

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Introduction to Drama Skills	Castaway	The Bully – Play Script	Alice in Wonderland	Greek Theatre	Matilda
Prior knowledge (from previous year/ key stage).	End of Primary School Show	Characterisation Voice Physicality From Drama Skills Scheme	Script Reading in KS2	Characterisation Voice Physicality From Drama Skills Scheme	Myths and legends in KS2	Novels Roald Dahl From KS2
Key skills	Students will: Build relationships and knowledge of drama techniques through team work, trust exercises and exploring space	Students will: Explore creatively a stimulus to develop a range of characterisation skills along with evaluating own and others performances.	Students will: Work with a script to use it as a stimulus. Perform an extract of the play. Improve memory skills by learning lines	Students will: Explore Alice in Wonderland from the point of view of a designer. To include, lighting, sound, make up, masks, and costume	Students will: Learn the foundations of theatre from 3,000 years ago. Learn the names and structure of the theatre buildings. Explore an Ancient Greek Myth and perform a chorus	Students will: Explore the musical theatre genre. Use physical theatre to perform an extract from the play. Perform script extracts
Assessment	Performances and rehearsals are assessed throughout. Peer and Teacher Feedback each lesson.	Performances and rehearsals are assessed throughout. Peer and Teacher Feedback each lesson.	Students will learn 3 scenes off by heart and will be assessed on the performances of the scenes.	Students will be given the choice to complete the assessment as a designer or an actor.	A performance of an extract from an ancient Greek play.	Performances and rehearsals are assessed throughout. Peer and Teacher Feedback each lesson.
How can you help?	Encourage your child to: Practise using different tones of voice Practice trying different facial expressions in the mirror Read stories to help with creativity	Encourage your child to: Read stories to help with creativity Discuss the character they have created. Watch a theatre performance.	Encourage your child to: Practise their lines with. Talk about their character. Read the script fully.	Encourage your child to: Watch Alice in Wonderland Practise their design and colouring skills Read stories to help with creativity	Encourage your child to: Read an ancient Greek myths and legends story Discuss the different parts of an Ancient Greek Theatre. Teach you about the two genres of ancient Greek theatre.	Encourage your child to: Read Roald Dahl's Matilda Watch Matilda the Musical Practise their lines.

Reading Recommendations	Ernie's Incredible Illusions by Alan Ayckbourn Inside Out by Disney	Robinson Crusoe by Daniel Defoe The Way to Impossible Island by Sophie Kirtley	The Terrible Fate of Humpty Dumpty by David Calcutt The Bully Script	Alice in Wonderland by Lewis Carroll Through the Looking Glass by Lewis Carroll	The Boy who Cried Wolf King Midas and the Golden Touch	Matilda by Roald Dahl Charlie and the Chocolate Factory by Roald Dahl
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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Melodrama	Weirdwood Manor – Atmosphere and Tension	Joyride – Play Script	Physical Theatre	Masks	Romeo and Juliet
Prior knowledge (from previous year/ key stage)	Exaggeration from Ancient Greek Theatre Scheme	Building Tension in Matilda	Year 7 study of a script	Physical Theatre from Alice in Wonderland and Weirdwood Manor	Melodrama and design from Alice in Wonderland	Reading scripts from earlier in the year and year 7
Key skills	Students will: Explore melodrama throughout the ages from Victorian Theatre, to silent movies and up to modern day theatre and film.	Students will: Create atmosphere and tension whilst exploring a haunted house. Use physical theatre and body as a prop to create tension.	Students will: Read and perform a script about peer pressure and the consequences of actions. Use Cross Cut to transition between scenes.	Students will: Learn about movement exercises from Frantic Assembly. Use physical theatre to symbolise meaning.	Students will: Learn techniques to perform whilst wearing a mask. Develop mime skills to communicate to an audience without voice.	Students will: Explore Shakespeare text through practical exercises. Understand the motivations of the characters and the themes in the text
Assessment	Performances and rehearsals are assessed throughout. Peer and Teacher Feedback each lesson.	Performances and rehearsals are assessed throughout. Peer and Teacher Feedback each lesson.	Students will learn the script off by heart and will be assessed on the performance of this.	Performances and rehearsals are assessed throughout. Peer and Teacher Feedback each lesson.	Performances and rehearsals are assessed throughout. Peer and Teacher Feedback each lesson.	Performances and rehearsals are assessed throughout. Peer and Teacher Feedback each lesson.
How can you help?	Encourage your child to: Watch a variety of silent movies	Encourage your child to: Read a teenage thriller novel	Encourage your child to: Learn their lines off by heart in preparation for their assessment	Encourage your child to: Practice their movement sequence.	Encourage your child to: Use mime to communicate without using their voice	Encourage your child to: Watch Baz Luhrmann version of Romeo and Juliet.

	<p>Learn their lines off by heart</p> <p>Practice exaggerated facial expressions in the mirror</p>	<p>Use mime skills to practice using everyday objects</p> <p>Have a conversation about how to build tension.</p>	<p>Talk about the themes and issues raised in the play such as peer pressure</p> <p>Explain to you what a cross cut is and how to use this successfully.</p>	<p>Explain to you who Frantic Assembly are and how they perform</p> <p>Discuss what symbolism means and give examples of this.</p>	<p>Explain to you have clocking the audience and passing the focus are</p>	<p>Read Romeo and Juliet</p> <p>Have conversations about the themes within the play</p>
Reading Recommendations	<p>Melodrama Script</p> <p>Dr Jekyll and Mr Hyde by Robert Stevenson</p>	<p>Thieves of Weirdwood by Christian McKay Heidicker</p> <p>Escape Room by Christopher Edge</p>	<p>Joyride Script</p> <p>Welcome to Camp Killer by Cynthia Murphy</p>	<p>Scrap by Guy Bass</p> <p>His Dark Materials by Philip Pullman</p>	<p>The Mask of Aribella By Anna Hoghton</p> <p>Masks in the Forest By Lauren Moreau</p>	<p>Romeo and Juliet by William Shakespeare</p> <p>Macbeth by William Shakespeare</p>

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	The Boy in the Striped Pyjamas	Stimulus	Blood Brothers – Play Script	Blood Brothers – Play Script	Bertolt Brecht	Too Much Punch for Judy – Play Script
Prior knowledge (from previous year/ key stage)	Study of novels in English and tension from Weirdwood Manor in year 8	Creating plays from drama lessons, the Castaway in year 7 and Weirdwood Manor in year 8	Year 8 English Curriculum	Year 8 English Curriculum	Using the non-naturalistic style from Physical Theatre and mime	Study of plays throughout KS3 drama
Key skills/ powerful knowledge	<p>Students will:</p> <p>Explore the themes of the novel.</p> <p>Develop an understanding of the causes and issues around the holocaust.</p> <p>Explore a sensitive issue through the eyes of a young character</p>	<p>Students will:</p> <p>Use a variety of stimuli in order to create original and creative drama.</p> <p>Work in groups to plan and perform their own scenes.</p>	<p>Students will:</p> <p>Exploring the text “Blood Brothers”.</p> <p>Study the context, structure, characters and relationships of the famous play.</p>	<p>Students will:</p> <p>Exploring the text “Blood Brothers”.</p> <p>Study the context, structure, characters and relationships of the famous play.</p>	<p>Students will:</p> <p>Learn about the life and style of the theatre Practitioner Bertolt Brecht.</p> <p>Use the Epic Theatre style within a performance</p>	<p>Students will:</p> <p>Look at the themes and issues within the play.</p> <p>Explore the issues through practical activities.</p> <p>Perform sections of the play</p>
Assessment	To recreate the final scene and encourage an emotional response in the audience	Performances and rehearsals are assessed throughout. Peer and Teacher Feedback each lesson.	Performances and rehearsals are assessed throughout.	In pairs, pupils will perform a scene from the play, showing clear characters and understanding of the play	Performances and rehearsals are assessed throughout.	Pupils will have the choice to create a design or perform a section of the play.

			Peer and Teacher Feedback each lesson.		Peer and Teacher Feedback each lesson.	
How can you help?	<p>Encourage your child to:</p> <p>Read The Boy in the Striped Pyjamas</p> <p>Discuss the themes and issues from the novel</p> <p>Explain to you what the drama convention Tableau is</p>	<p>Encourage your child to:</p> <p>Explain what performance they created</p> <p>Discuss what a stimulus is and how to use it</p>	<p>Encourage your child to:</p> <p>Discuss the themes of the play</p> <p>Explain what the meaning of the play is</p> <p>Watch Blood Brothers in the Theatre</p>	<p>Encourage your child to:</p> <p>Learn their lines off by heart for their assessment</p> <p>Explain what character they have selected and what their personality is like.</p> <p>Discuss the differences in social class in the UK</p>	<p>Encourage your child to:</p> <p>Explain who Bertolt Brecht is and what he believes theatre should be performed like</p> <p>Watch Billy Elliot</p>	<p>Encourage your child to:</p> <p>Explain what the play is about.</p> <p>Research the true story of Judy and her sister Jo</p> <p>Watch a documentary</p>
Reading Recommendations	<p>The Boy in the Striped Pyjamas by John Boyne</p> <p>The Diary of a Young Girl by Anne Frank</p>	<p>Orangeboy by Patrice Lawrence</p> <p>The Curious Incident of the Dog In the Night-time by Mark Haddon</p>	<p>Blood Brothers by Willy Russell</p> <p>Our Day Out by Willy Russell</p>	<p>Blood Brothers by Willy Russell</p> <p>Our Day Out by Willy Russell</p>	<p>Billy Elliot by Melvin Burgess</p> <p>Wonder by R J Palacio</p>	<p>Too Much Punch for Judy by Mark Wheeler</p> <p>Finding Dan Nolan by Mark Wheeler</p>

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Introduction to GCSE	Mock Unit 1 – Devising Drama	Unit 1 – Devising Drama Practical Exam		Unit 3 Preparation Blood Brothers	Unit 3 Preparation The Woman in Black
Prior knowledge (from previous year/ key stage)	KS3 – Study of play texts KS3 – Devising Plays	KS3 – Devising Plays KS3 - Stimulus	KS3 – Devising Plays KS3 - Stimulus	KS3 – Devising Plays KS3 - Stimulus	KS3 – Blood Brothers KS3 – Study of play texts	Theatre trip to see The Woman in Black KS3 – Study of Plays
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	<p>AO1 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2 Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4 Analyse and evaluate their own work and the work of others.</p>					

Key skills	AO1 AO2 AO3 AO4	AO1 AO2 AO3	AO1 AO2 AO3	AO1 AO2 AO3	AO1 AO4	AO3 AO4
Assessment	Knowledge quiz. Key Terminology Test	Mock Unit 1 Assessment Key Terminology Test	Unit 1 Assessment – 30% of overall GCSE Grade Key Terminology Test		GCSE Practice questions Key Terminology Test	GCSE Practice Questions Key Terminology Test
How can you help?	Encourage your child to: Watch Theatre through the school's subscription service Drama Collections online	Encourage your child to: Practice their lines Plan their own created scenes Keep a diary of their rehearsals	Encourage your child to: Practice their lines Plan their own created scenes Keep a diary of their rehearsals Complete Section 1, 2 and 3 of their coursework	Encourage your child to: Practice their lines Plan their own created scenes Keep a diary of their rehearsals Complete Section 1, 2 and 3 of their coursework	Encourage your child to: Watch Blood Brothers Use the Blood Brothers revision guide	Encourage your child to: Watch The Woman in Black Use the OCR GCSE Drama Revision guide Discuss their thoughts on the strengths and weakness' of the performance.
Reading Recommendations	OCR GCSE (9-1) Drama by Annie Fox Ground Zero by Alan Gratz	The script provided by the exam board The Fault in Our Stars by John Green	The script provided by the exam board Where the World Ends by Geraldine Mccaughrean	The script provided by the exam board One of Us Is Lying by Karen M Mcmanus	Blood Brothers by Willy Russell Our Day Out by Willy Russell	The Woman in Black by Susan Hill Miss Peregrine's Home For Peculiar Children By Ransom Riggs

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Unit 2 – Practical Exam Preparation	Unit 2 – Practical Exam Rehearsal Process	Unit 2 – Practical Exam Performance	Unit 3 – Blood Brothers Revision	Unit 3 – The Woman in Black Revision and Written Exam	Exams
Prior knowledge (from previous year/ key stage)	KS3 – Study of Plays KS3 – Performing Scripts	KS3 – Study of Plays KS3 – Performing Scripts	KS3 – Study of Plays KS3 – Performing Scripts	Year 10 Blood Brothers preparation	Year 10 The Woman in Black Preparation	Completed Drama GCSE

Assessment objectives (specific skills and knowledge students are expected to demonstrate)	AO1 Create and develop ideas to communicate meaning for theatrical performance. AO2 Apply theatrical skills to realise artistic intentions in live performance. AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4 Analyse and evaluate their own work and the work of others.					
Key skills	AO2 AO3	AO2 AO3	AO2 AO3	AO1 AO4	AO1 AO4	
Assessment	Key Terminology Test Formative Feedback on rehearsals of the script	Key Terminology Test Formative Feedback on rehearsals of the script	Key Terminology Test Practical exam in front of a visiting examiner	GCSE Practice questions Key Terminology Test	GCSE Practice questions Key Terminology Test GCSE Drama Written Exam	
How can you help?	Encourage your child to: Select the extracts they would like to perform for their practical exam Practice their lines with you	Encourage your child to: Practice their lines with you Complete their unit 2 proformas	Encourage your child to: Practice their lines with you Complete their unit 2 proformas	Encourage your child to: Watch Blood Brothers Use the Blood Brothers revision guide Complete the Blood Brothers Booklet	Encourage your child to: Complete The Woman in Black Booklet Use the OCR GCSE Drama Revision guide Discuss their thoughts on the strengths and weakness' of the performance.	
Reading Recommendations	The Script provided by the exam board for unit 2 An Actor Prepares by Constantin Stanislavski	The Script provided by the exam board for unit 2 Acting for Young Actors by Mary Lou Belli	The Script provided by the exam board for unit 2 On Theatre by Bertolt Brecht	Blood Brothers by Willy Russell The Woman in Black by Susan Hill	Blood Brothers by Willy Russell The Woman in Black by Susan Hill	