Drama	Contents	Term 1	Term 2	Term 3
Y7		**Term 1**	**Term 2**	**Term 3**
Class		**ALL** students on rotation**- 'Saving the World' (Mini introduction SOW)** To develop team working skills which will form the basis of collaborative learning in Drama. Still images, rolling images, role-play, non-verbal communication, vocal expression and physical theatre. **Route 1 - 'Harry Potter'** To develop basic drama skills through imagination, creativity and collaboration. Use Harry Potter extracts and clips as stimulus. Still image, thought-tracks, Facial expressions, body language, gestures, characterisation, role-play, improvisation, ensemble, reading, rehearsal and performance. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection. Cultural- Focus on way of life and modern literature. Develop empathy through exploring Harry's inner feelings. **Route 2 - 'Perseus and Medusa Percy Jackson'** To build on drama skills through imagination, creativity and collaboration and create work based on stimulus from Greek legend Perseus and Medusa and novel Percy Jackson. Ensemble work, choral speaking, still image, narration, facial expressions, body language, gestures, physical theatre, analysis, hot-seating, characterisation, mime, marking the moment , non-naturalistic techniques, reading, rehearsal and performance. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection. Cultural- Focus on traditions of Greek Theatre to introduce topic and explore Greek legends/modern literature.	**Route 1 -'Oliver! /Homelessness'** To develop drama skills through imagination, creativity and collaboration and create work based on the stimulus of Oliver! and devise work based on the topic of Homelessness. Image, speech, soundscape, tone of voice, improvisation, narration, role-play, thought-tracks, choral speaking, responding to TiR, hot seating, contrast, split-staging, conscience alley, quiz, analysis, evaluation, recall, target setting, rehearsal and performance. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection. Cultural- Focus on way of life and classic literature. To develop historical/cultural/political awareness of homelessness, neglect and social security. **Route 2 'Spy School'** To develop drama and movements skills through imagination, creativity and collaboration. Create work based on the stimulus of becoming a spy. Improvisation, non-verbal communication,ns Responding to TiR, movement, dynamics, analysis, evaluation, forum theatre, solo mime, slow motion and recall, target setting, rehearsal and performance. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection.	Route 1 -**'A Midsummer Night's Dream'** To develop drama skills further through imagination, creativity and collaboration. Explore extracts from A Midsummer Night's Dream and devise work from themes in the story. Develop understanding of Shakespearean language. Students will also build performance skills by performing the extracts. DIRT of written work. Image, thought track, narration, reading, hot seating, roleplay thought track, non-verbal communication, proxemics, language, levels, vocal expression, characterisation, tension, rehearsal and performance. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection. Cultural- Focus on traditions of Shakespearean theatre/language/literature. **Route 2- Developing Skills for Performance' -** This will be an opportunity for students to recall the skills they have learnt throughout the year and develop performance skills further. The teacher may re-visit a topic or explore one students did not have the opportunity to learn due to the rotation with Music. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection. Cultural- Focus on traditions of performing theatre.
Enrichment		**Production Club** - Perfoprming Shakespeare for National Event, developing performance skills, creating performances for a showcase within the Academy.	**Production Club** - Developing performance skills, creating performances for Showcases and Productions within the Academy.	**Production Club** - Developing performance skills, creating performances for Showcases and Productions within the Academy.
Assessment		Route 1:Teacher PN on practical work - Harry Potter performance focusing on demonsrating new techniques. Route 2: Teacher PN on practical work - Percy Jackson performance focusing on demonstrating new techniques in non-naturalism. Demonstrate and Connect and self/peer assessment throughout.	Route 1:Teacher PN on practical work- Oliver performance using Conscience Alley to explore Nancy's choices. Route 2: Teacher PN on practical work- Spy performance demonstrating new physical skills. All students: Teacher PN - Written analyis and evaluation of process and performance. Demonstrate and Connect and self/peer assessment throughout.	DIRT of Written work using Teacher feedback. Demonstrate and Connect and self/peer assessment throughout of all practical work.
Enhanced Piece of work		Opportunity to use a key scene from Harry Potter/Percy Jackson and the Lightening Thief DVD to enhabce performance work.	Opportunity to watch Splendid Theatre Productions perform to enhance performance work.	Summer 2 SOW leading to a celebratory performance 'Performing Arts Showcase'.
Y8		**Term 1- 7 week rotation**	**Term 2- 7 week rotation**	**Term 3- 5/6 week rotation.**
Class		Route 1 - **'Damilola Taylor'** To develop drama skills through imagination, creativity and collaboration and create work based on the true story of Damilola Taylor. Image, thought tracks, levels, characterisation, narration, hot seating, sustained improvisation, role-play, stage combat, slow motion, analysis, rehearsal and performance. SMSC/British Values- Focus on the Justice system and law. Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection. Cultural- Focus gang culture and multiculturalism . To develop historical/cultural/political awareness of gang culture, neglect and social security. Route 2- **'Hunger Games'** To build on drama skills through imagination, creativity and collaboration and create work based on stimulus of Hunger Games. Analysis, ensemble movement, Solo movement, dynamics, levels, facial expressions body Language, gestures, floor paths, motif, recall, Laban efforts, slow motion, stage combat, physical theatre, rehearsal and performance. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection. Cultural- Focus on dystopia and links to literature. Discussions around the justice systems around the world and influence of power.	Route 1/2 -**'Medea/Dr Faustus Splendid Theatre.'** To build on drama skills through imagination, creativity and collaboration and create work based on stimulus of Greek theatre Medea/ Elizabethan Theatre Dr Faustus. Students will also develop knowledge and understanding of Practitioners Splendid Theatre and their style of performance. Sustained improvisation, characterisation, body language, facial expressions, tone of voice Rolling images/image, response TiR, analysis conscience alley, practitioner Brecht, direct address, proxemics, exaggeration, use of placards, reading (extension – Forum Theatre) rehearsal, devisising, performance analysis and evaluation. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion, reflection, morality. Cultural- Consider the idea of Medea being seen as a 'foreigner' in Corinth (Medea) .Focus on morality, religion, power/celebrity culture and links to classic literature (Dr Faustus)	Route 1 **'ASBO- Working with a script** To build on drama skills through imagination, creativity and collaboration. Students will prepare a performance using ASBO text or devsise using ASBO topic and script as a stimulus to create an original piece. Rolling images/image, thought tracks, proxemic, movement, mime, gesture. reading, choral speaking, rhythm, pace and tempo, vocal expression, physicality, Characterisation, facial expression, body language, recall, stage combat, roleplay, language, levels, tension, climax/anti-climax, director skills, devising, rehearsal discipline and performance skills. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection. Cultural- Focus on ASBO culture and impact in Britain. Route 2- **'Creating work for a performance/ Showcase** This will be an opportunity for students to recall the skills they have learnt throughout the year and develop performance skills further. The teacher may re-visit a topic or explore one students did not have the opportunity to learn due to the rotation with Music. SMSC/British Values- Focus on social development of participation, mutual respect, understanding and collaboration. Spiritual- Focus on creativity and imagination, emotion and reflection. Cultural- Focus on traditions of performing theatre.
Enrichment		**Production Club** - Perfoprming Shakespeare for a National Event, developing performance skills, creating performances for a showcase within the academy.	**Production Club** - Developing performance skills, creating performances for showcases and productions within the academy.	**Production Club** - Developing performance skills, creating performances for showcases and productions within the academy.
Assessment		Route 1:Teacher PN on practical work - Damilola Taylor Award performance focusing on demonsrating new techniques. Route 2: Teacher PN on practical work - Hunger Games performance focusing on demonstrating new techniques in physicality. Demonstrate and Connect and self/peer assessment throughout.	Route 1:Teacher PN on practical work- Medea performance pplying performance skills linked to Splendid Theatre's style. Route 2: Teacher PN on practical work- Dr Faustus performance applying performance skills linked to Splendid Theatre's style. **All** students: Teacher PN - Written analyis and evaluation of Splendid's performance work. Demonstrate and Connect and self/peer assessment throughout.	DIRT of written work using Teacher feedback. Demonstrate and Connect and self/peer assessment throughout of all practical work.
Enhanced Piece of work		Opportunity to watch a clip from a Damilola Taylor documentary/ Clip from the Hiunger Games to enhance performance work.	Opportunity to watch Splendid Theatre Productions perform to enhance written and performance work.	Summer 2 SOW leading to a celebratory performance 'Performing Arts Showcase'.
Y9		**Term 1- Rotataion TBA**	**Term 2- Rotation TBA**	**Term 3- Rotation TBA**
Class		'Ruth Ellis- Devising from a stimulus' To develop drama skills through imagination, creativity and collaboration and create work based on the true story of Ruth Ellis. Develop skills in devising and knowledge of style of naturalism and non-naturalism. Analysis, response to TiR, rhythm, pace and tempo, non-naturalism, marking the moment, solo response, levels, proxemics, cross-cutting, emotion grid, Stanislavski, Circles of Attention, Emotion Memory, physical theatre transitions, contrast, symbolism, montage, reheearsal, devising and performance skills.	**'Stand up for your Rights'- Devising from a stimulus** To develop drama skills through imagination, creativity and collaboration and create work based on true events in history. Students wil also develop skills in devising and knowledge of style of various styles of theatre. Analysis, contrast, narration, role-play, rhythm, pace and tempo, role-play, symbolism and mime, thought-track, split-staging, mime, hot-seating, cross-cutting, climax and anti-climax devising, rehearsal and performance skills.	'Teechers and John Godber'/ Working with Teechers script and preparing a performance. To build on drama skills through imagination, creativity and collaboration and create work linking to the Teechers script. Students will be introduced to practitioner Godber. create work linking to the Teechers script and lead up to a celebratory performance during Summer 2. Improvisation, multi role, exaggeration, characterisation, body language, facial expressions, vocal expression, stereotypes, image, hot-seating, direct address, mime, space and levels, physicality, montage, rehearsal and performance skills.
Enrichment		**Production Club** - Perfoprming Shakespeare for National Event, developing performance skills, creating performances for a showcase within the academy.	**Production Club** - Developing performance skills, creating performances for showcases and productions within the academy.	**Production Club** - Developing performance skills, creating performances for showcases and productions within the academy.
Assessment		Teacher PN on practical work. Demonstrate and Connect and self/peer assessment throughout.	Teacher PN on practical work and written analysis/evaluation. Demonstrate and Connect and self/peer assessment throughout.	DIRT using Tecaher feedback. Teacher PN on practical work.
Enhanced Piece of work		Opportunity to watch a clip from The Ruth Ellis Files to enhance performance work.	Opportunity to watch Splendid Theatre Productions perform to enhance performance work.	Summer 2 SOW leading to a celebratory performance 'Performing Arts Showcase'.
Y10		**Term 1**	**Term 2**	**Term 3**
Class		**'BTEC Tech Award skills recap – Developing performance and devising skills'** Students will explore practical workshops and learn/recall theory based on three styles- Frantic Assembly, Brecht and Stanislavski. (Devsing, rehearsal, performance and evaluation) **'Component 1- Exploring Perfroming Arts' (3 styles in total)** To develop an understanding of practitioners styles, the roles and responsibilities of those involved in the theatre company(ies) and the interrelationships. Students will also study section of the repertoire(s). (Analysis, rehearsal and evaluation) **Component 2-Devloping skills and techniques in Performing Arts.** Students will continue to study naturalism and will be given a professional repertoire to learn and perform. They will take part in workshops and produce a written log. (Analysis, reflection, evaluation, Naturalism, emotion, Stanisavski, characterisation, vocal skills, physical skills, intepretative skills, rehearsal and performance)	**'Component 2-Devloping skills and techniques in Performing Arts'.** Students will continue to prepare for performance. This will be filmed and students will evaluate skills in logbook and final evaluation. (Rehearsal, analysis, performance and evaluation) **'Component 3- Responding to a brief' (External exam paper released end of Jan)** Students will take part in workshops leading to the creation of a devised piece in response to brief released by Pearson (January). They will also record a log at three stages during the process in controlled conditions. (Analysis, evaluation, devising, characterisation, developing ideas, rehearsal, and performance skills)	**'Component 3- Responding to a brief'** Students will perform their exam piece and complete evaluation in controlled conditions. (Analysis, evaluation, developing ideas, rehearsal, and performance skills) **'Component 1- Exploring Perfroming Arts' (Style 2 and 3)** To develop an understanding of another practitioners style, the roles and responsibilities of those involved in the theatre company and the interelationships. Students will also study section of the repertoire. (Analysis, rehearsal and evaluation)
Enrichment		**Intervention**- Targeted intervention linking to Components. **Production Club** - Perfoprming Shakespeare for Natiional Event, Developing performance skills, Creating performances for showcases and productions within the academy.	**Intervention**- Targeted intervention linking to Components. **Production Club** - Developing performance skills, creating performances for showcases and productions within the academy.	**Intervention**- Targeted intervention linking to Components. **Production Club** - Developing performance skills, creating performances for showcases and productions within the academy.
Assessment		Teacher PN on practical prep work for Component 1 and 2. Demonstrate and Connect and self/peer assessment throughout. Written assessment (Mock C1)	Internal Teacher Asssessment Component 2 - February. Demonstrate and Connect and self/peer assessment throughout.	External Assessment Component 3- May. Demonstrate and Connect and self/ peer assessment throughout.
Enhanced Piece of work		Opportuntiyt to watch key scenes from styles studied to enhance performance and written work of that practictioner/Theatre Company.	Invited audience for Perforamance work (Component 2). Live theatre piece seen to assist Component 1.	Performance in front of invited audience
Y11		**Term 1**	**Term 2**	**Term 3**
Class		**Component 1- Exploring Perfroming Arts' (Final assessment)** To develop an understanding of final practitioners style, the roles and responsibilities of those involved in the theatre company and the interrelationships. Students will also study section of the repertoire. (Analysis, rehearsal and evaluation) **'Component 3- Responding to a brief' (Exam prep)** Students will take part in workshops to prepare them for re-sit. Both practical skills and written skills will be developed. (Analysis, evaluation, developing ideas, rehearsal, and performance skills)	**Component 3- Responding to a brief' (Exam prep until brief releasded end of Jan)** Students will take part in workshops to prepare them for re-sit. Both practical skills and written skills will be developed. Students will reposnd to brief relased by Pearson to create an original perofrmance. They will also record a log at three stages during the process in controlled conditions. (Analysis, evaluation, devising, characterisation, developing ideas, rehearsal, and performance skills)	**Component 3- Responding to a brief' (final sitting on external exam)** Students will perform their exam piece and complete evaluation in controlled conditions. (Analysis, evaluation, developing ideas, rehearsal, and performance skills)
Enrichment		**Intervention**- Targeted intervention linking to Component 1,2 and 3. **Production Club** - Perfoprming Shakespeare for Natiional Event. Filmed evidence can be linked to Component 2	Intervention- Targeted intervention linking to Component 3.	**Production Club** - Developing performance skills, rehearsing for productions within the academy (after all GCSE exams complete)
Assessment		Internal Teacher Assessment Compontent 1- October. Teacher PN on both practical and written Component 3 (Mock) Demonstrate and Connect and self/peer assessment throughout.	Demonstrate and Connect and self/peer assessment throughout.	External Assessment Component 3 Final BTEC Tech Award assessment
Enhanced Piece of work		Opportuntity to watch back full filmed performance and review own skills. This will enhance future performance work and written analysis/evaluation skills.	DVA student audience for 'Working Progress' performance. This will enhance development of exam work.	Invited audience for performance work (Component 3)