

<b>End Game</b>		The main skills the students leave us with, and what we base our entire curriculum on, are: <ul style="list-style-type: none"> <li>• Communication: The ability to perform a complex character with voice, gesture &amp; physicality</li> <li>• Trust: To take direction without personality getting in the way, and take risks.</li> <li>• Teamwork: to work with a number of different cast members, to lead and be led.</li> <li>• Maturity: to work independently on a given project while understanding self.</li> <li>• Expression (Creativity) : to create a piece of complex drama from any starting point</li> <li>• Evaluation: to be critically self and peer evaluative and be able to take professional criticism</li> <li>• Context: The history and context of theatre, including writers and practitioners</li> </ul>					
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Year 9	Fertile Question	<b>What is physical theatre?</b>	<b>Who are you, and what is your place?</b>	<b>What is the difference between tragic and sad?</b>	<b>How do you get Page to stage-Context and interpretation</b>	<b>How do you make people listen to you?</b>	<b>What have you done this year, key stage?</b>
	Content	The students will learn about different styles of physical theatre and how to interpret an emotional idea through movement. They will use the story of Aberfan as the stimulus	The students will be involved in a series of “workshops” where they will discover who they are, and how to show emotion.	Using Shakespeare’s plays as a reference the students will learn the difference between tragic and Sad. They will also learn the narrative, syntax and lexicon of a Shakespeare play.	The students will work in small groups, independently, on a short 4/ 5 character script with no stage direction. It will be up to the students to decide the context of the piece.	The students will write, practice and perform a 2 minute speech of their own. They will learn how to pattern their voices with intonation, pace, inflection and emotion. They will also learn how to present themselves better.	Students look at everything they have done during the year/ key stage and spend a lesson on each aspect. They will also “sit” an end of year exam, and evaluate their progression.
	Concepts	Essence machines Synchronisation Movement control Emotional control	<ul style="list-style-type: none"> <li>• If it quacks like a duck, it’s a duck!</li> <li>• If you believe it, you can make it real</li> <li>• If you keep trying you might succeed, if you give up you won’t.</li> <li>• It’s important to share.</li> </ul>	<ul style="list-style-type: none"> <li>• Tragedy</li> <li>• Syntax</li> <li>• Lexicon</li> <li>• Shakespeare</li> <li>• Stock characters</li> <li>• Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Context – time, place, period, relationships</li> <li>• Character</li> <li>• Adaptation</li> <li>• Interpretation</li> <li>• Learning lines</li> <li>• Blocking a text</li> </ul>	<ul style="list-style-type: none"> <li>• Pace</li> <li>• Tone</li> <li>• Volume</li> <li>• Intonation</li> <li>• Inflection</li> <li>• Dynamics</li> <li>• Semiotics</li> </ul>	<ul style="list-style-type: none"> <li>• Recap</li> <li>• Evaluation</li> <li>• Assessment</li> <li>• Memory</li> <li>• Understanding</li> <li>• reflection</li> </ul>
	Knowledge/Skills	Students will be able to devise a repeatable movement piece using as many of the concepts as possible, showing real emotional understanding of the stimulus	Students will learn about themselves, and how they react to situations. They will learn how to share experiences and be able to vocalise these in a mature and expressive way.	Students will be able to devise a “Shakesperian” play based on a tragedy of their own, including the narrative structure and language of Shakespeare.	Students will work independently on a four person play. They will allocate roles, adapt the text if necessary and rehearse and perform the piece.	The students will take part in a number of different workshops over the term, all based around reading out loud, talking with interest, holding attention and presentation skills. At the end of the term they will deliver a 2 minute speech.	The students will spend a lesson on each aspect of the years’ work to recap their learning and evaluate their progress. They will also look at the importance of Drama over the years and evaluate its success as a whole.
Year 8	Fertile Question	<b>What is an advert?</b>	<b>How can you do a lot by doing very little?</b>	<b>What is the rhythm of Shakespeare</b>	<b>How do you get from Page to play – form and structure</b>	<b>Embarrassed not embarrassing-physical theatre.</b>	<b>What have you done this year?</b>
	Content	Students learn about the different styles of performed adverts	Students learn minimalism in theatre, and importance of inference and silence.	Students learn about the rhythm of Shakespeare.	Students look at how a play is constructed from page to stage, in particular comedy. They will learn a short text, rehearse and produce	The students will take the Mummies play from Hamlet and produce a piece of over exaggerated physical theatre, including stereotypical character.	Students look at everything they have done during the year and spend a lesson on each aspect. They will also “sit” an end of year exam, and evaluate their progression.
	Concepts	<ul style="list-style-type: none"> <li>• Persuasive language</li> <li>• Persuasive body language</li> <li>• Adverts</li> <li>• PIFs</li> <li>• Trails</li> </ul>	<ul style="list-style-type: none"> <li>• Inference</li> <li>• Dramatic pause</li> <li>• Silence</li> <li>• Pinter</li> <li>• Emotional response</li> <li>• Reacting and responding</li> </ul>	<ul style="list-style-type: none"> <li>• Word-scape</li> <li>• Iambic pentameter</li> <li>• Shakespeare’s language</li> <li>• Romeo and Juliet</li> </ul>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Adaptation</li> <li>• Interpretation</li> <li>• Learning lines</li> <li>• Physical humour</li> <li>• Blocking a text</li> </ul>	<ul style="list-style-type: none"> <li>• Stereotype</li> <li>• Physical</li> <li>• Over exaggeration</li> <li>• Facial expression</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recap</li> <li>• Evaluation</li> <li>• Assessment</li> <li>• Memory</li> </ul>
	Knowledge/Skills	Students will learn about the nature of adverts, how they work and how the language is used to persuade. They will create and perform at least 3 adverts over the term.	Students learn to play Pachelbel’s Canon and then learn how to compose their own melodic lines to go on top of it.	Students learn the prologue to Romeo and Juliet, with the intention of creating a rhythm based word scape. The students will focus on iambic pentameter and perform at the end.	Students will work independently on a comedy duologue. They will allocate roles, adapt the text if necessary and rehearse and perform the piece.	Students will work in small groups to produce a short mime. They will learn about the history of Mummies and be encouraged to “be embarrassing” to allow them to become more confident.	The students will spend a lesson on each aspect of the years’ work to recap their learning and evaluate their progress.

Year 7	Fertile Question	What is Drama?	How do you create Drama?	What is the mood of a Shakespeare play?	How do you get from the page to the stage?	What is the Ramayana?	What have you done this year?
	Content	Students learn what the 5 elements of Drama are, and how they relate to the lessons of Drama they will have for the next 3 years	Students learn how a given stimulus can create a piece of theatre.	Students will learn about the “mood” of performance (in particular Shakespeare) and how to express this in sound, silence and movement. They will also learn about Shakespeare himself.	Students look at how a play is constructed from page to stage. They will learn a short text, rehearse and produce	Students look at the key features of Balinese theatre, in particular the stories of the Ramayana.	Students look at everything they have done during the year and spend a lesson on each aspect. They will also “sit” an end of year exam, and evaluate their progression.
	Concepts	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Trust</li> <li>• Teamwork</li> <li>• Maturity</li> <li>• Expression</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Tableaux</li> <li>• Essence machines</li> <li>• Improvisation</li> <li>• Movement ( from a choreographic score)</li> </ul>	<ul style="list-style-type: none"> <li>• Soundscapes</li> <li>• Expressive movement</li> <li>• Character performance</li> <li>• Stillness and silence</li> <li>• Atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Adaptation</li> <li>• Interpretation</li> <li>• Learning lines</li> <li>• Blocking a text</li> </ul>	<ul style="list-style-type: none"> <li>• Ramayana</li> <li>• Shadow puppets</li> <li>• Gesture</li> <li>• Movement</li> <li>• Character</li> <li>• Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Recap</li> <li>• Evaluation</li> <li>• Assessment</li> <li>• Memory</li> </ul>
	Knowledge	Students will gain an understanding of these concepts and put them into practice.	Students are given a variety of stimulus that will lead to a series of “mini performances” to include the concepts learnt.	Students learn about the different ways that mood can be created on stage, in respect of Shakespeare plays, and how the different concepts can change a performance.	Students will work independently on a simple duologue. They will allocate roles, adapt the text if necessary and rehearse and perform the piece.	Students will learn the story of the Ramayana, a traditional Hindu story, and reproduce it as though it was a shadow puppet show	The students will spend a lesson on each aspect of the years’ work to recap their learning and evaluate their progress.