

## Year 7

| Topic Outline    | Students should know and understand   | Students should be able to  |
|------------------|---|---|
| Mime             | <ul style="list-style-type: none"><li>• This unit will introduce students to key performance skills; they will learn how to mime objects effectively, understand slapstick and the rule of 3 and demonstrate the effectiveness of non-verbal communication</li></ul>                      | <ul style="list-style-type: none"><li>• Work in groups to create and perform a sustained mimed performance.</li></ul>   |
| Romeo and Juliet | <ul style="list-style-type: none"><li>• This unit will introduce students to key performance skills; they will learn how to use scripts, understand how to use their voice to create character and meaning and demonstrate the effective use of stage directions in performance</li></ul> | <ul style="list-style-type: none"><li>• Work in groups to dramatise a section of Shakespeare's Romeo and Juliet.</li><li>• Develop an appropriate characterisation and sustain its interpretation in performance.</li></ul> |
| Greek Theatre    | <ul style="list-style-type: none"><li>• This unit will introduce students to physical theatre and choral techniques, they will learn about the history of theatre and will develop performance skills.</li></ul>  | <ul style="list-style-type: none"><li>• Work in groups to create and perform an original Greek Myth using the skills of choral speaking and physical theatre.</li></ul>   |

Year 8

| Topic Outline            | Students should know and understand   | Students should be able to  |
|--------------------------|---|---|
| Melodrama                | <ul style="list-style-type: none"><li data-bbox="853 362 1397 528">• This unit will introduce students to key performance skills; they will learn about the history and characteristics of Melodrama and how to perform in that style</li></ul> | <ul style="list-style-type: none"><li data-bbox="1429 362 2016 459">• Create and perform an original piece of drama whilst implementing the characteristics of Melodrama</li></ul>                      |
| Macbeth and stage combat | <ul style="list-style-type: none"><li data-bbox="853 541 1397 707">• This unit will introduce students to stage combat, they will learn the importance of safety and how to perform effective stage combat.</li></ul>                           | <ul style="list-style-type: none"><li data-bbox="1429 541 2004 671">• Students will dramatize a section of text from Shakespeare’s Macbeth, whilst implementing effective stage combat skills</li></ul> |
| The Mansion              | <ul style="list-style-type: none"><li data-bbox="853 758 1397 888">• This unit will introduce students to non-naturalistic drama through the exploration of various drama techniques.</li></ul>   | <ul style="list-style-type: none"><li data-bbox="1429 758 2004 888">• Work in groups to devise and perform an original piece of drama in response to a variety of stimulus material.</li></ul>          |

Year 9

| Topic Outline  | Students should know and understand  | Students should be able to  |
|--|--|---|
| Let 'im have it<br>Devised piece   | <ul style="list-style-type: none"> <li>This unit will reinforce students skills in creating non-naturalistic drama through the exploration assured use of various drama techniques.</li> </ul>   | <ul style="list-style-type: none"> <li>Work in groups to devise and perform an original piece of non-naturalistic drama in response to a variety of stimulus material.</li> </ul>   |
| Stone Cold   | <ul style="list-style-type: none"> <li>This unit will revisit key performance skills; they will use scripts, understand how to use their voice to create character and meaning and demonstrate the effective use of stage directions in a sustained performance</li> </ul> | <ul style="list-style-type: none"> <li>Work in groups to dramatise a section of Stone Cold</li> <li>Develop an appropriate characterisation and sustain its interpretation in performance.</li> </ul>                     |
| Fame and Celebrity<br>Response to stimulus material and the work of Frantic Assembly | <ul style="list-style-type: none"> <li>This unit will introduce students to physical theatre and the work of theatre companies live DV8 and Frantic Assembly</li> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Work in groups to devise and perform an original piece of drama in response to a variety of stimulus material whilst implementing characteristics of physical theatre..</li> </ul> |

Year 10

| Topic Outline  | Students should know and understand   | Students should be able to  |
|--|---|---|
| <p>Discrimination<br/>Devised piece with analysis and evaluation</p> | <p>Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate.</p> <p>Students must analyse and evaluate: ideas explored and research undertaken</p> <ul style="list-style-type: none"> <li>• decisions made and the rationale behind them</li> <li>• their collaborative involvement</li> <li>• content, genre, structure, character, form, style, and language</li> <li>• the final performance and the effectiveness of their contribution to it</li> <li>• the realisation of their intentions.</li> </ul> | <ul style="list-style-type: none"> <li>• Devise and perform an original piece of drama, using a variety of effective dramatic techniques, to communicate a message to a target audience.</li> <li>• Analyse and evaluate the dramatic process effectively and in detail in the form of a portfolio</li> </ul> |
| <p>An Inspector calls<br/>Text and performance</p>                   | <ul style="list-style-type: none"> <li>• How to use scripts, how to use their voices and physicality to create character and meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• Work in groups to dramatise a section of An Inspector Calls</li> <li>• Develop an appropriate</li> </ul>   |

|  |  |   |
|--|--|---|
|  | <p>and demonstrate the effective use of stage directions in a sustained performance.</p> <ul style="list-style-type: none"> <li>• To create an interpretation for the performance that demonstrates understanding of social , political and historical context and the intention of the writer.</li> </ul>   | <p>characterisation and sustain its interpretation in performance.</p>  |
| <p><b>Component 1</b><br/>Devised assessment piece and portfolio</p> <p>Internally assessed practical and written exam</p> | <p>Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate.</p> <p>Students must analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• ideas explored and research undertaken</li> <li>• decisions made and the rationale behind them</li> <li>• their collaborative involvement</li> <li>• content, genre, structure, character, form, style, and language</li> <li>• the final performance and the effectiveness of their contribution to it <ul style="list-style-type: none"> <li>• the realisation of their intentions.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Devise and perform an original piece of drama, using a variety of effective dramatic techniques, to communicate a message to a target audience.</li> <li>• Analyse and evaluate the dramatic process effectively and in detail in the form of a portfolio</li> </ul> |

Year 11

| Topic Outline   | Students should know and understand   | Students should be able to  |
|---|---|---|
| <p><b>Component 1</b><br/>Devised assessment piece and portfolio<br/>Internally assessed practical exam</p> | <p>Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate.</p> <p>Students must analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• ideas explored and research undertaken</li> <li>• decisions made and the rationale behind them</li> <li>• their collaborative involvement</li> <li>• content, genre, structure, character, form, style, and language</li> <li>• the final performance and the effectiveness of</li> </ul> | <ul style="list-style-type: none"> <li>• Devise and perform an original piece of drama, using a variety of effective dramatic techniques, to communicate a message to a target audience.</li> <li>• Analyse and evaluate the dramatic process effectively and in detail in the form of a portfolio</li> </ul> |

|   |   |  |
|---|---|--|
|   | <p>their contribution to it</p> <ul style="list-style-type: none"> <li>• the realisation of their intentions.</li> </ul>  |  |
| <p><b>Component 2</b><br/>Text and Performance</p>                                  | <p>Students must study two key extracts from their chosen performance text.<br/>Students are required to perform/realise a design for all or part of these key extracts.<br/>Performers must develop skills in: how meaning is communicated and interpreted through:</p> <ul style="list-style-type: none"> <li>o the use of voice, physical and non-verbal techniques (such as facial expression and gesture)</li> <li>o use of space and spatial relationships</li> <li>o the presentation of characters/roles</li> <li>o relationships between performer and audience</li> <li>o production elements, such as set (including props), costume, lighting and sound.</li> </ul> | <p>Students must perform two key extracts to an external examiner.</p> <p>Produce a written document detailing their vision and characterisation</p> |
| <p><b>Component 3</b><br/>Exam preparation<br/>Externally assessed written exam</p> | <p>Students are required to:</p> <ul style="list-style-type: none"> <li>• recognise and understand how theatrical choices are used by theatre makers to create</li> </ul>   | <p>Students must develop the ability to:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate the work of theatre makers</li> </ul>     |

|  |  |  |
|--|--|--|
|  | <p>impact</p> <ul style="list-style-type: none"><li>• understand how the meaning of a text can be interpreted and communicated to an audience</li><li>• use appropriate vocabulary and subject-specific terminology.</li></ul> | <ul style="list-style-type: none"><li>• form critical judgements about live theatre based on their understanding of drama and theatre</li><li>• analyse and evaluate the ways in which different performance and production elements are brought together to create theatre</li><li>• analyse and evaluate the work of others.</li></ul> |
|--|--|--|

Year 12

| Topic Outline   | Students should know and understand   | Students should be able to  |
|---|---|---|
| <p>The Crucible and Stanislavski<br/>Exploration and Rehearsal</p>  | <p>Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer, influenced by a chosen theatre practitioner. They will explore how they realise artistic intentions in performance. The knowledge and understanding acquired through the study of two key extracts from a performance text can be applied to assist in the interpretation, development and realisation of key extracts from performance texts.</p> <p>All students must acquire and apply the ability to analyse and evaluate the process of creating and developing their own live theatrical work and the effectiveness of the outcome.</p> | <p>Students must draw on their experiences of the exploration and rehearsal process in order to present coherent, well considered interpretations of the two key extracts in their performances.</p> <p>All students must produce a portfolio documenting and reflecting on their exploratory process and the skills and techniques that they have developed in response to the text, and the influence of their chosen theatre practitioner.</p> |
| <p>The Crucible and Stanislavski<br/>Performance and portfolio<br/>Internally assessed practical exam</p> | <p>Students will develop and demonstrate theatre-making skills, appropriate to their role as a</p>  | <p>Students must draw on their experiences of the exploration and rehearsal process in order to</p>   |

|   |  |  |
|---|--|--|
|   | <p>performer or designer. They will explore how they realise artistic intentions in performance. The knowledge and understanding acquired through the study of two key extracts from a performance text can be applied to assist in the interpretation, development and realisation of key extracts from performance texts.</p> <p>All students must acquire and apply the ability to analyse and evaluate the process of creating and developing their own live theatrical work and the effectiveness of the outcome.</p> | <p>present coherent, well considered interpretations of the two key extracts in their performances.</p> <p>All students must produce a portfolio documenting and reflecting on their exploratory process and the skills and techniques that they have developed in response to the text, and the influence of their chosen theatre practitioner.</p> |
| <p>The Accidental Death of an Anarchist<br/>Exam Technique and preparation<br/>Externally assessed written exam</p> | <p>Students will practically explore a <b>complete performance text</b> to consider how theatrical ideas might be realised in performance and communicated to create impact on the audience.</p> <p>Students will reflect on their experience as an informed member of an audience at a live theatre performance, enabling them to demonstrate knowledge and</p>   | <p>Students will respond to an unseen extract from their chosen performance text in the examination. The unseen extract will be from a scene or moment that is significant to the text as whole.</p> <p>Students will be able to analyse and evaluate the work of theatre makers in detail</p>   |

|  |   |  |
|--|---|--|
|  | understanding of performance through analysis and evaluation. |  |
|--|---|--|

Year 13

| Topic Outline  | Students should know and understand   | Students should be able to  |
|--|---|---|
| <p>Component1<br/> The Curious Incidents of the dog in the Nighttime and Brecht<br/> Devised piece and Portfolio<br/> Internally assessed practical exam</p> | <p>Students should undertake exploration of one key extract from a performance text where they interpret, create and develop ideas with the aim of devising an original piece for performance. This exploration should involve placing the key extract in the content of the whole text and also an investigation of one practitioner, in order to apply their methods to the devised piece.</p> <p>All students must acquire and apply the ability to analyse and evaluate the process of creating and developing their own live theatrical work and the effectiveness of the outcome.</p> | <p>At the culmination of their interpreting, creating and developing process, students must perform their devised piece in front of an appropriate audience.</p> <p>All students must produce a portfolio documenting and reflecting on their exploratory process and the skills and techniques that they have developed in response to the text, and the influence of their chosen theatre practitioner.</p> |
| <p>Component 2<br/> Text and Performance<br/> Externally assessed practical exam</p>   | <p>Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance.<br/> The knowledge and understanding</p>   | <p>Students must draw on their experiences of the exploration and rehearsal process in order to present coherent, well considered interpretations of the two key extracts in their performances. These interpretations</p>  |

|   |  |   |
|---|--|---|
|   | <p>acquired though the study of one key extract from a performance text in Component 1 can be applied to assist in the interpretation, development and realisation of key extracts from performance texts.</p>   | <p>must include placing the key extracts in the context of the whole performance texts.</p>   |
| <p>Component 3<br/>Accidental Death of an Anarchist<br/>Lysistrata<br/>Externally assessed written exam</p> | <p>Students will practically explore texts in order to demonstrate how ideas for performance and production might be realised from page to stage. They will also consider the methodologies of practitioners and interpret texts in order to justify their own ideas for a production concept. Students will research the original performance conditions and gain an understanding of how social, historical and cultural contexts have informed their decisions as theatre makers.</p> | <p>Students must answer one extended response question on the performance they have seen in Section A. For Section B they answer two questions related to an unseen extract from the performance text they have studied. In Section C they have one question based on an unseen named section of the complete performance text and practitioner they have chosen.</p> |