

	Autumn		Spring		Summer	
Y7	<u>Physical Theatre</u>	<u>Devising Skills</u>	<u>History of Theatre and Impact</u>	<u>Story Telling</u>	<u>Stage craft – Design, Direction and Space</u>	<u>Naturalism</u>
<b>Curriculum content</b>	<i>Introduction to Drama - Actor/Audience/ Mime/Dialogue/ Character Responding to a stimulus – Micheal Rosen poetry – over exaggerated movement</i>	<i>The Night Before Christmas – Devising and improvising – creating Atmosphere. Using a stimulus as a starting point.</i>	<i>Greek Theatre and History of Performance - Commedia Dell’arte – Slapstick comedy, Pantomime, modern day practitioners – Mr Bean Silent Movies</i>	<i>Musical theatre – Focus on the musical Matilda and the storytelling throughout the performance. Key conventions and performance techniques learnt.</i>	<i>The Lord of the Flies – Semiotics of performance, costume, props, proxemics, staging, set design, lighting, atmosphere</i>	<i>Stanislavski – The System - Script work and final performance of an extract from Oliver Twist</i>
<b>Assessment</b>	Students are assessed through verbal red zones (self, peer and/or teacher) and assessments at the end of every half term in creating, performing and evaluating. These will test student’s knowledge recall and application of skill. All performances are videoed for assessment purposes.					
<b>Literacy links</b>	Students will develop literacy skills through regular practice of command words such as create, perform and evaluate. As well as the use of scripts, poetry and a variety of stimulus.					

	Autumn		Spring		Summer	
Y8	<u>Physical Theatre</u>	<u>Devising Skills</u>	<u>History of Theatre and Impact</u>	<u>Story Telling</u>	<u>Stage craft – Design, Direction and Space</u>	<u>Naturalism</u>
Curriculum content	Musical theatre with a focus on the physical and exaggerated movement – Looking at key conventions of musical Theatre within Bugsy Malone and Rock of Ages.	Improvisation and devised performance from the stimulus Pandora’s Box. Linking to Stanislavski techniques but teaching the learners how to create a complex piece of drama through devised rehearsal	Civil Rights - Character and empathy New and different rehearsal techniques	Hillsborough, Chernobyl and Grenfel Tower all addressed as life changing events with a focus on script and sound bites used to create a verbatim theatrical performance. Exploration of script and devised work.	Artaud and visual theatre Suspense and tension – Derren Brown Improvisation and devised performance from a given stimulus with a focus on audience stagings.	DNA script exploration – Reintroduction of The System for rehearsal techniques – Focus on staging and blocking - Character development, empathy towards others, combatting the issue of bullying and understanding consequences. Final performance –Taking responsibility as a small theatre company, embedding the theatre makers roles and responsibilities –running their own rehearsal process – a mini examination,.
Assessment	Students are assessed through verbal red zones (self, peer and/or teacher) and assessments at the end of every half term in creating, performing and evaluating. These will test student’s knowledge recall and application of skill. All performances are videoed for assessment purposes.					
Literacy links	Students will develop literacy skills through regular practice of command words such as create, perform and evaluate. As well as the use of scripts, poetry and a variety of stimulus.					

	Autumn		Spring		Summer	
Y9	<u>Physical Theatre</u>	<u>Devising Skills</u>	<u>History of Theatre and Impact</u>	<u>Story Telling</u>	<u>Stage craft – Design, Direction and Space</u>	<u>Naturalism</u>
<b>Curriculum content</b>	Frantic Assembly – exploring a stimulus using specific techniques – Creating artistic intention	Creating a devised performance of their own from a given stimulus, Focusing on a specific practitioner	Practitioner research – Exploring the life and successes and challenges of a creative who is seen as Inspirational, whilst exploring their techniques, through practical workshops, before creating a final performance.	Brecht – Political theatre and ‘Epic Theatre’ – Exploring a traditional fairy story of The Three Little Pigs and interpret the socioeconomic and political aspects of the story – Creating Theatre with a political message that carries meaning for an audience	<b>Script Rehearsal</b> process– full rehearsal process, taking own responsibility as a small theatre company, embedding theatre makers roles and responsibilities. Making fundamental decisions about interpretation and artistic intent – process similar to that at KS4	<b>Script Performance</b> - full rehearsal process, taking own responsibility as a small theatre company, embedding theatre makers roles and responsibilities. Making fundamental decisions about interpretation and artistic intent – process similar to that at KS4
<b>Assessment</b>	Students are assessed through verbal red zones (self, peer and/or teacher) and assessments at the end of every half term in creating, performing and evaluating. These will test student’s knowledge recall and application of skill. All performances are videoed for assessment purposes.					
<b>Literacy links</b>	Students will develop literacy skills through regular practice of command words such as create, perform and evaluate. As well as the use of scripts, poetry and a variety of stimulus.					

	Autumn		Spring	Summer	
Y10	<u>Theatre Makers</u>	<u>Devising Project</u>	<u>Unit 2 PSA COURSEWORK</u>	<u>Unit 2 PSA Performance and submission COURSEWORK</u>	<u>Unit 1 PSA Preparation COURSEWORK</u>
<b>Curriculum content</b>	<p><i>Following from KS3, each theatre maker is explored Practically in more depth to support all units within the BTEC course.</i></p>	<p><i>Devising from a stimulus. Re teach from KS3 different styles and genres along with key skills and components to support the chosen style and genre. Connected to Unit 3 examination of the BTEC course.</i></p>	<p><i>Developing Skills and Techniques in the Performing Arts -</i></p> <p><i>Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.</i></p> <p><i>A script is studied in full, gaining knowledge of the characters, plot line, style, genre and context.</i></p> <p><i>Workshops begin to gain an understanding and knowledge of how the script could be interpreted and performed. Learners are encouraged to produce their own artistic vision whilst linking it to appropriate rehearsal techniques for the specified acting style.</i></p>	<p>In rigid scheduled focus lessons learners rehearse and prepare for performance, as well as recording regular feedback and reflection of performance development. Written diary entries are used for evidence and a written evaluation of the final performance. This is coursework.</p>	<p>Exploring the Performing Arts – Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Watch one professional work.</p>
<b>Assessment</b>	<p>Students are assessed through verbal red zones (self, peer and/or teacher) and assessments at the end of every half term in creating, performing and evaluating. These will test student's knowledge recall and application of skill.</p> <p>All performances are videoed for assessment purposes.</p> <p>Unit 2 is a module that counts towards the final Level 2 BTEC grade.</p>				
<b>Literacy links</b>	<p>Students will develop literacy skills through regular practice of command words such as create, perform and evaluate. As well as the use of scripts, poetry and a variety of stimulus.</p>				

	Autumn		Spring	Summer	
Y11	<u>Unit 1 PSA COURSEWORK</u>	<u>UNIT 1 Submission COURSEWORK</u>	<u>Unit 3 EXAMINATION</u>	<u>Unit 3 EXAMINATION</u>	
Curriculum content	Learners watch two other professional works and analyse in detail. They explore the rehearsal process practically as well as the artistic directors decisions.	12 hours focused lessons to write up all exploration and rehearsal.	<p>Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.</p> <p>Stimulus sent by the examination board for learners to interpret and explore. Devise a performance to match a specified brief with two scheduled hours to write up the process and journey of the individual.</p>	Final rehearsal hours and performance with one hour scheduled evaluation time and overall reflection.	
Assessment	<p>Students are assessed through verbal red zones (self, peer and/or teacher) and assessments at the end of every half term in creating, performing and evaluating. These will test student's knowledge recall and application of skill.</p> <p>All performances are videoed for assessment purposes.</p> <p>Unit 1 is a coursework module and Unit 3 is the examination module that both count towards the final Level 2 BTEC grade.</p>				
Literacy links	Students will develop literacy skills through regular practice of command words such as create, perform and evaluate. As well as the use of scripts, poetry and a variety of stimulus.				

	Autumn		Spring	Summer	
Y12	<u>Unit 1 – Investigating Practitioners Work EXAMINATION</u>	<u>Unit 1 EXAMINATION</u>	<u>Unit 3 – Group Performance Workshop EXAMINATION</u>	<u>Unit 3 Examination Performance EXAMINATION</u>	<u>Unit 2 – Developing Skills and Techniques for Live Performance – COURSEWORK</u>
<b>Curriculum content</b>	<i>Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.</i>	<i>Focusing on specific factors and theme, the learners write a three hour examination that explores the four plays, two practitioners that have been studied.</i>	<i>Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.</i>  <i>This is a devised performance that is created given a specific stimulus and scenario. Style, genre, context, technique and skill are all considered. Three hours are dedicated to written feedback, evaluation and reflection.</i>	<i>Final rehearsal and performance to a live audience takes place, with live feedback, that must be used in the final evaluation of the whole process.</i>	<i>Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.</i>
<b>Assessment</b>	<p>Students are assessed through marking of verbal red zones (self, peer and/or teacher) and continuous assessment. This tests the learners' knowledge of recall and application of knowledge and skill.</p> <p>All performances are videoed for assessment purposes.</p> <p>Mock examinations reflect where the learners are versus where they should be. Regular monitoring of all coursework and examination written work means the written matches the standard of the practical work, both equally important in order to achieve target grades.</p>				
<b>Literacy links</b>	Students will develop literacy skills through regular practice of command words such as create, perform, evaluate, assess, analyse, discuss, explain As well as the use of scripts, poetry and a variety of stimulus.				

	Autumn		Spring	Summer	
Y13	<u>Unit 2 COURSEWORK</u>	<u>Unit 2 – COURSEWORK Performance</u>	<u>Unit 19 – Acting Styles COURSEWORK</u>	<u>Unit 19 Final Performance COURSEWORK</u>	
<b>Curriculum content</b>	<p><i>Through the exploration of industry professionals, the requirements to maintain a healthy performer, for both body and mind, the way professionals now have to deal with social media, the understanding of the rehearsal process and how gruelling it can be, as well as the development and understanding of the number of different techniques required to ensure the longevity of an actors career, written coursework is produced. As well as their own rehearsal of two contrasting performances. A rehearsal log and dial entry must be kept.</i></p>	<p><i>Final rehearsal and diary entry write ups are required before the final practical performances of both contrasting performances with two audiences. Both performances require a written evaluation for the final coursework submission.</i></p>	<p><i>Learners develop acting methods by exploring different acting styles. They will apply techniques to the development, rehearsal and performance of their practical work.</i></p> <p><i>Multiple acting styles are explored with a short exploration of script and devised work per style as well as an evaluation of each style, al written as an actors portfolio.</i></p>	<p><i>One style is to be chosen for a final scripted performance with a live audience and an evaluation of the process, artistic intention and final performance, reflecting from the audience's responses.</i></p>	
<b>Assessment</b>	<p>Students are assessed through marking of verbal red zones (self, peer and/or teacher) and continuous assessment. This tests the learners' knowledge of recall and application of knowledge and skill.</p> <p>All performances are videoed for assessment purposes.</p> <p>Mock examinations reflect where the learners are versus where they should be. Regular monitoring of all coursework and examination written work means the written matches the standard of the practical work, both equally important in order to achieve target grades.</p>				
<b>Literacy links</b>	<p>Students will develop literacy skills through regular practice of command words such as create, perform, evaluate, assess, analyse, discuss, explain As well as the use of scripts, poetry and a variety of stimulus.</p>				