

Term one	Year 7	Year 8	Year 9
<p>September – October 7 weeks</p>	<p><b><u>Expectations, understanding how to work in a team and basic skills.</u></b></p> <p><b>Outcome:</b> Students understand the basics of what Drama lessons entails and our expectations and rules. This comes under health and safety as well as getting the best out of their learning and allowing others to learn. We start off developing.</p> <p><b>Why:</b> Students need to know how to behave in the studio before any Drama activities can take place. Students need to know basic skills and techniques such as still images, mime, thought tracking and improvisation before we look at any specific genres, styles, texts or devising. Creating this knowledge will become paramount prior knowledge.</p>	<p><b><u>Devising Physical Theatre - Frantic Assembly</u></b></p> <p><b>Outcome:</b> Students use the basic skills they learnt last year which they then apply and explore a new style of theatre which is physical theatre. This will be looking at the theatre company, ‘Frantic Assembly’. The students will understand that we can tell a story and communicate through our bodies, it doesn’t always have to be a spoken script. We can now start diving in deeper to develop their prior knowledge using different stimuli.</p> <p><b>Why:</b> It is really important for our students to start developing their knowledge and skills on practitioners as the more they know before KS4 it will really help and support them in. This will show developmental progress over the years.</p> <p><b>Cross curricular links:</b> <b>Literacy – looking at a text from the play ‘The curious incident of the dog in the night time’.</b> <b>Dance.</b></p>	<p><b><u>Devising political theatre - Paper Birds</u></b></p> <p><b>Outcome:</b> Students now have a sound prior knowledge of drama. We can now start exploring deeper into different styles and genres that are more sophisticated. We will start preparing them for progression into KS4 Drama. Students will understand what the style of physical theatre is and then challenging them by combining this with political theatre whilst looking at a company called ‘Paper Birds’. The students will explore how Paper Birds devise and the students will implement these techniques into their own theatre companies.</p> <p><b>Why –</b> the students need to take responsibility and are given trust to work as a theatre company whilst exploring the stimulus of conflict. Good transferable skills are vital for them to become successful with this scheme, this scheme should really develop their social skills and empathy in particular. By studying this Theatre company and their techniques this will really aid the students who take on to do Drama at KS4.</p>

			<b>Cross curricular Links – politics, PHSE and links to RSL Drama and Musical Theatre.</b>
October – December  7 weeks	<p><b><u>Exploring a text – the basics of characterisation by using the genre Commedia del ‘arte and the style of slapstick.</u></b></p> <p><b>Outcome –</b></p> <p>Students will start to understand what characterisation means by looking at physical and vocal techniques. The students will understand the difference of a role and a character. They will start to understand what characterisation consists of, how we create characterisation and how we develop this into using a text. Style and genre are then introduced to develop their knowledge further whilst using their prior knowledge of the techniques and skills that they learnt last half term. We will specifically be looking at:</p> <ul style="list-style-type: none"> <li>• 7 stages of tension</li> <li>• Commedia del Arte</li> <li>• Greek Theatre</li> </ul> <p><b>Why:</b> It is crucial the students have an understanding of theatre history and how drama came about and how these techniques and skills</p>	<p><b><u>Exploring a text – The Twits</u></b></p> <p><b>Outcome:</b> Students have their prior knowledge of characterisation which now can be developed deeper and applied to a text. We are going to look at ‘The Twits’ by Roald Dahl a loved author which the students will find engaging. We will explore the text whilst introducing the style of slapstick. Physical and vocal techniques will also be developed further which will enable them to become a more sophisticated performer.</p> <p><b>Why:</b> Students will lift the text from page to stage which will develop the comprehension and links to our RSL Drama course whilst looking at scripts and plays. Students will have a character which they need to develop by looking at physical and vocal techniques.</p> <p><b>Cross curricular links: English and RSL Drama.</b></p>	<p><b><u>Exploring a text – Warhorse</u></b></p> <p>The story was originally a book by Michael Morpergo. It was transformed into a theatre production by Handspring Puppetry Theatre Company and finally developed into a film directed by Steven Spielberg. Set in WW1. The story explores how a human and his horse survive and are then reunited.</p> <p><b>Outcome:</b> The students will interpret a script, identify key emotions and events, and explore using their drama skills whilst develop8ing their literacy skills and history knowledge. They will explore themes and bring them to life to create more understanding.</p> <p><b>Why:</b> This will develop students’ knowledge of theatre and a prime example of ‘page to stage’ which links to our RSL Drama course. This will improve student’s comprehension by using the set text combining it with their imagination and creativity. This will contribute to to their</p>

	<p>have been developed. These come down to Greek Theatre and Commedia del arte. This is where ‘stock characters’ come from and this is important to understand before we can move on to looking at specific texts or other genres. This will help us dive deeper into other styles and genres once the students understand the basis of theatre history and skills and techniques.</p> <p><b>Cross curricular links: History and English</b></p>		<p>historical and cultural development.</p> <p><b>Cross curricular links: History, media studies, English and RSL Drama.</b></p>
<p>January – February 7 weeks</p>	<p><b><u>Musical Theatre and exploring a text - Hairspray</u></b></p> <p>Outcome – Students will learn about a well know genre of musical theatre and the basics of the genre. The students will understand that is consists of three disciplines: acting, singing and dancing. Students now have a prior knowledge and understanding of ‘creating’ which can now be applied to text, which will be the musical ‘Hairspray’. Students will be able to describe what musical theatre is and demonstrate the basics of music theatre.</p>	<p><b><u>Musical Theatre- West Side Story – focus on gangs.</u></b></p> <p>Outcome – Students will learn about a well know genre of musical theatre and the basics of the genre. The students will understand that is consists of three disciplines: acting, singing and dancing. Students now have a prior knowledge and understanding of ‘creating’ which can now be applied to text, which will be the musical ‘West Side Story’ which is the same story line as Romeo and Juliet, this will then start to slowly introduce Shakespeare before we get to April, it</p>	<p><b><u>Musical Theatre-- Hamilton (Considering BLM (BLACK LIVES MATTER)– Social, cultural, historical, moral and political and context).</u></b></p> <p>Outcome – Students will learn about a well know genre of musical theatre and the basics of the genre. The students will understand that is consists of three disciplines: acting, singing and dancing. Students now have a prior knowledge and understanding of ‘creating’ which can now be applied to text, which will be the musical ‘Hamilton’ which is a complex and challenging</p>

	<p><b>Why:</b> It is important for the students' current knowledge to progress and develop by learning more genres and styles to create more repertoire. We run a musical theatre course at KS4, so it is a great opportunity for the students to understand what it is about and to start to create interest.</p> <p><b>Cross curricular links: Literacy, Music, Dance and BTEC Performing Arts.</b></p>	<p>will make his name familiar. Students will be able to describe what musical theatre is and demonstrate the basics of music theatre. We will look at the stimulus of gangs too which then starts to combine PSHE.</p> <p><b>Why:</b> It is important to engage boys as much as possible to close the data gap, by looking at gangs it will engage the boys as well as educating them. This introduces moral, social, historical, political and cultural context. We run a musical theatre course at KS4, so it is a great opportunity for the students to understand what it is about and to start to create interest.</p> <p><b>Cross curricular links: Literacy, Music, Dance and BTEC Performing Arts.</b></p>	<p>musical. Students will consider and make directorial decisions. They will learn about different types of staging and enquire about which ones work well for certain reasons and make directorial decisions such as this whilst creating their work. We will explore the themes of Hamilton alongside the history. Students will be focussing on analysis.</p> <p><b>Why:</b> Students in year 9 can be challenged more which is exactly what Hamilton will do due to the concept of the musical. This will really set up the students in a good place for progression if they engage well if they have an interest in taking Musical Theatre at KS4. This will also develop their history skills and knowledge, their comprehension, musicality and leadership skills.</p> <p><b>Cross curricular links: Literacy, Music, Dance, History, PSHE and BTEC Performing Arts.</b></p>
<p>Feb -April 6 weeks</p>	<p><b><u>Studying a practitioner – Frantic assembly in the style of Physical Theatre – Alice in Wonderland.</u></b></p>	<p><b><u>Studying a practitioner - Stanislavski in the style of naturalism - The Grenfell tower fire – Verbatim theatre.</u></b></p>	<p><b><u>Studying a practitioner Frantic Assembly – devising</u></b></p> <p><b>Outcome:</b> Students will expand on their devising</p>

	<p><b>Outcome:</b> Students use the basic skills they learnt last year which they then apply and explore a new style of theatre which is physical theatre. This will be looking at the theatre company, 'Frantic Assembly'. The students will understand that we can tell a story and communicate through our bodies, it doesn't always have to be a spoken script. We will introduce using a stimuli of 'Alice in Wonderland' which a lot of students will be familiar with which will give them the confidence to explore whilst learning a new style which is Physical theatre.</p> <p><b>Why:</b> Students will have to use their understanding of watching a clip and bring it to life and communicate just by using their bodies. This will be a challenge within itself. We will start to introduce the theatre company of 'Frantic Assembly' and their techniques. This will start to prepare them for development and progress into year 8 drama.</p> <p><b>Cross curricular links:</b> <b>Media studies, Dance, and literacy.</b></p>	<p><b>Outcome:</b> Students will be educated of the tragedy of the Grenfell tower fire and gain understanding and the affects of what this had on people in London, which is still current today. The students will use them empathy skills combining with their drama skills and techniques and will write and perform a monologue. They will create a character taken from real life experiences and news from the tragedy, to create understanding on naturalism. This will also contain a deep dive into characterisation which will show progress in their acting skills.</p> <p><b>Why:</b> Writing and performing a monologue would be encouraged at KS4 and 5 which makes this a huge challenge for year 8. The students have to do a speaking exam in English so this will really help them gain confidence for that and for performing in front of people. The students will really have to have compassion for the people who were affected by the Grenfell fire this will require sophisticated understanding and</p>	<p>techniques in theatre companies using their prior knowledge of paper birds and apply and explore the style of theatre which is physical theatre. This will be looking at the theatre company, 'Frantic Assembly'. The students will understand that we can tell a story and communicate through our bodies, it doesn't always have to be a spoken script. We can now challenge the students by giving them a stimulus to develop from. This will be a shadow of the external unit in RSL Drama.</p> <p><b>Why:</b> It is important for our students to understand how to apply their knowledge to a stimuli and devise as if they were their own theatre company. This will support their development into KS4.</p> <p><b>Cross curricular links:</b> <b>Media studies, Dance, literacy and RSL Drama.</b></p>
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<p>April – May</p> <p>5 weeks</p>	<p><b><u>Classical Theatre - Shakespeare</u></b></p> <p><b>Outcome:</b> The students will have their barrier taken away of Shakespeare and the aim is for it to become less scary, more engaging and modernised. The lessons will be fun and will be relevant and modern today, so to make the lessons more accessible.</p> <p><b>Why:</b> Shakespeare is a huge part of theatre history and is very much everywhere in the world today. It is paramount that the students have some knowledge on Shakespeare.</p> <p><b>Cross curricular links: English</b></p>	<p><b><u>Classical Theatre - Shakespeare - Romeo and Juliet</u></b></p> <p><b>Outcome:</b> The students will have their barrier taken away of Shakespeare and the aim is for it to become less scary, more engaging and modernised. We will focus on a specific text of Romeo and Juliet, we can link back to their prior knowledge of West Side Story as it is the same storyline. The students will understand the context of Romeo and Juliet and devise a modern adaption of it, using all of the drama skills and techniques that they have learnt so far.</p> <p><b>Why:</b> Shakespeare is a huge part of theatre history and is very much everywhere in the world today. It is paramount that the students have some knowledge on Shakespeare. The</p>	<p><b><u>Contemporary theatre - Blood Brothers.</u></b></p> <p><b>Outcome:</b> Students will explore the play ‘Blood Brothers’ by Willy Russell. There are many prominent themes within blood brothers whilst exploring the social, cultural, political and moral context. We will explore the themes in a practical setting and by expanding on student’s comprehension and emotional intelligence.</p> <p>Some of the themes that are included:</p> <ul style="list-style-type: none"> <li>➤ THE POVERTY TRAP</li> <li>➤ EDUCATION</li> <li>➤ SUPERSTITION AND FATE</li> <li>➤ DREAMS AND ASPIRATIONS</li> <li>➤ CLASS STRUCTURE AND SOCIAL CONDITIONS</li> <li>➤ CRIME</li> </ul>

		<p>lessons will be fun and will be relevant and modern today, so to make the lessons more accessible. Students study Shakespeare in year 9 in English, this will support them with this and hopefully build their confidence with Shakespeare. We study Shakespeare as part of the RSL Drama course and the students perform a scene from a Shakespeare play. This will help prepare them for this.</p> <p><b>Cross curricular links:</b> <b>English and RSL Drama.</b></p>	<p><b>Why:</b> If taking Drama at KS4, students have to study, become a character and learn lines of a play that they then perform in the tacchi morris. This is a diluted version of that which will set them up if going on to do Drama. Students will have to consider the contrast between different classes and how poverty can affect people. The students will show compassion for their characters which hopefully they pass on in their own every day lives.</p> <p><b>Cross curricular links:</b> <b>English, Politics and RSL Drama.</b></p>
<p>May – July 7 weeks</p>	<p>Misconceptions and what the students need for going into year 8 - TBC</p>	<p>Misconceptions and what the students need for going into year 9 - TBC</p>	<p>Misconceptions and what the students need for going into year 10 - TBC</p>