

Subject: GCSE Drama	Autumn HT 1: Sept-Oct Drama Techniques	Autumn HT 2 Nov-Dec Conflict	Spring HT 1 Jan-Feb Special Effects Make-up	Spring HT 2 Feb-March Stage Combat	Summer HT 1 April-May Monologues	Summer HT 2 June-July Physical Theatre
Year 7	<p><i>Getting to know 'the drama way'.</i></p> <p><i>To understand how to create a still image.</i></p> <p><i>To understand how to create a tableaux.</i></p> <p><i>Create a mimed scene, which shows a contrast in facial expression.</i></p> <p><i>To understand what a narrator's role is in drama.</i></p> <p><i>Devise a performance, for assessment, that includes the skills learnt.</i></p>	<p><i>To understand what tension is, and be able to create a climax in a performance.</i></p> <p><i>To understand and be able to use conscience alley in a practical performance to build tension.</i></p> <p><i>To know what thought tracking is, and to understand how it can build tension.</i></p> <p><i>To know what 'crescendo' means, and explore the effect it can have on a performance's tension and conflict</i></p> <p><i>To be able to recognise and use a 'linear' performance in your work.</i></p> <p><i>To understand why pace is important to create conflict and tension.</i></p> <p><i>To be able to apply all 5 levels of conflict throughout a performance for the end of unit assessment.</i></p>	<p><i>Look into different job roles within the performing arts industry.</i></p> <p><i>To be able to identify make up products and the effects they create</i></p> <p><i>Understand how to create a special effect wound.</i></p> <p><i>Create your design, ready for assessment next week.</i></p> <p><i>Evaluate the effectiveness of your design and application.</i></p> <p><i>To complete the traffic tasks in your drama books.</i></p>	<p><i>To understand what is meant by tension and be able to create it on stage.</i></p> <p><i>To understand the rules of working with stage combat. Watch a demonstration of 3 set movements.</i></p> <p><i>To learn how to fall without injuring yourself or others. Rehearse the skills learnt and devise a performance that includes the skills.</i></p> <p><i>Devise a performance, for assessment, that includes the skills learnt.</i></p> <p><i>Evaluate the effectiveness of our performance.</i></p>	<p><i>To develop performance skills of spontaneous improvisation</i></p> <p><i>To understand how to use scripted work.</i></p> <p><i>To understand how to use a stimulus to perform.</i></p> <p><i>To understand how to evaluate your own work and others, and set targets for improvement</i></p> <p><i>To understand how to use stimuli to create a still image based performance.</i></p> <p><i>To understand how to create a monologue</i></p> <p><i>To understand how to perform a monologue</i></p>	<p><i>To build a basic understanding of how to create stories through the use of physical movement.</i></p> <p><i>To build on our understanding of physical theatre using text as an initial stimulus.</i></p> <p><i>To explore the use of music as an initial starting point to create a physical theatre piece.</i></p> <p><i>To workshop the four stimulus's used throughout lessons and make a creative decision about which one you will use.</i></p> <p><i>To create and rehearse your final physical theatre piece.</i></p> <p><i>To have completed their physical theatre performance and written assessment.</i></p>

Subject: GCSE Drama	Autumn HT 1: Sept-Oct Haunted School	Autumn HT 2 Nov-Dec The Twits	Spring HT 1 Jan-Feb Spy School	Spring HT 2 Feb-March Commedia Dell Arte	Summer HT 1 April-May Acting Skills	Summer HT 2 June-July Exploring and Creating
Year 8	<p><i>Understand how to create characters.</i></p> <p><i>To Understand how to create a dramatic scene.</i></p> <p><i>Understand how to show characters feelings.</i></p> <p><i>To understand about characters reactions.</i></p> <p><i>To devise a performance that incorporates skills learnt.</i></p> <p><i>Performance of pieces to an active audience.</i></p>	<p><i>To understand how to create a character using movement.</i></p> <p><i>To be able to infer a character's emotions and feelings and express this in a scene.</i></p> <p><i>To understand how to manipulate your voice to create a character.</i></p> <p><i>To understand what exaggeration is and to explore how it can create comedy.</i></p> <p><i>To recognise the importance of interacting with other characters, and apply your knowledge to every performance.</i></p> <p><i>To be able to apply all 5 levels of characterisation to a performance for the end of unit assessment.</i></p> <p><i>To apply all 5 levels of characterisation to your end of unit assessment and be reflective of your work.</i></p>	<p><i>Explore and demonstrate your ability in using imagination and belief when exploring naturalism.</i></p> <p><i>Demonstrate the ability to experiment physically and vocally in order to train your feelings for 'truth'.</i></p> <p><i>Through character work you will demonstrate the ability to use the Magic If in order to help in your process of belief.</i></p> <p><i>You will demonstrate the ability to use tempo and rhythm when developing instant characters.</i></p> <p><i>You will demonstrate the use of sense memory and emotional memory when employing truthful reactions.</i></p> <p><i>Demonstrate a basic understanding of how super – objectives, objectives and obstacles help actor achieve realism.</i></p>	<p><i>Understand what melodrama is.</i></p> <p><i>Stereotypes</i></p> <p><i>To use sound effects to add comedy value.</i></p> <p><i>To perform a slap stick comedy from a script.</i></p> <p><i>Create a news report of a story given to you in class.</i></p> <p><i>Create and perform using slap stick</i></p>	<p><i>Understand how to articulate clearly through a vocal workshop</i></p> <p><i>To understand why balance and coordination is an importing acting skill.</i></p> <p><i>Understand how to project clearly through a vocal workshop</i></p> <p><i>To understand the importance of facial expression in drama.</i></p> <p><i>To understand the importance of Spatial awareness</i></p> <p><i>To understand why relaxation techniques are important in drama</i></p> <p><i>To create your own warm up routine for drama.</i></p> <p><i>Direct the class through your warm up.</i></p>	<p><i>To understand how still image can be used to create characters and enhance drama.</i></p> <p><i>To understand what role play is and how it can be used to develop characters and story.</i></p> <p><i>To understand how to use thought tracking and hot seat to create detailed characters.</i></p> <p><i>Understand what the playwright's intention is through the use of the chorus and prologue.</i></p> <p><i>To be able to explain what physical theatre is and demonstrate you understand the 'Wheel of Emotions'.</i></p> <p><i>To plan and be able to explain the effects of lighting and sound on a performance.</i></p> <p><i>Create and perform your short performance for assessment, using all of the skills learnt.</i></p>

Subject: GCSE Drama	Autumn HT 1: Sept-Oct Epic Theatre	Autumn HT 2 Nov-Dec Theatre of Cruelty	Spring HT 1 Jan-Feb Blood Brother text	Spring HT 2 Feb-March Blood Brothers performance	Summer HT 1 April-May Frantic Assembly	Summer HT 2 June-July Devising from a stimulus
Year 9	<p><i>Introduction to the theatre practitioner Bertolt Brecht and some of the techniques used in his practice.</i></p> <p><i>Understand the context in which Brecht wrote his plays.</i></p> <p><i>To understand the technique 'gestus'.</i></p> <p><i>To understand what is meant by Epic Theatre and the Alienation effect. Be able to showcase this understanding through Brechtian performance techniques.</i></p> <p><i>To rehearse and perform your Brechtian style performances using the success criteria as guidance within your work.</i></p> <p><i>Use the given rehearsal time to prepare for your performance ensuring you are ticking the success criteria.</i></p>	<p><i>To be introduced to the practitioner Antonin Artaud.</i></p> <p><i>To be able to include 3 of the learnt techniques into a short performance.</i></p> <p><i>To be able to select and reject material suitable for the style of theatre.</i></p> <p><i>To be able to work within your group to shape your performances ready for assessment</i></p> <p><i>To be able to work within your group to polish your performances ready for assessment</i></p>	<p><i>Identify the background to the play Blood Brothers.</i></p> <p><i>Identify what Superstition is and its role within Blood Brothers.</i></p> <p><i>Devise a monologue to show inner feelings of characters.</i></p> <p><i>Demonstrate a character's feelings in the performance of a monologue.</i></p> <p><i>Devise and perform a duologue influenced by Blood Brothers.</i></p> <p><i>To be able to write a synopsis of the play.</i></p>	<p><i>To understand the process of selecting and rejecting of material.</i></p> <p><i>To decide roles within your groups based on abilities.</i></p> <p><i>Read through</i></p> <p><i>Understand your characters intentions by working on your characterisation to portray the intention to the audience.</i></p> <p><i>Rehearsal</i></p> <p><i>Dress Rehearsal</i></p> <p><i>Final performance</i></p>	<p><i>Explore a more physical way of working and to appreciate how many modern theatre companies take this sort of approach. Use a range of movement exercises to create a sequence.</i></p> <p><i>Understand how to create a 'string of material'.</i></p> <p><i>Understand the technique of chair duets.</i></p> <p><i>Understand more about the work that Frantic Assembly have created by working on the fight scene inspired by Black Watch.</i></p> <p><i>Create a choreographed fight sequence in the style of Frantic Assembly.</i></p> <p><i>Rehearse and perform</i></p>	<p><i>Understand what spontaneous improvisation means</i></p> <p><i>How to work practically with a stimulus</i></p> <p><i>To develop your ideas from the previous lesson and to create and change atmosphere within a scene.</i></p> <p><i>T understand the process involved in creating a piece of Verbatim Theatre.</i></p> <p><i>Understand how to create ensemble moments</i></p> <p><i>Continue the devising process</i></p>