

Year 7	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>TOPIC</b>	Baseline Assessment	Darkwood Manor	Scripted work – Humpty Dumpty		Silent Movies	Christmasaurus
<b>KNOWLEDGE TAUGHT</b>	No knowledge taught as assessing their prior knowledge.	Storytelling through flashback and Narration using the horror story of Darkwood Manor as a stimulus.	How to read a script. Use of voice to create a believable scenario. Action and Reaction. The implications of bullying and why this is important for an audience.		How to present Comedy. Use of silence to present a story/ vignette.	The story of the Christmasaurus. Working with a stimulus and using skills in performance.
<b>SKILLS DEVELOPED</b> <i>(Include any trips and visits.)</i>	Class expectations. Audience participation. Performing to an audience.	Flashback Narration Storytelling to captivate an audience Creating Tension	Script reading and use of stage directions. Projection and Tone Reacting using facial expressions Line learning and memory		Use of mime. Exaggeration through facial expressions, body language and gestures. Working as an individual. Using props in Drama	Use of thought tracking. Cross-Cutting.
<b>ASSESSMENTS</b> <i>(Minimum two per half term, with focussed marking.)</i>	Assessed in rehearsals, performance And a written evaluation.	Assessed in rehearsals, performance And a Verbal evaluation.	Assessed in rehearsals, performance and a written evaluation.		Assessed in rehearsals, performance and a Verbal evaluation.	Assessed in rehearsals, performance And a Verbal evaluation.
<b>HOME LEARNING</b> <i>(To be made available via Century Tech; one per week.)</i>	Rehearsal to ensure they are ready for their performances	Identify how tension is built in a short film – The ten Steps.	Learn lines and rehearse for their performances.		Rehearsal to ensure they are ready for their performances	Poster of all the skills they have developed throughout Year 7 Drama.
<b>SEQUENCING</b> <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i>	Teaching a Freeze Frames that students can then develop. Must be at the start of the year to assess their prior knowledge.	Freeze Frames- building on still images to create a working piece of movement that can then use skills developed in this topic.	Freeze frames, Still image to action and narration. The script uses lots of narration and so students should be able to identify when information is being directed at an audience vs when speech is designed to be portrayed as everyday life to each other.		Building on still images to create movement. Use of expression in performance- to then remove the use of voice will challenge all students.	Performance uses all skills covered throughout the year, as well as Thought-tracking and Cross-cutting. This can be used as a Summative Assessment for the year and the skills developed by students.

<p><b>SCHEMAS</b> (Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</p>	<p>Dance – Stillness and moments of inaction English – Storytelling</p>	<p>English / History – study of folklore</p>	<p>Citizenship/PSHE- Bullying and its implications.</p>	<p>Media Studies – Study of Cinema</p>	<p>English - inference of information from a text.</p>
<p><b>CAREERS LINKS</b> (How might this benefit them in the future?)</p>	<p>Professional Drama Essential Skills – Considering the building blocks of acting, that all actors will learn and use throughout their training, namely Devising, rehearsing, storytelling and freeze</p>	<p>Storytelling- giving students the skills to develop their language and presentation skills of a story. This is transferable and could be used in many settings ie. Boardroom</p>	<p>Literacy - memorising of lines improves reading and retention. Confidence – rehearsing and performing, gives students opportunities to enhance confidence and develop high self-esteem. Could help in college / job interview situations</p>	<p>Entertainment - Developing a sense of humour using dramatic and physical devices. What makes something funny and why</p>	<p>Storytelling and understanding the importance of Narratives.  Opportunities for students to Direct others. Work in an ensemble cast of actors.</p>
<p><b>CULTURAL CAPITAL</b></p>	<p>Opportunities available at Lyndon outside the classroom. References to Acting Examples – Theatre, TV, Radio, Cinema, Online. Work of other students</p>	<p>Acting through another medium (camera / screen) – The Ten Steps, YouTube short film  Theatre / Stage Tech - Sound effects, lighting used for first time to increase dramatic effect</p>	<p>Social interaction – How do we treat others in society  Fairytales / Nursery Rhymes – The importance these have on the learning of young children and how this story extends that concept into a real world setting</p>	<p>Silent Movie era – Charlie Chaplin, Modern examples – Mr Bean ‘Die Hard Stunt’ (Netflix) – Harold Lloyd reference  ...examples shared  Soundtrack to accompany performance – power of music on Dramatic performance</p>	<p>The book itself exploring a ‘mythical-meets-human’ world – sharing of illustrations and story as told through the children’s fantasy book</p>

Year 8	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>TOPIC</b>	Greek Theatre	Pantomime	Scripted Work- The Lord of the Flies		Physical Theatre	Acting for Camera
<b>KNOWLEDGE TAUGHT</b>	How Greek Theatre worked and the historical background to this genre of Theatre.	Traditions of a pantomime and how to present one.	How to read a detailed script. Working in a Duologue. How staging can impact a performance.		Frantic Assembly's Physical Theatre, How movement can be important in a performance.	Acting for Camera relies on understated actions to capture a realistic film. Some basic use of Stanislavski will be taught for students to understand how they can act naturally.
<b>SKILLS DEVELOPED</b> <i>(Include any trips and visits.)</i>	Mask Work Exaggeration Comedy vs Tragedy plotlines Choral Speaking	Stock Characters Use of narration Audience Participation.	Staging and types of stage used in theatre. Projection, Tone and pitch to create a character and react to others in a realistic manner. Using Gestures, Facial Expressions and Body language in a realistic manner.		Use of movement to create meaning and present emotions rather than word. Chair Duets Safe lifting	Use of Pause Magic If Emotional Memory
<b>ASSESSMENTS</b> <i>(Minimum two per half term, with focussed marking.)</i>	Assessed in rehearsals, performance And a Verbal evaluation.	Assessed in rehearsals, performance And a Verbal evaluation.	Assessed in rehearsals, performance And a written evaluation.		Assessed in rehearsals, performance And a Verbal evaluation.	Assessed in rehearsals, performance And a Verbal evaluation.
<b>HOME LEARNING</b> <i>(To be made available via Century Tech; one per week.)</i>	Design a mask to use in the assessment performance that reflects the genre of play presented.	Rehearsal to ensure they are ready for their performances	Learn lines and rehearse for their performances.		10 Bullet Points: Research on Frantic Assembly and their style of theatre.	Create a 30 second film trailer. Filming and Editing can be done at home.

<p><b>SEQUENCING</b> <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p>	<p>Students should already have prior knowledge of key Drama Skills such as narration, mime and exaggeration.</p>	<p>Students should already be aware of exaggeration in theatre as well as how narration can be used. They can then apply the stock characters and other skills to this to create their own pantomime.</p>	<p>Some prior knowledge of script work is needed for students to develop. Students should also have some knowledge of using a stage effectively and how an audience can be impacted by staging choices.</p>	<p>Students should be comfortable working in groups and have basic knowledge of how using a stage can tell a story without needing words.</p>	<p>Students should have prior-knowledge of creating a performance that deals with naturalism/realism, and understand how to act and react in a naturalistic manner.</p>
<p><b>SCHEMAS</b> <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p>	<p>History- Ancient Greeks and the use of theatre as worship.</p>	<p>Art &amp; Design – use of elaborate set and costume to create a fantasy world.</p>	<p>English- Students cover TLOFF in Year 7.</p>	<p>Dance- Use of movement and connection.</p>	<p>Media- Students use key film-making skills.</p>
<p><b>CAREERS LINKS</b> <i>(How might this benefit them in the future?)</i></p>	<p>Creative Industries – Creation of masks enables expression of character and brings to the fore visual creativity and artistic skills</p>	<p>Exaggerated expressions – allow students to explore otherwise contained emotions or feels for amusing / entertaining effect. Allows behaviour that is usually very un-British in everyday life.</p>	<p>Use of technical crafts – Lighting, sound, backdrops and props utilised to extend and enhance performances. Students operate as ‘tech’ for each others groups. Careers in this field discussed as part of lesson.</p>	<p>Physical use of the body for artistic expression – potential for use of these as an actor in a future professional career.</p>	<p>Film-making skills, use of ICT and technology.</p>
<p><b>CULTURAL CAPITAL</b></p>	<p>Ancient Greek style is show to be the root of all Drama and therefore still very relevant – Youtube mini-documentaries used to highlight this</p>	<p>English History – cultural links to this form of theatre in the UK, family entertainment and seasonal tradition</p>	<p>Classic story of English Cultural Heritage – Clips from the films shown (B&amp;W and 1990s versions) Reference made to the original book by William Golding</p>	<p>Clips of Frantic Assembly and other Physical Theatre shown to highlight professional standard of work, which students should aspire to.</p>	<p>Clips from Acting on Screen used as Stimulus.  Workshop on how to perform for the camera – skills required.</p>

Year 9	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>TOPIC</b>	Scripted Performance- Pronoun and The Container		Performance Styles	Let Him Have It	Performance Styles- Live Theatre Analysis	
<b>KNOWLEDGE TAUGHT</b>	How to tackle sensitive issues within a performance. How staging can impact the overall effect of a performance. Creative Intentions when working with a script.		Stanislavski Acting Method vs Brecht Epic Theatre	The story of Derek Bently. Acting styles on Film. Exploration of 1950s Britain and the Criminal Justice System.	How to analyse live theatre and explore this practically. BTEC grading and expectations of Comp 1.	
<b>SKILLS DEVELOPED</b> <i>(Include any trips and visits.)</i>	Creativity in theatre making Believability in characters		Magic If Fourth Wall Multi-Role Order and sequence of performance	Characterisation. Verbatim Theatre. Devising unseen moment.	Analysis of live theatre, including set design, lighting, costume, style and creative intentions.	
<b>ASSESSMENTS</b> <i>(Minimum two per half term, with focussed marking.)</i>	Assessed in rehearsals, performance And a written evaluation.		Assessed in rehearsals, performance And a Verbal evaluation.	Assessed through notes made whilst watching clips from film – targeted questions Devising, rehearsals, performing, short written reflection	Assessed in rehearsals, performance And a Verbal evaluation.  Students can present findings or create a piece of theatre to explore their ideas practically.	
<b>HOME LEARNING</b> <i>(To be made available via Century Tech; one per week.)</i>	Learn lines and rehearse for their performances.		Research Poster on both practitioners and the difference between their styles.	Derek's last letter – what would he have said writing home for the last time?	Rehearse/create their assessment performance/presentation.	

<p><b>SEQUENCING</b> (What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</p>	<p>Some prior knowledge of script work is needed for students to develop. Students should also have some knowledge of using a stage effectively and how an audience can be impacted by staging choices.</p>	<p>Prior knowledge of some aspects of naturalism needed.</p>	<p>Knowledge and skills relating to performance – devising new ideas, projection of voice, creative use of staging, proxemics</p>	<p>Students should have a prior knowledge of use of staging, performance styles and acting skills. This is a culmination of all explored throughout KS3, students should be able to apply knowledge to a live theatre performance watched.</p>
<p><b>SCHEMAS</b> (Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</p>	<p>PSHE – Learning about self and identity Geography – World issues / migration Politics – Why people often need to leave their homes eg. refugees</p>	<p>History – How theatre has developed as a cultural and artistic artform and influenced our society</p>	<p>History – Tragic case which became a landmark case in British history and how we treat people with learning difficulties. Direct links to Sociology &amp; Politics.</p>	<p>English- Use of analysis to explore intentions and fit with context. E.g poetry in GCSE</p>
<p><b>CAREERS LINKS</b> (How might this benefit them in the future?)</p>	<p>Understanding difference in others – tolerance Comprehension of wider world issues Working on professional scripted work</p>	<p>Both styles are world renowned and embraced in professional theatre work</p>	<p>Acting on Film and how this is different to live theatre work – nuanced, subtle, smaller gestures / expressions due to close-up nature of camera.</p>	<p>Careers in P.A. Use of analysis could be used practically in future, within any job prospect and further education. Application of skills and presentation skills.</p>
<p><b>CULTURAL CAPITAL</b></p>	<p>The themes covered in the two plays offer students new perspectives on difference and how to treat others who might not be like us.</p>	<p>Links and reference made through scheme to the influence both on and beyond theatre – films, television, performance art, wider culture.</p>	<p>Deeper understanding of the case and empathy for Derek and his family. Realisation of travesties of justice and how they can occur.</p>	<p>Greater understanding of the power of live theatre. Students will study in detail many aspects of theatre production which they may not before have considered, opening them up to possibilities of engaging with theatre again in the future – uncovering potential ‘cultural blackspots’</p>

