the study of practitioners.</p> <p>CURRICULAR LINKS: During this term students will be using a range of workshops to develop a range of performances fitting to each style and theatre practitioner. Students will use classroom debate to discuss practitioners and their ideology. Students will also be using literacy to create portfolios with</p>	<p>teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
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		<p>lesson logs and fact files. Students will be using role-play and other drama techniques to identify with and explore skills and styles within theatre. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances.</p>	
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TERM 3	TOPIC: The Exam by Andy Hamilton	IDENTIFYING: Students will be able to identify skills needed in order to develop a performance from a script. Student will be lead by the class teacher to discuss key themes and character developments.	Mutual respect for one another when working and performing in groups, being an audience member. Students will be using different stories to connect to different moral meanings.
Week 1	Developing a performance from a script. Read through. Ideas session		
Week 2	Blocking a scene- building a performance.		
Week 3	Developing character- Physical & vocal skills workshop.		
Week 4	Developing your performance: Rehearsal. Working as a team.		
Week 5	Milestone Rehearsal		
Week 6	Milestone Assessment	<p>ANALYSING: Students will be analysing text in order to develop their performance. Students will be using the text to guide their character development as well as scene key themes and messages within the text.</p> <p>CREATING: Students will be creating their own staging and interpreting how they can develop the text practically. Students will be creating their own versions of the script. Students will be teach led to use different practitioners and styles to influence their work.</p> <p>EVALUATING Students will be evaluating their own progress and performers. This will be shown within their</p>	<p>Individual liberty – creative and personal judgement.</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>

portfolios. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.

LINKS: Students will be teach led discussion to use different practitioners and styles to influence their work. Students will be linking knowledge from previous terms in order to apply key skills to their performances. Students will be recreating a script which is required from both GCSE and BTEC specifications.

CURRICULAR LINKS: During this term students will be using a range of workshops to develop of performance fitting to the style and theatre practitioner intended by the playwright. Students will be working alongside the teacher to understand the text developing an understanding of the key themes within the text and characters within the text. Students will also be using literacy to create portfolios with lesson logs and theatre reviews. Students will be using role-play and other drama techniques to identify with and explore skills and styles within theatre. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond

		thoughtfully to each other's performances.	
TERM 4	TOPIC: Developing a devised piece	<p>IDENTIFYING: Students will be able to identify skills needed in order to develop a performance from a script. Student will be lead by the class teacher to discuss key themes and character developments.</p> <p>ANALYSING: Students will be analysing text in order to develop their performance. Students will be using the text to guide their character development as well as scene key themes and messages within the text.</p> <p>CREATING: Students will be creating their own staging and interpreting how they can develop the text practically. Students will be creating their own versions of the script. Students will be teach led to use different practitioners and styles to influence their work.</p> <p>EVALUATING Students will be evaluating their own progress and performers. This will be shown within their portfolios. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p> <p>LINKS: Students will be teach led discussion to use different practitioners and styles to influence their work. Students will be linking knowledge from previous terms in order</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member. Students will be using different stories to connect to different moral meanings.</p> <p>Individual liberty – creative and personal judgement.</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
Week 1	Introduction to devising theatre.		
Week 2	Working with a stimulus workshop.		
Week 3	Delivering Stimulus and initial creative ideas.		
Week 4	Developing a strong opening workshop.		
Week 5	Milestone Rehearsal		
Week 6	Milestone assessment		

		<p>to apply key skills to their performances. Students will be recreating a script which is required from both GCSE and BTEC specifications.</p> <p>CURRICULAR LINKS: During this term students will be using a range of workshops to develop a devised performance. Students will be working alongside the teacher to understand developing an understanding of devising a piece with a clear theme characters. Students will also be using literacy to create portfolios with lesson logs tracking their individual development and the development of the piece. Students will be using role-play and other drama techniques to identify with and explore skills and styles within theatre. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances.</p>	
TERM 5	TOPIC: Developing a devised piece (continued)	IDENTIFYING: Students will be able to identify skills needed in order to develop a performance from a script. Student will be lead by the class teacher to discuss key themes and character developments.	Mutual respect for one another when working and performing in groups, being an audience member. Students will be using different stories to connect to different moral meanings.
Week 1	Developing a clear and effective character.		
Week 2	Developing a clear and effective piece of devised work.		
Week 3	Milestone Rehearsal		
Week 4	Milestone Rehearsal		
Week 5	Milestone Assessment	ANALYSING: Students will be analysing text in order to develop their performance. Students	Individual liberty – creative and personal judgement. Tolerance – be open and respectful of others

		<p>will be using the text to guide their character development as well as scene key themes and messages within the text.</p> <p>CREATING: Students will be creating their own staging and interpreting how they can develop the text practically. Students will be creating their own versions of the script. Students will be taught to use different practitioners and styles to influence their work.</p> <p>EVALUATING Students will be evaluating their own progress and performers. This will be shown within their portfolios. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.</p> <p>LINKS: Students will be using teacher led discussion to use different stimuli, practitioners and styles to influence their work. Students will be linking knowledge from previous terms in order to apply key skills to their performances. Students will be recreating a script which is required from both GCSE and BTEC specifications.</p> <p>CURRICULAR LINKS: During this term students will be using a range of workshops to develop a devised performance. Students will be working alongside the teacher to understand developing an understanding of devising a piece with a</p>	<p>opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
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		<p>clear theme characters. Students will also be using literacy to create portfolios with lesson logs tracking their individual development and the development of the piece. Students will be using role-play and other drama techniques to identify with and explore skills and styles within theatre. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance students are able to share and respond thoughtfully to each other's performances.</p>	
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TERM 6	Topic: Technical Theatre (classroom)	IDENTIFYING : Students will be indentifying a range of different technical aspects that go into a professional theatre production. Students will identify a range of roles and responsibilities within theatre. By creating a powerpoint the immolating BTEC L2 knowledge and ways of presenting findings.	Mutual respect for one another when working and performing in groups, being an audience member. Students will be using different stories to connect to different moral meanings.
Week 1	Understanding Theatre and technical approaches to professional performance.		
Week 2	Theatre lighting		
Week 3	Theatre Sound		
Week 4	Technical Theatre Powerpoint presenation	<p>CREATING: Due to displacement students will be creating a range of resources for a classroom display. Students will be using a range of literacy techniques to develop factfiles for a display.</p> <p>LINKS: Students will be using teacher led discussion develop understanding of a range of theatre roles and responsibilities.</p>	<p>Individual liberty – creative and personal judgement.</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources,</p>

		<p>Students will be recreating a number of resources relating on technical theatre which is required from both GCSE and BTEC specifications.</p> <p>CURRICULAR LINKS: Students will be working alongside the teacher to understand developing an understanding of technical theatre. Students will also be using literacy to create a presentation to the class.</p>	education, law, health care and the performing arts industry
Rollover			
Week 5	Introduction to Monologues.	<p>IDENTIFYING: Students will be able to identify skills needed in order to develop a performance from a script. Student will be lead by the class teacher to discuss key themes and character developments. Students will be using games and workshops to identify the importance of acting skills in a monologue.</p> <p>ANALYSING: Students will be analysing text in order to develop their performance. Students will be using the text to guide their character development as well as scene key themes and messages within the text.</p> <p>CREATING: Students will be creating their own staging and interpreting how they can develop the text practically. Students will be creating their own versions of the script. Students will be teach led to use different practitioners and styles to influence their work.</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member. Students will be using different stories to connect to different moral meanings.</p> <p>Individual liberty – creative and personal judgement.</p> <p>Tolerance – be open and respectful of others opinions and creative freedom. To understand others backgrounds and stories. Students will also work along students n teachers to use feedback effectively.</p> <p>Gaining confidence to work with others verbally, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p>
Week 6	Character Development Workshop-characterisation skills games.		
Week 7	Monologue performance.		

EVALUATING Students will be evaluating their own progress and performers. This will be shown within their portfolios. They will be looking for areas of strength and areas of development. Students setting individual targets for improvement.

LINKS: Students will be using teacher led discussion to use different drama skills and how they can influence their work. Students will be linking knowledge from previous terms in order to apply key skills to their performances. Students will be recreating a script which is required from both GCSE and BTEC specifications.

CURRICULAR LINKS: During this term students will be using a range of workshops to develop a devised performance. Students will be working alongside the teacher to understand developing an understanding of devising a piece with a clear theme characters. Students will also be using literacy to create portfolios with lesson logs tracking their individual development and the development of the piece. Students will be using role-play and other drama techniques to identify with and explore skills and styles within theatre. Students are encouraged to rehearse and refine their work independently during lesson and milestone performance preparation. During milestone performance

		students are able to share and respond thoughtfully to each other's performances.	
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*Careers and British Values (BV) – This is a key area to address due to the new OFSTED framework. We need to consider how our curriculum links to careers and British Values. Below I have included some information on this to help make this evident in your schemes of work. **Please identify at least 5 areas within your scheme of work that coincide with future careers and values. There is no need to fill every week in with a link!**

*Key Skills and cross-department links – We are looking to create these overview sheets to try and map what we are doing across the school and see if we can support one another. In this column please detail if there is a key skill that you are focusing on and whether this topic could be supported by another subject. For example, English may be looking at the text 'A Christmas Carol' and History may be able to support with the topic of Victorian Britain. This is an opportunity to ensure we are supporting each other across departments. **Again, please identify 5 areas within your scheme of work where you would like this to happen.**

NB: The new OFSTED framework will critique the reason for a 2-year KS3 rather than 3. We need to look to the National Curriculum in your subject to ensure we are covering the entirety of this in Year 7 & 8.

Further information – Career links and British Values

The key objectives for work-related learning are:

- To promote greater awareness for students about the world of work, the development of key skills and employability.
- To promote awareness and understanding of work, industry, the economy and community.
- To relate skills attitudes, concepts and knowledge learned in school to applications in the wider world.
- To improve employability through work-related learning to develop effective links with key partners and local industry

