

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Intro to drama &amp; Darkwood Manor</b> Students need to understand how to use the space in the theatre. They need to gain an understanding of working with others and being a responsive audience. They explore the use of drama techniques through the darkwood manor scheme of work and gain an understanding of the relationship between performer and audience. KS3 Assessment: Devised performance based on Darkwood Manor exploration and written evaluation of performance work. w/c 11.10.21</p>	<p><b>Pantomime</b> Students will re cap the role of an audience and how that differs depending on the style of theatre. Students will look at the conventions of pantomime and how humor is used. This will be explored through drama, through group discussion and watching live performances of Pantomime . Students will also create their own Pantomime in this scheme of work. KS3 Assessment: Devised performance based on Pantomime skills and written evaluation of live pantomime theatre production. w/c 13.12.21</p>	<p><b>Romeo &amp; Juliet</b> Students should have an understanding of plot and character. Students will start to develop an understanding of historical and social context. They will gain an understanding of how the world in which the playwright was writing the play will have an impact on the world that they have created. They will continue to consider the relationship between the audience and the performer. KS3 Assessment: Scripted duologue performance from Romeo and Juliet and written evaluation of performance work. w/c 07.02.22</p>	<p><b>Twisted Fairytales</b> Students will understand how to be inspired by famous tales and how to create their own. There will be a focus on how you can use different types of media to create theatre. Students will develop their storytelling skills as they create their own trailer to promote their work. KS3 Assessment: Filmed trailer that the students will need to create. w/c 04.04.22</p>	<p><b>Commedia Dell'Arte</b> Students will build on their learning of the history of theatre from their work with Romeo and Juliet. They will also build on their understanding of style and how they need to adapt as a performer to create a different style of theatre. They will develop their understanding of performance space and the impact that has on the audience/performer relationship. KS3 Assessment: Devised performance based on Commedia Dell'Arte and written evaluation of performance work.  w/c 23.05.22</p>	<p><b>Introduction to Live Theatre</b> Students will complete an end of year exam in this time. The exam will be based on their understanding of live theatre. As the students continue their journey of understanding drama they will need to be able to evaluate and analysis the work of professional theatre. We will look at live theatre and discuss the impact it has on them as an audience member. KS3 Assessment: Review of a live piece of theatre.  w/c 27.06.22</p>
8	<p><b>Puppetry</b> Students will develop an understanding of a different style of theatre. They will look at the history of puppetry and how different styles of puppetry have different requirements on the audience and the performer. Students will trial different types of puppetry and specialise in one style to create a puppet to use in a final assessment performance. KS3 Assessment: Improvised performance with a puppet and written evaluation of performance work.  w/c 11.10.21 &amp; 06.12.21</p>		<p><b>Sparkleshark</b> Students should have an understanding of plot and character. Students will start to develop an understanding of historical and social context. They will gain an understanding of how the world in which the playwright was writing the play will have an impact on the world that they have created. They will continue to consider the relationship between the audience and the performer. KS3 Assessment: Scripted monologue performance from Sparkleshark and written evaluation of performance work. w/c 31.01.22</p>	<p><b>Sweeney Todd</b> Students will start to develop an understanding of historical and social context. They will be able to draw on their knowledge of historical and social context from previous schemes of work. Students will explore the style of Melodrama and Musical theatre. Students will work on being able to demonstrate how these different styles create a different relationship with the audience. KS3 Assessment: Scripted performance from Sweeney Todd and written evaluation of performance work. w/c 04.04.22</p>	<p><b>Technical Theatre</b> Students will build on their understanding of performance to explore the world of technical theatre. They will gain an understanding of what is required to put a piece of live theatre together. The students will explore the different elements of the design world and work on applying their knowledge to create their own theatre designs. KS3/4 Assessment: Design plan of their chosen technical theatre discipline. Written evaluation the use of a design element from a pice of professional theatre.  w/c 23.05.22</p>	<p><b>Live Theatre</b> Students will complete an end of year exam in this time. The exam will be based on their understanding of live theatre. As the students continue their journey of understanding drama they will need to be able to evaluate and analysis the work of professional theatre. We will look at live theatre and discuss the impact it has on them as an audience member. Students will need to use their understanding of technical theatre to further analysis the world of live performance. KS3/4 Assessment: Review of a live piece of theatre.  w/c 27.06.22</p>
9	<p><b>Set text- DNA</b> Students will develop knowledge and understanding of the social, cultural and historical context in which the performance texts studied are set. How meaning is interpreted and communicated using performance conventions and the use of performance space and spatial relationships on stage. Students will be developing knowledge and understanding of the characteristics and context of the whole play exploring ideas for how the play may be interpreted practically. KS3/4 Assessment: Written assessment based on the set text DNA. w/c 11.10.21</p>	<p><b>Physical Theatre</b> Students will develop knowledge and understanding of storytelling. They will further their understanding of different styles of theatre and different practitioners. They will research the different styles of theatre and look at how they can adopt the techniques used by different practitioners in to their own work. They will develop their performance understanding and strengthen the understanding of the relationship between the audience and the performers. KS3/4 Assessment: Devised exploration of a style of physical theatre. Written explanation of the development and collaboration of their physical theatre. w/c 06.12.21</p>	<p><b>Verbatim Theatre</b> Students will develop knowledge and understanding of storytelling. They will look in to how different practitioners use verbatim theatre to tell stories to their audiences. They will build on their understanding of different practitioners that they gathered when looking at physical theatre. Students will decide who their target audience is, what the message of their performance is and work on creating their own piece of verbatim theatre. KS3/4 Assessment: Devised exploration of a style of Verbatim theatre. Written explanation of how they used a and explored their chosen stimulus. . w/c 07.02.22</p>	<p><b>Responding to live theatre</b> Students will develop knowledge and understanding of the relationship between audience and performer. They will draw on the work that they did looking at technical theatre and the different devices in which theatre uses to tell a story. Students will look at writing techniques to enable them to be able to respond to live theatre in an exam setting. KS3/4 Assessment: Review of a live piece of theatre.</p>	<p><b>Theatre Design / Roles and Responsibilities</b>  Students will build on their understanding of performance to explore the world of technical theatre. They will gain an understanding of what is required to put a piece of live theatre together. The students will explore the different elements of the design world and work on applying their knowledge to create their own theatre designs. Students will be required to work on an extended project whereby they will need to select an element of theatre design and work together as a theatre company to create all aspects of a piece of theatre. Students will look in depth at what the different roles and responsibilities within theatre are and how they all work together. KS4 Assessment: Design plan of their chosen technical theatre discipline. Written evaluation the use of a design element from a piece of professional theatre. Multiple choice paper on the roles and responsibilities the theatre.  w/c 23.05.22</p>	
10	<p><b>AQA GCSE Component 2: Practitioner exploration</b>  Students will develop their understanding of how different theatre practitioners create theatre. They will explore the history of theatre and how different styles of theatre have a different effect on both the performer and the audience. Students will look at the theory elements and then practically explore the work of the different practitioners to enable them to be equipped with the tools they need to successfully carry out their assessed devised performance. KS4 Assessment: Performance of devised piece using their chosen practitioner as their stimulus. w/c 11.10.21</p>	<p><b>AQA GCSE Component 1: Blood Brothers</b>  Students will develop knowledge and understanding of the social, cultural and historical context in which the performance texts studied are set. How meaning is interpreted and communicated using performance conventions and the use of performance space and spatial relationships on stage. Students will be developing knowledge and understanding of the characteristics and context of the whole play exploring ideas for how the play may be interpreted practically. KS4 Assessment: Written assessment based on the knowledge gained on Blood Brothers. . w/c 06.12.21</p>	<p><b>AQA GCSE Component 3: Monologues</b>  Students will work on their monologue performance to complete their assessments. They will draw on their understanding of the style of theatre and their intended effect on their target audience. Students will look at how they can use their performance skills to prepare for this assessment. KS4 Assessment: Practical performance of monologue.  w/c 07.02.22</p>	<p><b>AQA GCSE Component 1: Live Theatre</b>  Students will further develop knowledge and understanding of the relationship between audience and performer. They will be studying a piece of live theatre and looking at how the performers and designers have worked together to create a piece of theatre for their audience. They will look at style, genre and target audience and analysis the effect that has been created. They will further their understanding of the role of the performer and how they use their skills to create the desired effect on the audience. Students will gain an understanding of how to analytically respond to live theatre in order to prepare them for the written exam. KS4 Assessment: Written essay based on live theatre explored.  w/c 28.03.22</p>	<p><b>AQA GCSE Component 2: Devising</b>  Students will be given a selection of stimulus to create a piece of devised work from. They will work in groups to create a piece of live theatre. They will need to use the knowledge they have gained by looking at different practitioners plus their deepened understanding of live theatre and the effect on the audience to create their own piece of performance. They will then need to respond to this process by creating a written actors logbook to document their process and how they created the piece of work they create. KS4 Assessment: Practical contribution and exploration of the devised performance. Written assessment 'Intro to Stimulus' which will contribute to final GCSE grading.  w/c 23.05.22</p>	
11	<p><b>AQA GCSE Component 2: Devising</b> Students will continue to develop the piece of work that they created at the end of year 10. They will look at polishing it from the 'idea' phase to a piece of theatre ready for an audience. They will need to continue review and to write about this work in their actors logbook. They will then perform their devised work to an invited audience and analyse their intended effect on the audience. KS4 Assessment: Practical contribution and exploration of the devised performance. Written assessment 'Development and Collaboration' and 'Analysis and Evaluation' which</p>	<p><b>AQA GCSE Component 3: PERFORMANCE EXAM</b>  Students will draw on their understanding of the style of theatre and their intended effect on their target audience. They will work on a scripted performance to perform in front of the external examiner. KS4 Assessment: Practical GCSE performance in front of external examiner.  w/c 06.12.21</p>	<p><b>AQA GCSE Component 1: Blood Brothers</b>  Students will develop knowledge and understanding of the social, cultural and historical context in which the performance texts studied are set. How meaning is interpreted and communicated using performance conventions and the use of performance space and spatial relationships on stage. Students will be developing knowledge and understanding of the characteristics and context of the whole play exploring ideas for how the play may be interpreted practically. KS4 Assessment: Written assessment based on the knowledge gained on Blood Brothers. .  w/c 28.02.22</p>		<p><b>AQA GCSE Component 1: Live Theatre</b> Students will continue to develop their understanding of live theatre. This will have a specific focus on exam questions and perfecting their ability to answer under exam conditions. KS4 Assessment: Written essay based on live theatre explored.  w/c 25.04.22</p>	<p><b>Exams</b></p>