



Drama	Year 7	Year 8	Year 9
Unit 1	Baseline assessment and Mime	World Theatre: Commedia dell'Arte	Scripted: Noughts and Crosses
Domains and Concepts taught throughout the year	<p>Domains: Performance, Evaluation, Devising</p> <p>Concepts: Voice, physicality, staging, set, lighting, sound, proxemics, mime, physical theatre, lifts, trust, communication</p>	<p>Domains: Performance, Evaluation, Devising</p> <p>Concepts: Voice, physicality, staging, set, lighting, sound, proxemics, comedy, world theatre, trust, communication, Brecht, political theatre</p>	<p>Domains: Performance, Evaluation, Devising</p> <p>Concepts: Voice, physicality, staging, set, lighting, sound, proxemics, racism, division, Frantic Assembly, lifts, trust, physical theatre.</p>
Skills	<p>Non-verbal communication</p> <p>Body language, Facial expressions</p> <p>Levels</p>	<p>Non-Verbal</p> <p>Gromalot</p> <p>Physicality</p> <p>Stock Characterisation</p>	<p>Study of the play Noughts and Crosses by Malorie Blackman.</p> <ul style="list-style-type: none"> -stage combat -split staging -physical theatre - symbolic theatre

	<p>Shape, size and Weight</p> <p>Collaboration</p>	<p>Collaboration</p> <p>Using a mask</p>	<p>Learning lines</p> <p>Collaboration</p>
Methods of assessment	<p>Mini assessments weekly on the different elements of mime.</p> <p>Mime assessment: Culmination of the Mime unit, in which students will, in groups, create a piece of Mime on a given theme, and they will present it to the rest of the class.</p> <p>Students work and perform together but are assessed individually.</p>	<p>Vocabulary and History of Commedia dell 'arte test</p> <p>Commedia assessment: culmination of the unit. Students create a piece of devised drama inspired by Commedia conventions. Final performance in groups - Students will be assessed individually</p>	<p>Final performance in groups - Students will be assessed individually on their progress throughout the unit.</p>
Unit 2	Storytelling: Darkwood Manor	Script: Refugee Boy	Storytelling: The Night Circus
Skills	<p>Voice, physicality,</p> <p>Still Image, Split stage, Narration,</p> <p>Collaboration, creativity</p>	<p>Split staging, understanding context and history, narration, learning lines,</p> <p>Developing empathy, discussion of current events.</p> <p>Understanding of different</p>	<p>Creativity, imagination and collaboration. Students use the Night Circus to create work inspired by the text. Still image, split staging, narration, free writing, physical theatre</p>

		cultures.	Stage lighting key vocabulary - Students create lighting plots for Night circus.
Methods of assessment	Mini 'assessments' in each lesson Final performance in groups - Students will be assessed individually	Mini 'assessments' of each scene in lessons Final performance in groups - Students will be assessed individually	Collaboration within lessons Development of physical strength and coordination Ability to develop and adapt work created in lessons to devise a final piece for assessment using their lighting plots.
Unit 3	World Theatre: Greek Theatre	Building a Believable Character - Duologues	Devised - Practitioner work
Skills	Voice Use of mask Canon, Unison, Choral speaking, Mime Audience awareness Physicality Multi-Role	Study of fundamentals of physicality and vocals in acting. Students learn key theatrical terminology <u>Physicality</u> - Gesture - Pace - Mannerisms - Facial expressions - Gait - Levels	Study of ideas associated with the theatre companies " <i>DV8</i> " <i>and "Frantic Assembly"</i> Collaboration Physical Theatre Verbatim Theatre Movement exploring different ways to interpret practitioners'

	Using 'Antigone' to teach students about Greek Theatre. Themes: gender, power, death, inequality	<ul style="list-style-type: none"> - Quality of movement - Tension - proxemics <u>Vocals</u> <ul style="list-style-type: none"> - Pace - Pitch - Diction - Articulation - Volume - Tone 	<p>work.</p> <p>Identifying moments for physicality and movement</p> <p>Creativity and use of stage</p> <p>Learning lines</p> <p>symbolism</p>
Methods of assessment	<p>Vocabulary test</p> <p>Test on Greek Theatre and how it started</p> <p>Mini performances each lesson on different extracts from the text.</p> <p>Final performance in groups - Students will be assessed individually</p>	<p>Students learn naturalistic duologues and apply physicality and vocals to create a believable character.</p> <p>Learning lines</p> <p>Students perform final duologues in pairs but are assessed individually.</p>	<p>Learning lines</p> <p>Final performance in groups - Students will be assessed individually</p>
Unit 4	Devising Theatre: The Curious Incident of the Dog in the Night Time.	Scripted: Non-Naturalistic Theatre	Surrealism and Non-Naturalism - World Theatre
Skills	Study of Frantic Assembly Theatre company, their use of	Study of the practitioner <i>Brecht</i> and his practices	Study of Surrealism and different influences around the world such as Dali, Disney,

	<p>Physical theatre, lifts, building blocks and symbolism.</p> <p>Exploring autism and 'different ways of viewing society' through a text.</p> <p>Use of choral movement, ensemble work, multi roling</p> <p>Students learn lines to perform sections of the play</p>	<p>Exploration of Splendid Theatre Company as a style and model for performance</p> <p>Study of scripted extract "Metamorphosis"</p> <p>Learning lines</p> <p>Collaboration</p>	<p>Ionesco, Magritte.</p> <p>Experimenting with the structure of a performance</p> <p>Use of symbolism as a representative tool in performance</p>
<p>Methods of assessment</p>	<p>Students learn naturalistic duologues and apply physicality and vocals to create a believable character.</p> <p>Learning lines</p> <p>Students perform excerpts from the play in groups but are assessed individually. They apply physicality and vocals to create a believable scene based on their study of the play and characters.</p>	<p>Learning lines weekly</p> <p>Final performance in groups - Students will be assessed individually</p>	<p>Final performance in groups - Students will be assessed individually</p>