

Subject:

Year 7: Year Overview

Unit of Learning	1	2	3	4	5	6
Topic	Intro to Drama	Intro to Drama	Advanced Skills	Physical Theatre	Ernie's Incredible Illucinations	Time Travel
Skills	Mime	Tone of voice	Cross cut	Movement Basic actions	Interpreting themes and issues and character exploration	Physical theatre
Knowledge	Still Image	Narration	Voice of Conscience	Physicality of movement	Performing as a character	All previous performance skills
	Improvisation	Flashback	Hotseating	Labans 8 basic actions		Devising
	Facial expressions	Plot Structure	How to add variety to drama performances	Following stage directions	How to create drama from a starting point	
Assessment	Performance of Nursery Rhyme	Performance of Ghost story	Weekly performances based on each new Drama technique	Performance of primary school challenge	Written task completing journal in logbook	Final performance responding to a brief
	Skills Tracker	Skills Tracker	Skills Tracker	Skills Tracker	Skills Tracker	Skills Tracker
	Self assessment tracker	Self assessment tracker	Self assessment tracker	Self assessment tracker	Self assessment tracker	Self assessment tracker
Ecco Values / SMSC / Cultural Capital Links	Learning to understand the different characters and personalities in today's world	Considering issues from another person's perspective	The dangers of smoking Consequences of actions	Resilience when things do not go your way Moving out of your comfort zone		Researching an event and considering what happened from different perspectives

Literacy / Numeracy Links	Students have to create their own ghost story. In order to be prepared for this they will research different ghost stories before making their own.	Different groupings. Organisational techniques need to be used within groups and the ability to think logically around a problem. Problem solving skills.	Students will complete a section of their logbook in which they will need to articulate what they did in class and why they used the drama skill's they chose.	Students will read the 8 basic actions of physical theatre and apply them to their work	A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written They will perform parts of it	Students are issued a brief and will need to write out a plot based on the themes and issues in the brief. They will use this to form the basis of their practical work
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Subject:

Year 8: Year Overview



Unit of Learning	1	2	3	4	5	6
Topic	Intro to Drama	Respond to a Brief	Our Day Out	Our Day Out	Theatre Through Time	Themes and Issues
Skills	Tone of voice Thought Track Flashback Plot Structure	Research, collaboration, development and analysing creative decisions Devising from a starting point	Interpreting themes and issues and character exploration All previously learnt practical drama skills	Interpreting themes and issues and character exploration All previously learnt practical drama skills	Interpretation of script. Language off Shakespeare Perf Emphasis Exaggeration	Climax Cliff Hangers Tone Volume

					Volume Posture	Facial expressions
Knowledge	What makes good performance skills	Performance skills needed to realise an idea	Learning lines and developing the character	Learning lines and developing the character	How Elizabethan theatre was created Characters and pot form traditional melodramas and the importance of style	All previously learnt drama skills and how to include them in performance
Assessment	Final performance on chosen style Skills Tracker Self assessment tracker	Final performance on chosen style Skills Tracker Self assessment tracker	Final performance on chosen style Skills Tracker Self assessment tracker	Final performance on chosen style Skills Tracker Self assessment tracker	Final performance on chosen style Skills Tracker Self assessment tracker	Final performance on chosen style Skills Tracker Self assessment tracker
Ecco Values / SMSC / Cultural Capital Links	Standing up for what you believe in Moving out of your comfort zone	Considering issues from another person's perspective	Friendships The importance of role models	Does your background affect how you think	Moving out of your comfort zone	The dangers of drug abuse Bullying
Literacy / Numeracy Links	Different groupings. Organisational techniques need to be used within groups and the ability to think logically around a problem.	Students are issued a brief and will need to write out a plot based on the themes and issues in the brief. They will use this to form the basis of their practical work	A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written They will perform parts of it	A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written They will perform parts of it	Students will have to create an Elizabethan script and perform it on stage Students will work with short pieces of Melodramatic text and have to interpret the meaning and	Students will complete a section of their logbook in which they will need to articulate what they did in class and why they used the drama skill's they chose.

	Problem solving skills.				devise characters from it	
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Year 9: Year Overview

Unit of Learning	1	2	3	4	5	6
Topic	Intro to Drama	Styles	Styles	Blood Brothers	Blood Brothers	Respond to a Brief
Skills	Tone of voice Thought Track Flashback Plot Structure	Tone. Volume. Pitch. Pause. Emphasis. Spoken Language. Facial Expressions. Gesture. Posture.	Tone. Volume. Pitch. Pause. Emphasis. Spoken Language. Facial Expressions. Gesture. Posture.	Interpreting themes and issues and character exploration Reading out loud	Interpreting themes and issues and character exploration Line Learning	Research, collaboration, development and analysing creative decisions
Knowledge	What makes good performance skills	Styles of theatre Naturalism v Non- naturalistic techniques to create drama	Styles of theatre Naturalism v Non- naturalistic techniques to create drama	Learning lines and developing the character	Learning lines and developing the character	All previously learnt drama skills and how to include them in performance
Assessment	Final performance on chosen style Skills Tracker	Final performance on chosen style Skills Tracker	Final performance on chosen style Skills Tracker	Written task exploring character development	Final performance on chosen style Skills Tracker	Final performance on chosen style Skills Tracker

	Self assessment tracker	Self assessment tracker	Self assessment tracker		Self assessment tracker	Self assessment tracker
Ecco Values / SMSC / Cultural Capital Links	Current affairs and how to support issues you believe in	Moral decisions based around revenge Racism in society Consequences of actions	Moral decisions based around revenge Racism in society Consequences of actions	Mental health issues Nature v Nurture Family relationships	Mental health issues Nature v Nurture Family relationships	What it means to be disadvantaged and barriers to life
Literacy / Numeracy Links	Students will be asked to create and write a plot through like to help assist their devised work They will perform their work in class	Students will complete a section of their logbook in which they will need to articulate what they did in class and why they used the drama skill's they chose.	Students will complete a section of their logbook in which they will need to articulate what they did in class and why they used the drama skill's they chose.	A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written They will perform parts of it	A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written They will perform parts of it	Students are issued a brief and will need to write out a plot based on the themes and issues in the brief. They will use this to form the basis of their practical work

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Year 10: Year Overview



Unit of Learning	1	2	3	4	5	6

Topic	Intro to BTEC	Intro to BTEC	Component One Exploring the Performing Arts	Component One Exploring the Performing Arts	Component One Exploring the Performing Arts	Component Two Developing skills and techniques
Skills	Styles, form and genres Tone. Volume. Pitch. Pause. Emphasis. Spoken Language. Facial Expressions. Gesture. Posture.	Collaboration and development Writing plot Creating from a stimulus	Researching and collaboration into different styles	Analysing effective performance techniques	Presenting research findings	Interpreting themes and issues and character exploration
Knowledge	Vocal and Physical skills needed to create and sustain believable characters Analysing why decisions are made	Performance skills needed to realise an idea Stanislavski Artaud Brecht Laban	How the different practitioners approach creating professional work(s). Rehearsal process, using examples from your experience in classes and workshops	The skills needed to perform in the theatre	Effective the different practitioner's processes, skills and approaches are in creating professional work.	Professional repertoire, using skills and techniques relevant to the work.
Assessment	Mock Written Practical performances Skills Tracker	Mock Written Practical performances Skills Tracker Self assessment tracker	One Logbook worth 30% of final grade Skills Tracker Self assessment tracker	One Logbook worth 30% of final grade Skills Tracker Self assessment tracker	One Logbook worth 30% of final grade Stylised Performance Skills Tracker Self assessment tracker	One Logbook worth 30% of final grade One performance of a scripted nature Skills Tracker

	Self assessment tracker					Self assessment tracker
Ecco Values / SMSC / Cultural Capital Links	<p>Mental Health issues in today's world</p> <p>Living in the moment</p>	<p>Consequences of actions</p> <p>Considering issues from another person's perspective</p>	Family loss	Homophobic stereotypes	<p>Mental health issues</p> <p>Nature v Nurture</p> <p>Family relationships</p>	The consequences of drink driving
Literacy / Numeracy Links	Students will be taught all the key terminology to be successful and will complete a baseline assessment to see if they can articulate their practical work in written form	Students will read loud, learn and perform from a piece of script and make creative decisions based on the style	Students will use research techniques to write down the roles and responsibilities of people working in the theatre	Students will study three repertoires and research into and write about the creative intentions of the practitioners and present their research in a logbook	Students will study three repertoires and research into and write about the creative intentions of the practitioners and present their research in a logbook	<p>A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written</p> <p>They will perform parts of it</p>

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Year 11: Year Overview



Unit of Learning	1	2	3	4	5	
Topic	Component Two Developing skills and techniques	Component Two Developing skills and techniques	Component Three Respond to a brief	Component Three Respond to a brief	Component Three Respond to a brief	
Skills	Interpreting themes and issues and character exploration	Sustaining a role for assessment	Responding to a brief using all drama skills taught so far	Sustaining a role for assessment	Analysing effective performance techniques	
Knowledge	Skills and techniques appropriately in rehearsal and performance of professional repertoire.	Skills and techniques in rehearsal and performance of professional repertoire.	How to Respond to a brief using a given stimulus	Styles, genres and techniques that make a good performance for examination	Confidence gained for final performance and what makes an effective, thought-provoking performance	
Assessment	One Logbook worth 30% of final grade One performance of Too much punch for Judy Skills Tracker	One Logbook worth 30% of final grade Practical workshops Skills Tracker	One performance 7-15 minutes long 3 written activities in exam conditions up to 600 words each	One performance 7-15 minutes long 3 written activities in exam conditions up to 600 words each	One performance 7-15 minutes long 3 written activities in exam conditions up to 600 words each	

	Self assessment tracker	Self assessment tracker				
Ecco Values / SMSC / Cultural Capital Links	Destroying family relationships Selfishness	Empathy	Until the brief comes out, we won't know what themes and issues will be raised. But students will research it and decide on what point they want to make	Until the brief comes out, we won't know what themes and issues will be raised. But students will research it and decide on what point they want to make	Until the brief comes out, we won't know what themes and issues will be raised. But students will research it and decide on what point they want to make	
Literacy / Numeracy Links	A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written They will perform parts of it	A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written They will perform parts of it	Students are issued a brief and will need to write out a plot based on the themes and issues in the brief. They will use this to form the basis of their practical work	Students will complete activity one and two of the official exam writing about what their idea is, the skills they are using and impact it will have on the community	Students will complete activity four of the official exam writing about what their idea is, the skills they are using and impact it will have on the community	

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