

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<b>7</b>	<p><b><i>Intro to drama &amp; Darkwood Manor</i></b></p> <p>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.</p> <p><b>Assessment:</b> Devised performance based on Darkwood Manor exploration and written evaluation of performance work.</p>	<p><b><i>Pantomime</i></b></p> <p>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.</p> <p><b>Assessment:</b> Devised performance based on Pantomime skills and written evaluation of live pantomime theatre production.</p>	<p><b><i>Romeo &amp; Juliet</i></b></p> <p>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.</p> <p><b>Assessment:</b> Scripted duologue performance from romeo and juliet and written evaluation of performance work.</p>	<p><b><i>Twisted Fairytales</i></b></p> <p>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.</p> <p><b>Assessment:</b> A 6-10 minute full scale performance of their own fairytale, which students have created, devised and collaborated on.</p>	<p><b><i>Commedia Dell'Arte</i></b></p> <p>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.</p> <p><b>Assessment:</b> Devised performance based on Commedia Dell'Arte and written evaluation of performance work.</p>	<p><b><i>Introduction to Live Theatre</i></b></p> <p>Students will complete an end of year exam this time. The exam will be based on their understanding of live theatre. As the student 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.</p> <p><b>Assessment:</b> Review of a live piece of theatre</p>
<b>8</b>	<p><b><i>Application of Dramatic Skills (AODS)</i></b></p> <p>Students will use Caryl Churchill's Love and Information to navigate different dramatic skills in the theatre space. Students will be able to comment on the effect which they have on both the actor and audience and will be able to effectively use them to convey meaning. This different skills will allow all students to effectively create and comment on character and meaning within the theatre space.</p> <p><b>Assessment:</b> Students will use multiple skills at the same time to perform a short scene where they decide on both the character and meaning of the scene. Students will also comment on what they have used, why and the effect it had on their performance.</p>	<p><b><i>The Island</i></b></p> <p>Students will develop different dramatic skills such as group work and improvisation. This scheme of work will allow students to craft transferable skills all while developing their own story line. This scheme of work will allow students to explore historical events loosely whilst navigating ending up being on this unknown island which they will have to make a life on.</p> <p><b>Assessment:</b> Student's will devise a short scene about what life on the island looks like. They will be able to explain their reasons also linking it to what is needed for a peaceful society</p>	<p><b><i>Set text- The 100</i></b></p> <p>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.</p> <p><b>Assessment:</b> Scripted monologue performance from A Midsummer Night's Dream and written evaluation of performance work.</p>	<p><b><i>Sweeney Todd</i></b></p> <p>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.</p> <p><b>Assessment:</b> Scripted performance from Sweeney Todd and written evaluation of performance work.</p>	<p><b><i>Technical Theatre</i></b></p> <p>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.</p> <p><b>Assessment:</b> Design plan of their chosen technical theatre discipline. Written evaluation the use of a design element from a pice of professional theatre.</p>	<p><b><i>Live Theatre</i></b></p> <p>Students will complete an end of year exam this time. The exam will be based on their understanding of live theatre. As the student 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.</p> <p><b>Assessment:</b> Review of a live piece of theatre</p>
<b>9</b>	<p><b><i>Set text- DNA</i></b></p> <p>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.</p> <p><b>Assessment:</b> Written assessment based on the set text DNA.</p>	<p><b><i>Absurdist Theatre</i></b></p> <p>Students will develop knowledge and understanding of Absurdist Theatre. They will further their understanding of different key features of Absurdist 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.</p> <p><b>Assessment:</b> Devised exploration of a style of Absurdist theatre. Written explanation of the development and collaboration of their physical theatre.</p>	<p><b><i>Devising Theatre</i></b></p> <p>Students will us different stimulus' to devise new pieces of theatre each week. They will be given a starting point and will develop the key skills necessary for creating successful pieces of theatre. This skills obtained in this scheme of work will help them if they choose to take GCSE drama in component two: devising. Students devised pieces will see them deciding who their target audience is, what the message of their performance is and how to portray it.</p> <p><b>Assessment:</b> Students will create a devised piece of theatre using several different forms of stimulus'. Students will also create a written explanation of how they used and explored their chosen stimulus.</p>	<p><b><i>Responding to live theatre</i></b></p> <p>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.</p> <p><b>Assessment:</b> Review of a live piece of theatre.</p>	<p><b><i>Theatre Design / Roles and Responsibilities</i></b></p> <p>Students will 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.</p> <p><b>Assessment:</b> Design plan of their chosen technical theatre discipline. Written evaluation the use of a design element from a piece of professional theatre.</p>	<p><b><i>Transferable skills</i></b></p> <p>Students will use this last term to navigate and strengthen transferable skills which can be strengthened via drama but useful in everyday life. Through different disciplines, each week students will use different aspects of drama practice and strengthen certain skills such as conflict resolution and empathy. As not all students will be continuing with drama into GCSE this is a useful scheme of work which allows all students to have a meaningful take away.</p> <p><b>Assessment:</b> Students will choose one transferable skill and comment on how it is relevant to everyday life and how they intend you use it post year nine.</p>
	<p><b><i>Pearsons GCSE Component 1: Practitioner exploration</i></b></p> <p>Students will develop their understanding of how different theatre practitioners create theatre. They will explore the history of theatre and</p>	<p><b><i>Pearsons GCSE Component 3: An Inspector Calls</i></b></p> <p>Students will develop knowledge and understanding of the social, cultural and</p>	<p><b><i>Pearsons GCSE Component 2: Monologues/Duologues</i></b></p> <p>Students will work on their monologue/duologue performance to</p>	<p><b><i>Pearsons GCSE Component 3: Live Theatre</i></b></p> <p>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.</p>	<p><b><i>Pearsons GCSE Component 1: Devising</i></b></p> <p>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</p>	