



Year 7

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
<i>Conventions 101</i>	Students will learn the basics and building blocks of drama such as freeze frames, levels and hot seating, and put into practise their imaginations as they create their own devised performances	Students will be building on prior knowledge from primary School role play activities, as well as using and building on their social/teamwork skills	Learning the terminology specific to drama and an understanding of the stage and awareness of audience
<i>Non-verbal elements of Drama</i>	Students will develop their performance skills focusing mostly on the body and facial expressions and learning about the power of communication without voice	Students will develop on their initial understanding of drama from Conventions 101, continuing to develop their awareness of audience, knowledge of stage space and creation of character	Mime Power of stillness Proxemics History of drama Slapstick
<i>Script work – ‘Chicken’ by Mark Wheeler</i>	Students will begin to learn how to go from ‘page to stage’ and bring an already existing story to life, including a written lesson from an actor’s point of view.	This unit will build student’s reading ability as well as continue to develop their drama terminology and teamwork skills	Stage directions Choral work Script work
<i>Charlie and the Chocolate Factory</i>	Bringing stories to life is at the heart of drama, and much beloved stories have the power to change the way we view and understand the world. This unit will give the students the opportunity to bring Roald Dahl’s famous story to life	Developing characterisation, teamwork and communication skills.	Improvisation Stimuli Realisation



<p><i>Responding, Developing, Creating, Performing</i></p>	<p>An introduction to devising work, this unit allows students to play with all of the skills they've learnt that year to create a devised performance from scratch, exploring beyond the known world of Wonderland.</p>	<p>Using imagination and story-telling skills from English as well as taking interpretive ideas from Art classes, students will build on their performance skills from the whole year.</p>	<p>Soundscapes Choral movement Physical theatre Monologue</p>
---	--	--	---



Year 8

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Shakespeare extracts	Students will be given a range of extracts from Shakespeare's plays to bring to life and imagine beyond, understanding the work of the bard, including a written lesson on directing Romeo and Juliet.	Developing on their English understanding of Shakespeare Building reading skills 'Page to stage' 'Romeo and Juliet'	'A Midsummer Night's Dream' 'Much Ado About Nothing' Elizabethan and Jacobean context The Globe
Macbeth	Ahead of their GCSE years, students will get an opportunity to explore the play of Macbeth in its practical form, being introduced to all of the important characters and themes.	Knowledge of Shakespeare 'Page to stage' Scriptwork	'Macbeth' Stage combat Thematic explorations
Brecht	This unit explores the style and works of Bertolt Brecht, the German practitioner, famous for breaking rules and conventions in theatre and revolutionising it. This includes a written lesson on set and props.	Developing an understanding of the relationship between audience and actor Storytelling	Breaking the 4 th Wall Epic theatre Brecht's life and works Exploring the power of minimal set/props/cosume.
Harry Potter	This unit takes the magic of the world of Harry Potter and gives students the opportunity to bring it to life, utilising all of the	Devising Imagination Storytelling	Suspended disbelief The story of Harry Potter



	dramatic techniques they've been developing so far.		
Stanislavski	Continuing with practitioner work, this unit explores the 'founding father of modern theatre' and the impact he had on the theatrical world, his methods and techniques, including a written lesson on script writing.	Continuing with developing and changing styles of work through practitioners Developing script work	Script writing Stanislavski's life and works Belief method Objectives and super objectives Given circumstances
Modern Practitioners	Moving forward chronologically, this unit explores the impact modern practitioners have had on the world of theatre, giving students the opportunity to explore a range of different styles. Including a written lesson on research.	Continuing with developing and changing styles of work through practitioners Developing script work Physical theatre Choral work Research skills	Emma Rice Frantic Assembly Berkoff Katie Mitchell Complicite

Year 9

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Verbatim Theatre – Derek Bentley and Christopher Craig	This unit explores the controversial topic of Derek Bentley and Christopher Craig and the trial and eventual murder of Derek Bentley. Students have the opportunity to explore the minds of people involved and the decisions made in this infamous event. Including a written lesson writing monologues.	Dramatic conventions Story-telling Hot seating Empathy skills Morals and ethics exploration with the death penalty Monologues	The true story of Derek Bentley and Christopher Craig Understanding of the death penalty Verbatim theatre
The Titanic – Verbatim Devised unit	Applying both their devising skills and knowledge of Verbatim theatre, this unit explores the tragedy of the Titanic and the experiences of real people on the ship the day it sank. Including a written lesson on researching the Titanic	Devising skills Verbatim theatre Research skills Empathy skills	Historical knowledge of the Titanic Split staging
Devising Unit	This unit focuses purely on the skill of devising, focusing on the stimulus 'Stick Season' by Noah Kahan, including a written lesson learning to document the practical process	Devising skills Knowledge of how music can tell a story Utilising performance skills from Y7 Empathy	In-depth focus on how to use stimuli to create a performance



<p>Script work, 'Two' by Jim Cartwright</p>	<p>Students will explore the famous play set in the north in a pub in the 1980s. Understanding of monologues and duologues and multi-roling will be explored. Including a written lesson from an actor's and director's point of view</p>	<p>'Page to stage' Script work Characterisation Monologues</p>	<p>Duologues Cultural context of 1980s North Learning a new text – 'Two' and its characters</p>
<p>Script work – DNA by Dennis Kelly</p>	<p>Taking a dark comedy and helping students to explore the power of peer pressure and gangs, this unit will develop students performance skills in all forms and styles whilst introducing them to a text which teaches about the dark side to friendship, including a written lesson on set designs.</p>	<p>'Page to stage' Choral work Thematic work Monologues</p>	<p>The text 'DNA' and its characters. Effects of peer pressure How to merge darkness and comedy on stage</p>



Year 10

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
An Inspector Calls by J.B. Priestley	Students will read the play 'An Inspector Calls' by J.B. Priestley and explore it practically to begin to understand the characters. They will also explore the power of design elements and different styles and staging possibilities.	Stanislavski Brecht Practitioners Set and props The Titanic	Costume design Lighting design Sound design Edwardian Period
Practitioner exploration and mini-devising	Students will explore a range of styles which can be adopted in performances and begin their devising journey for their Component 1. They will also document their practical devising journey as they go.	Devising skills Teamwork Communication Practitioners	More in-depth knowledge of practitioners Gain specific skills in devising work Evaluation skills
Devising and Component 1	Students will spend this unit continuing to develop their devised pieces and creating them ready for performance, whilst continuing their documentation process. They will then perform their	Devising skills Teamwork Communication Practitioners	Preparing for performance Keeping the audience at the centre



	pieces and evaluate their work for coursework		
Component 3	Students will return to An Inspector Calls and revise their knowledge and skills, whilst also learning to evaluate a live performance, in preparation for their mocks	An Inspector Calls Written skills Design knowledge	Live theatre evaluation
Mock reflection	Students will reflect on their written mocks and learn how to improve and develop their written work focusing on perspectives of an actor, director and designer	An Inspector Calls Written skills Design knowledge Live Theatre	Revision skills The ability to re-draft work and know how to improve



Year 11

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Preparing for Mocks	Revising and returning to work from before summer for the written exam	An Inspector Calls Acting terminology Design terminology Live theatre evaluation	N/A
Component 2 – Script Work	Students will explore a range of texts to bring from ‘page to stage’ for their examined performance around Feb/March.	Script work ‘Page to stage’ Characterisation Interpreting scripts	Line learning Performing under pressure
Component 3 – revision			
Summer Exam Season			