

| Year 7 Curriculum Intent                      |   |  |   |   |  |
|---|---|--|---|---|--|
|   | Autumn Term   |  | Spring Term   | Summer Term   |  |
|   | 1   | 2  | 1 and 2   | 1   |  |
| Key Concepts                                  | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> </ul> <p><b>Basic drama skills and techniques</b></p> <p><b>'INTRODUCTION TO DRAMA'</b></p>  | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Creating original drama</li> <li>evaluation</li> </ul> <p><b>Issue based drama exploration and devising 'BULLYING'</b></p>  | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p><b>Historical drama exploration and devising 'EVACUEES'</b></p>  | <ul style="list-style-type: none"> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>Specialist skills</li> <li>evaluation</li> <li>theatre roles and responsibilities</li> </ul> <p><b>'Shakespeare from page to stage'</b></p>   | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Creating original drama</li> <li>evaluation</li> <li>theatre roles and responsibilities</li> </ul> <p><b>Theatre design 'Puppets'</b></p>   |
| National Curriculum Knowledge & Understanding | <ul style="list-style-type: none"> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>Improvising, rehearsing and performing</li> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul> | <ul style="list-style-type: none"> <li>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning</li> <li>using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul> | <ul style="list-style-type: none"> <li>English literature, both pre-1914 and contemporary</li> <li>Improvising, rehearsing and performing, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul> | <ul style="list-style-type: none"> <li>English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare</li> <li>and poetry in order to generate language and discuss language use and meaning</li> <li>using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul> | <ul style="list-style-type: none"> <li>write accurately, fluently, effectively and at length for pleasure and information through scripts and other imaginative writing</li> <li>draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> <li>use Standard English confidently in their own writing and speech</li> <li>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul> |
| Assessment                                    | Practical group performance   | Practical group performance  | Practical group performance<br>Writing in role  | Scripted performance  | Performance of puppet script<br>puppet design  |
| Why this?                                     | To ensure all pupils share a common knowledge of the basic skills needed to enjoy participation in drama lessons. To build a positive class rapport amongst pupils.   | Pupils can put their new skills into practise, improving and experimenting. They will be challenged to use their skills in more diverse and innovative ways.   | A subject matter that pupils love to explore!!! An excellent vehicle to introduce more complex and challenging drama methods and techniques.  | Shakespeare should be accessible and enjoyable! Pupils should understand plays were written to be performed and should enjoy doing so. Either A Mid-Summer Night's Dream or Romeo and Juliet appeal to young people this age in terms of themes and content.  | To shift focus slightly to one of the design elements involved in theatre. Puppets are being increasingly used and hold appeal to younger students. This will introduce pupils to new aspects of the industry and engage those who find design and script writing more enjoyable than performance. Pupils' range of skills will be expanded  |

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| <p><b>Why now?</b></p>                     | <p>At this point pupils are mostly uninhibited and prepared to experiment and take risks. An exciting and structured introduction enthuses pupils and enables them to see the potential possibilities of drama. Learning basic skills now allows pupils to improve and develop over KS3 as they take on more complex activities</p>  | <p>Students are ready to work more independently and try out ideas of their own. Encouraging this early in the process is vital to the success and enjoyment of drama. Bullying and friendship issues are very important in the lives of young people as they settle into a new school thus empathy is beneficial.</p>  | <p>Creativity, imagination and enjoyment of drama are high at this point. We aim to exploit this and introduce new skills into our pupils' repertoire. Pupils are required to develop more complex characters and plots</p>  | <p>Pupils will now have sufficient skills to approach a more complex text with confidence and imagination. They are in a position to take on more complex language and consider how they can communicate with a contemporary audience, whilst taking pride in their own achievement, performing the Bard.</p>  | <p>An enjoyable and very creative end to end year 7. Students can work more independently within given group to create a performance, resolving their own issues and employing their previously learned drama knowledge with initiative and originality.</p>  |
| <p><b>Skills &amp; Characteristics</b></p> | <p><b>Resilience</b><br/>Pupils face the challenge of working in drama as a distinct subject area. They will need to develop confidence, focus and self-control to reach their potential in a drama classroom. They are introduced to our drama motto 'Strong and right or Strong and wrong' to begin to develop the culture of learning from mistakes.<br/><b>Collaboration</b><br/>Pupils get to know each other as they begin to develop a class or 'company' rapport. They must learn to treat each other with respect, tolerance and kindness. They begin to understand how we communicate both physically and vocally.<br/><b>Creativity</b><br/>Pupils learn new skills and techniques which they must apply to their work in increasingly imaginative and individual ways.</p> | <p><b>Resilience</b><br/>Pupils continue to learn new skills in drama. Now they are encouraged to apply their learning to new situations and respond positively to feedback. They continue to be encouraged to see 'mistakes' as a positive learning tool.<br/><b>Collaboration</b><br/>Pupils continue to get to know each other and why communication is so important in drama. A key element of this unit is the need for empathy and understanding when considering the feelings of others – to listen and respect another's perspective.. They continue to develop understanding of how we communicate both physically and vocally.<br/><b>Creativity</b><br/>Pupils learn new skills and techniques which they must apply to their work in increasingly imaginative and independent ways.</p> | <p><b>Resilience</b><br/>Pupils work in many formats, as they are introduced to more complex and challenging drama techniques. They are encouraged to aim for the very best and learn from mistakes.<br/><b>Collaboration</b><br/>Communication and teamwork is called for in many ways as pupils have the opportunity to practise key skills in a range of group formats Pairs, trios, small groups, solo and as a whole class. Each format requires flexibility and adaption of skills.<br/><b>Creativity</b><br/>Pupils must apply new and existing drama skills imaginatively to create various roles in a historical setting.</p> | <p><b>Resilience</b><br/>Pupils are challenged with performing Shakespeare. This can be daunting but we continue to focus on developing positivity, aiming high and being 'strong', learning from our mistakes.<br/><b>Collaboration</b><br/>Pupils work in groups to create their performances, requiring teamwork and communication. They also must communicate physically and vocally with an audience.<br/><b>Creativity</b><br/>Pupils must rise to the challenge of interpreting Shakespeare's' script, using their acting skills with imagination to connect with the audience.</p> | <p><b>Resilience</b><br/>Resilience is developed in a number of ways. Pupils must learn new design skills. Working as a group, they are given instructions to build a prototype which they must do independently. They share their success and failure with others, learning from mistakes.<br/><b>Collaboration</b><br/>Pupils work in groups to create their puppets and performances. They must collaborate to set targets, collect materials, and evaluate progress as they work as a team.<br/><b>Creativity</b><br/>Pupils can choose the puppet style they wish to develop. Independent study and learning will be required to develop specialist skills, in addition to the group collaboration. Pupils will need to evaluate their progress, set new targets and solve problems.</p> |
| <p><b>Aspirations &amp; Careers</b></p>    | <p><b>careers</b><br/>This is the first stage of building professional industry standard drama skills. Students are introduced to the skills used by actor. It also introduces essential skills valuable in all subjects, jobs and as a member of society.<br/>CDI: 1, 4<br/><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA, Shakespeare Festival, workshops and residential visit to London.</p>   | <p><b>careers</b><br/>Pupils develop further skills essential in the performance industry e.g. Developing a role, improvisation, empathy technical vocabulary. Essential life skills continue to be developed .e.g communication and empathy<br/>CDI: 1, 4<br/><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA, Shakespeare Festival, workshops and residential visit to London.</p>  | <p><b>careers</b><br/>Pupils continue to develop further skills towards industry standards. See above<br/>Essential skills continue to be developed. E.g. resilience and teamwork.<br/>CDI: 1, 4<br/><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA, Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.<br/><b>Cultural capital</b><br/>Through drama pupils explore the</p>   | <p><b>careers</b><br/>Pupils continue to develop further skills towards industry standards, learning the process of bringing a script from page to stage. See above<br/>Essential skills continue to be developed. E.g. working to deadlines, responding to feedback<br/>CDI: 1, 2, 3<br/><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA, Shakespeare Festival, workshops and residential visit to London.<br/>We aim for pupils to see 2 live theatre performances at KS3.<br/><b>Cultural capital</b></p>     | <p><b>careers</b><br/>Pupils learn of more careers within theatre, in design and in writing. They continue to develop acting skills with a focus on voice. Essential skills continue to be developed. E.g. teamwork, empathy, resilience. Cooperation, confidence, aiming high.<br/>CDI: 1, 2, 3<br/><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA, Shakespeare Festival, workshops and residential visit to London.<br/>We aim for pupils to see 2 live theatre performances at KS3.</p>   |

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|  | We aim for pupils to see 2 live theatre performances at KS3.<br><b>cultural capital</b><br>Pupils begin to learn about the traditions of British Theatre, including theatre visits. | We aim for pupils to see 2 live theatre performances at KS3. | experiences of children at a key moment in British history - WW2 | Pupils enter the World of William Shakespeare, interpreting his scripts. |  |
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| <b>Year 8 Curriculum Intent</b>                          |  |  |  |  |   |   |
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|  | <b>Autumn Term</b>   |  | <b>Spring Term</b>   |  | <b>Summer Term</b>  |   |
|  | <b>1</b>   | <b>2</b>   | <b>1</b>   | <b>2</b>   | <b>1</b>  | <b>2</b>  |
| <b>Key Concepts</b>                                      | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p><i>Issue based drama exploration and devising</i></p> <p><b>'THE PRESSURE COOKER'</b></p>   | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p><i>Exploration of Practitioner and genre</i></p> <p><b>'THE CURIOUS INCIDENT OF THE DOG IN THE NIGHTTIME'</b></p>   | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>evaluation</li> </ul> <p><i>exploration and devising - Issue based drama</i></p> <p><b>'THE HILLSBOROUGH DISASTER'</b></p> | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>evaluation</li> </ul> <p><i>Scripted performance</i></p> <p><b>'OUR DAY OUT'</b></p>   | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Creating original drama</li> <li>evaluation</li> <li>theatre roles and responsibilities</li> </ul> <p><i>Devising and designing, performance and production</i></p> <p><b>'OUR VERY OWN THEATRE COMPANY'</b></p> | <i>This project stretches across the summer term.</i> |
| <b>National Curriculum Knowledge &amp; Understanding</b> | <ul style="list-style-type: none"> <li>English literature contemporary</li> <li>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning,</li> <li>using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> <li>using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul> | <ul style="list-style-type: none"> <li>English literature, both pre-1914 and contemporary</li> <li>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> <li>using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul> | <ul style="list-style-type: none"> <li>Improvising, rehearsing and performing</li> <li>generate language and discuss language use and meaning</li> <li>using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>             | <ul style="list-style-type: none"> <li>English literature, both pre-1914 and contemporary</li> <li>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> <li>using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> </ul> | <ul style="list-style-type: none"> <li>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li> </ul>  |   |
| <b>Assessment</b>  | devised group performance  | Scripted and devised physical theatre performance.   | devised performance  | scripted performance   | Work-in-progress performance  | Company showcase performance and presentation.        |

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| Why this?                | A scheme that helps pupils to make sense of their world and the process of growing up in contemporary Britain as well as developing their subject specific skills.  | Curious is an innovative and powerful performance which introduces the potential of theatre in a myriad of engaging ways. Year 8 respond well to it and enjoy being able to communicate beyond words and explore a range of styles. It opens pupils' minds to further possibilities and outcomes.   | Pupils learn the role of theatre in exploring past events and the human response in challenging times they explore the issue. They are of an appropriate age to respond maturely. The scheme also engages those at risk of becoming disengaged due to the range of approaches that students can adopt as well as the subject matter.  | A scheme that allows students to understand how lack of education can impact the future which highlights the importance of education. It opens pupils' minds.   | Pupils given the opportunity to work in a professional scenario producing a performance as a theatre company in response to a brief. It allows pupils to select a specialism they are interested in and explore it further.   |  |
| Why now?                 | Pupils are beginning adolescence and facing the pressure that we explore in the script. The scheme gives the opportunity, not only to hone various drama skills, but to develop an empathic response to others and to their own well-being.   | Progressing from their prior learning, armed with key skills and more confidence, pupils are now ready to take on new challenges of practitioner and genre.   | Pupils can develop the skills learned in the previous unit, utilising independently with care and imagination to create their own work.   | Pupils can develop on their scripted skills and should work upon developing key drama skills to create believable and contrasting characters  | Pupils have the skills to work more independently and set their own deadlines and challenges.   |  |
| Skills & Characteristics | <p><b>Resilience</b><br/>Pupils learn new techniques and apply these to new and more challenging contexts, encouraging resilience.. Pupils are encouraged to re-work ideas to improve their work. They are also encouraged to take more responsibility for the direction of their own learning. The issues explored are challenging and require a more mature and considered approach.</p> <p><b>Collaboration</b><br/>Interpreting characters requires empathy and this unit demands this of pupils. Creating group drama requires clear and effective communication. Each pupil is required to work as part of a team. Pupils must develop and employ speaking and listening skills. It is also necessary to show tolerance and cooperation..</p> <p><b>Creativity</b><br/>Application of knowledge of new and existing drama techniques and acting skills to create an original group performance piece. Students are required to develop roles and use their imagination to explore different outlooks.</p> | <p><b>Resilience</b><br/>Working with an unfamiliar genre and exploring complex issues requires perseverance. The text is challenging for year 8 and pupils are made aware of the high expectations. Emphasis is placed on stretching oneself to try something new, and not being afraid of setbacks. Levels of focus and self-discipline are developed as they are crucial to physical theatre.</p> <p><b>Collaboration</b><br/>A central premise of physical theatre is working closely as an ensemble, showing trust and empathy. Thus this unit is excellent in developing collaboration, communication and teamwork.</p> <p><b>Creativity</b><br/>This unit encourages pupils to consider using their bodies to communicate in new and different ways. Collaborative originality and problem solving is needed in all tasks.</p> | <p><b>Resilience</b><br/>Pupils are called upon to use their knowledge in new fashion, requiring them to adapt their skills and apply them in fresh ways. The real life context adds a level of expectation requiring high standards.</p> <p><b>Collaboration</b><br/>Working as a team to decide a common approach to meet the demands of a task allows pupils to develop communication skills and leadership.</p> <p><b>Creativity</b><br/>Pupils are encouraged to research independently. They must create their own monologue, adapting their research. They must find appropriate ways of creating a respectful and moving performance.</p> | <p><b>Resilience</b><br/>Pupils are asked to consider a full-length play and examine it from many perspectives. Performing a script, they are challenged to learn a greater amount of lines. The process requires pupils to experiment and learn from their mistakes.</p> <p><b>Collaboration</b><br/>Interpreting a script with fellow actors requires teamwork and communication. Pupils must communicate with each other and with an audience.</p> <p><b>Creativity</b><br/>Students must use their imagination to put themselves into 'someone else's shoes.' They must interpret characters very differently from themselves, deciding the appropriate acting skills to create a role.</p> | <p><b>Resilience</b><br/>A demanding task over a considerable period of time. Pupils are challenged to remain engaged and make progress, when they will encounter many obstacles within their 'company'</p> <p><b>Collaboration</b><br/>Extended and timely collaboration is required to achieve a group goal. Working across specialisms will require excellent communication, tolerance and support of one another.</p> <p><b>Creativity</b><br/>Pupils can choose the skills they wish to develop. Independent study and learning will be required to develop specialist skills. Pupils will need to evaluate their progress, set new targets and learn from mistakes.</p> | <p><b>Resilience</b><br/>A demanding task over a considerable period of time. Pupils are challenged to remain engaged and make progress, when they will encounter many obstacles within their 'company'</p> <p><b>Collaboration</b><br/>Extended and timely collaboration is required to achieve a group goal. Working across specialisms will require excellent communication, tolerance and support of one another. Collaboration is also required in the delivery of the final performance.</p> <p><b>Creativity</b><br/>Pupils can choose the skills they wish to develop. Independent study and learning will be required to develop specialist skills. Pupils will need to evaluate their progress, set new targets and learn from mistakes.</p> |
| Aspirations &            | <p><b>careers</b><br/>Pupils develop further skills</p>   | <p><b>careers</b><br/>Pupils learn how practitioner</p>   | <p><b>careers</b><br/>Pupils are called to employ</p>   | <p><b>careers</b><br/>Pupils continue to develop</p>  | <p><b>careers</b><br/>Pupils work in a professional</p>   |  |

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| <p><b>Careers</b></p> | <p>essential in the performance industry e.g. Developing a role, improvisation, empathy technical vocabulary. Essential personal/ life skills continue to be developed. E.g. empathy, tolerance,, aiming high<br/>           CDI: 1, 2, 3<br/> <b>enrichment</b><br/>           Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> | <p>choice can influence performances and consider the impact of theatre of the paying public. They add further knowledge and skill sot their professional repertoire. Essential personal/ life skills continue to be developed. E.g. empathy, teamwork<br/>           CDI: 1, 2, 3<br/> <b>enrichment</b><br/>           Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.<br/> <b>Cultural capital</b> – Pupils learn about genres in British Theatre. British Theatre genres</p> | <p>the initiative and creativity required when working in professional theatre, selecting the skills they require working on their development. Essential personal/ life skills continue to be developed. CDI: 1, 2, 3<br/> <b>enrichment</b><br/>           Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.<br/> <b>Cultural capital</b><br/>           Pupils use dram skills to explore a significant event in British history and the culture of British football</p> | <p>further skills towards industry standards, learning the process of interpreting a script. Essential personal/ life skills continue to be developed. CDI: 1, 2, 3<br/> <b>enrichment</b><br/>           Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.<br/> <b>Cultural capital</b><br/>           We use drama to examine the education system in Britain, comparing decades.</p> | <p>theatre company, experiencing many aspects of how the industry works and careers within the performing arts. Essential personal/ life skills CDI: 1, 2, 3, 4, 5<br/> <b>enrichment</b><br/>           Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.<br/> <b>Cultural capital</b><br/>           Pupils gain further understanding of British theatre its history and traditions..</p> |  |
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| Year 9 Curriculum Intent |   |  |   |  |   |  |
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|                          | Autumn Term   |  | Spring Term   |  | Summer Term   |  |
|                          | 1   | 2  | 1   | 2  | 1   | 2  |
| Key Concepts             | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>evaluation</li> </ul> <p><i>devising and thematic stimuli</i><br/> <b>'OUTSIDERS'</b></p> | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Creating original drama</li> <li>Personal management/life skills</li> <li>evaluation</li> </ul> <p><i>devising and thematic stimuli</i><br/> <b>'STOLEN LIVES'</b></p> | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p><i>Practitioner and scripted performance</i><br/> <b>'STANISLAVSKI AND DNA'</b></p> | <ul style="list-style-type: none"> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p><i>Practitioner and scripted performance</i><br/> <b>'GODBER AND TEECHERS'</b></p> | <ul style="list-style-type: none"> <li>theatre roles and responsibilities</li> <li>management/life skills</li> <li>evaluation</li> </ul> <p><i>evaluation of a live performance</i></p> | <ul style="list-style-type: none"> <li>theatre roles and responsibilities</li> <li>Specialist skills</li> <li>Personal management/life skills</li> <li>Interpreting scripts</li> <li>evaluation</li> </ul> <p><i>Theatre design/monologue/ journalism/duologue</i></p> |
| National Curriculum      | <ul style="list-style-type: none"> <li>rehearsing and performing play scripts</li> </ul>  | <ul style="list-style-type: none"> <li>rehearsing and performing play scripts</li> </ul>   | <ul style="list-style-type: none"> <li>rehearsing and performing play scripts</li> </ul>  | <ul style="list-style-type: none"> <li>rehearsing and performing play scripts</li> </ul>   | <ul style="list-style-type: none"> <li>Continue to develop their knowledge of and</li> </ul>  | Dependent on pupil choice: <ul style="list-style-type: none"> <li>rehearsing and performing</li> </ul>   |

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| Knowledge & Understanding | <p>and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> <li>using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>   | <p>and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> <li>using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>   | <p>and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> <li>Using character motivation to build a character.</li> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>  | <p>and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> <li>English literature, both pre-1914 and contemporary</li> </ul>   | <p>skills in writing, refining their drafting skills and developing resilience to write at length.</p> <ul style="list-style-type: none"> <li>write formal and academic</li> <li>write for a specific purpose</li> <li>use grammar and spelling correctly</li> </ul>   | <p>play scripts and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> <li>using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> <li>Continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.</li> <li>write formal and academic</li> <li>write for a specific purpose</li> </ul> <p>use grammar and spelling correctly</p> |
| Assessment                | devised group performance   | devised group performance   | Scripted performance   | Scripted performance  | Written review- extended piece of writing  | Performance written review or design presentation   |
| Why this?                 | As pupils' repertoire of skills develops, pupils are given opportunities to improve and develop these skills further by interpreting stimuli in their own way. The choice of stimuli allows pupils to explore beyond their own life and experience of the world   | As pupils' repertoire of skills develops, pupils are given opportunities to improve and develop these skills further by interpreting stimuli in their own way. The choice of stimuli allows pupils to explore beyond their own life and experience of the world   | Stanislavski is a core practitioner to study to help understand the truth of a character. Pupils can explore a text whilst improving their ability to create a character.  | Godber's style and the choice of text appeals to year 9 pupils and can enthuse and engage them.   | Viewing live theatre is to drama what reading is to developing literacy. Pupils can learn so much about their own work from deconstructing the work of others. It is also intended to inspire a life-long enjoyment and appreciation of theatre.   | To allow pupils to specialise and consider their strengths and weaknesses in drama.   |
| Why now?                  | Pupils are of an age where they can be presented with more challenging and controversial issues and stimuli   | Pupils are of an age where they can be presented with more challenging and controversial issues and stimuli   | Studying practitioners is a way in which student can challenge themselves and explore dramatic skills further. It allows for more sophisticated, believable characters.  | As pupils mature and become more skilled they are introduced to further practitioners and styles, allowing them to build a repertoire of knowledge they can delve into in future.   | Having completed several performance of their own, student now apply their knowledge to a professional theatre performance   | Pupils celebrate and enjoy their learning in KS3 drama!   |
| Skills & Characteristics  | <p><b>Resilience</b><br/>Creating drama requires experimentation and pupils are encouraged to 'fail' as they explore a variety of approaches and outcomes. Pupils are encouraged to re-work ideas to improve their work. They are also encouraged to take more responsibility for the direction of their own learning. All of the above require resilience</p> <p><b>Collaboration</b><br/>Creating group drama requires clear and effective communication. Each pupil is required to work as part of</p> | <p><b>Resilience</b><br/>Creating drama requires experimentation and pupils are encouraged to 'fail' as they explore a variety of approaches and outcomes. Pupils are encouraged to re-work ideas to improve their work. They are also encouraged to take more responsibility for the direction of their own learning. All of the above require resilience</p> <p><b>Collaboration</b><br/>Creating group drama requires clear and effective communication. Each pupil is required to work as part of</p> | <p><b>Resilience</b><br/>Stanislavski's approach to theatre requires considerable emotional investment by participants. Developing a role this way requires considerable commitment and time. Pupils need to remain positive when they feel uncomfortable on challenged by his methodology. Similarly, line learning requires persistence.</p> <p><b>Collaboration</b><br/>Interpreting a script with fellow actors requires</p> | <p><b>Resilience</b><br/>Godber's approach to theatre contrasts greatly to Stanislavski, require students to work in a completely contrasting way, demanding flexibility and resilience Many students find the physicality of the style intimidating and challenging. Again, line learning requires persistence.</p> <p><b>Collaboration</b><br/>Interpreting a script with fellow actors requires teamwork and communication. Rehearsals, including the use of techniques such as hot-seating demands pupils</p> | <p><b>Resilience</b><br/>Picking apart and analysing many layers of a production can seem a daunting task. Pupils will need repeatedly to consider key scenes and moments in order to formulate an appropriate written response. Forming and justify your own opinion requires confidence.</p> <p><b>Collaboration</b><br/>The approach to this topic requires group work/discussion and whole class discussion. Pupils share opinions and debate viewpoints with others.</p> <p><b>Creativity</b></p> | <p><b>Resilience</b><br/>As pupils are exploring a specialism of their choice, they will need self-motivate. They will need to evaluate their progress and complete individual research. They will have to set targets and pursue them.</p> <p><b>Collaboration</b><br/>Pupils share ideas when working on duologues. Pupils need to consider audience when communicating meaning either through performance, through writing or through design.</p> <p><b>Creativity</b></p>                                       |

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|                       | <p>a team. Pupils must develop and employ speaking and listening skills. It is also necessary to show tolerance and cooperation. Pupils also have to communicate effectively with an audience.</p> <p><b>Creativity</b><br/>Application of knowledge of drama techniques and acting skills to create an original group performance piece. Pupils are encouraged to take novel and imaginative approaches. They are required to adapt research, needing them to be inventive in their choice of drama techniques.</p>   | <p>a team. Pupils must develop and employ speaking and listening skills. It is also necessary to show tolerance and cooperation. Pupils also have to communicate effectively with an audience.</p> <p><b>Creativity</b><br/>Application of knowledge of drama techniques and acting skills to create an original group performance piece. Pupils are encouraged to take novel and imaginative approaches. They are required to adapt research, needing them to be inventive in their choice of drama techniques.</p>   | <p>including the use of techniques such as hot-seating demands pupils develop a creative rapport communicating in both explicit and implicit ways. Pupils also explore ways of non-verbal communication. They examine methods of communicating meaning to an audience.</p> <p><b>Creativity</b><br/>Crucial to Stanislavski's approach is the use of the imagination. Students must use bring a role to life. This interpretation requires students to think with both originality and consideration of context.</p>   | <p>develop a creative rapport, communicating in both explicit and implicit ways. Pupils also explore ways of non-verbal communication. They examine methods of communicating meaning to an audience.</p> <p><b>Creativity</b><br/>Interpreting Godber's script requires actors to employ a range of contrasting vocal and physical skills to meet the demands of plying multiple roles.</p>  | <p>Pupils develop an appropriate style of written communication. Watching and evaluating the work of professionals often injects a new creative dynamic into pupils' own ideas</p>  | <p>Working in their specialist area, pupils, develop a range of skills. They search for solutions to arising problems and are encouraged to work independently.</p>  |
| Aspirations & Careers | <p><b>careers</b><br/>In the performing arts industry employees need to be flexible in their application of skills and be prepared to respond in a creative and imaginative way. Pupils continue to develop their acting skills towards industry standards. Essential personal/ life skills continue to be developed .e.g empathy, resilience, leadership<br/>CDI: 1, 2, 3</p> <p><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p><b>Cultural capital</b><br/>Societies attitudes to differences over history, through stimuli from a range of sources and eras: poetry, historical figures, media.</p> | <p><b>careers</b><br/>In the performing arts industry employees need to be flexible in their application of skills and be prepared to respond in a creative and imaginative way. Pupils continue to develop their acting skills towards industry standards. Essential personal/ life skills continue to be developed .e.g empathy, resilience, leadership, creativity<br/>CDI: 1, 2, 3</p> <p><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p><b>Cultural capital</b><br/>Pupils learn about Britain in WW1 accessing photographs, diaries, propaganda posters, poetry.</p> | <p><b>careers</b><br/>Pupils learn how practitioner choice can influence performances and consider the impact of theatre of the paying public. They add further knowledge and skills to their professional repertoire. Essential personal/ life skills continue to be developed .e.g perseverance, resilience, leadership, creativity<br/>CDI: 1, 2, 3</p> <p><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p><b>Cultural capital</b><br/>Pupils learn about major influencers in the world of theatre<br/>Extra-curricular opportunities</p> | <p><b>careers</b><br/>Pupils learn how practitioner choice can influence performances and consider the impact of theatre of the paying public. They add further knowledge and skills to their professional repertoire. Essential personal/ life skills continue to be developed .e.g perseverance, resilience, leadership, creativity<br/>CDI: 1, 2, 3</p> <p><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p><b>Cultural capital</b><br/>Pupils learn about major influencers in the world of theatre<br/>Extra-curricular opportunities</p> | <p><b>careers</b><br/>Pupils learn the role of the media reviewing live theatre and touch on possible careers in this area. Pupils also learn about the contribution of those employed in design aspects of theatre make to a production. Essential personal/ life skills continue to be developed .e.g problem solving, resilience, communication, creativity.<br/>CDI: 1, 2, 3, 4, 5, 6</p> <p><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p><b>Cultural capital</b><br/>Pupils learn about major influencers in the world of theatre<br/>Extra-curricular opportunities</p> | <p><b>careers</b><br/>Pupils gain experience of working in their chosen specialism/career in the performing arts industry. They practise the skills needed for employment in that area. Essential personal/life skills continue to be developed.<br/>CDI: 1, 4, 5, 6, 9</p> <p><b>enrichment</b><br/>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> |