

Five Year Sequence: Drama

Year/time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Introduction to Drama</p> <p>Core drama skills explored. Introduction to basic skills that are the build blocks of any drama student and drama tool kit. These skills will be developed and enhanced year on year with more challenging subject matter and approaches to deepen their understanding of how to use drama techniques. Still Image, Thought Track, Slow Motion and Characterisation through the drama tool kit of voice and movement. These skills will be revisited throughout KS3. Students are also given the opportunity to give peer feedback on their work and work of others which is standard practise for all KS3 and KS4 drama lessons. This is instilled in Autumn 1 with vocabulary and phrasing provided to the students to create routines across all drama lessons.</p>	<p>Creating atmosphere.</p> <p>Students will explore a wider range of skills that c be used in particular theatre situations. They are used to create mood and atmosphere within a piece of theatre.</p> <p>Sound scape, physical theatre.</p> <p>Building on the basic skills and now introducing more skills and using them in a context over just introduction.</p> <p>This is a devised unit of work where students are able to create original</p>	<p>Creating atmosphere.</p> <p>Students will explore a wider range of skills that c be used in particular theatre situations. They are used to create mood and atmosphere within a piece of theatre.</p> <p>Sound scape, physical theatre.</p> <p>Building on the basic skills and now introducing more skills and using them in a context over just introduction.</p> <p>This is a devised unit of work where students are able to create original</p>	<p>Introduction to Shakespeare.</p> <p>Students will take part in script exploration and practical work. They will not read the whole play, instead they will be given key scenes and moments from the script to develop through practical exploration.</p> <p>Students are able to develop skills from previous units but in a more challenging context and including cross</p>	<p>Melodrama.</p> <p>Stock characters, stereotyping storylines.</p> <p>Students will have a continuation of character work and characterisation skills focused in previous units using the ideas of stereotypes, stock characters and how to create particular characters through the repeated use of the drama tool kit of voice and movement.</p> <p>Audience involvement and recognition</p>	<p>Evacuees.</p> <p>Script and devised work based on the WW1 theme.</p> <p>Students will take part in a consolidation of devised, scripted, character development work that will showcase all of the skills that they have learnt this year in performance. They explore scripts as from previous units and this is sat alongside devised work using the drama tool kit and build block skills explored previous in the year. They will also be given regular opportunity to give feedback on their work and the work of other analysing the similarities and differences in their approach to the characters and storyline.</p>

		<p>theatre and are able to give verbal feedback on their work and the work of others in the class. Students will again be given regular opportunity in lessons to analyse the successes and improvement points in their work and the work of others.</p>	<p>curricular skills that can be applied to this unit and it is also excellent cultural development changing the settings and context of traditional plays. This scripted unit improves their reading and oracy skills by encouraging them to learn lines and develop script understanding.</p>	<p>is also explored in this unit.</p>	
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8	<p>Comedy</p> <p>Students will be exploring different types of comedy. Use of pace, pause, timing, physical theatre, interaction with the audience. The element of audience awareness has been introduced in year 7 and continues in year 8 and the audience interaction is the next skill that is explored and revisited later in the year. The drama tool kit is revisited in this unit with attention on the different genre of Comedy with the focus on mentioned skills. Students will build on their analytical skills developed in Y7, and further develop their ability to comment on stage directions and form.</p>	<p>Issue Based Theatre.</p> <p>TIE and issues that are relevant to students today. The significance of audience is explored following on from previous units. As is still image, placards, titles and episodic theatre explored as techniques and are an introduction to GCSE vocabulary and requirements of practitioner based devised theatre. They will explore Brechtian style theatre later in the year so this establishes the</p>	<p>Script Study. 'Face' – Richard Conlon/Ben Zephaniah.</p> <p>Students will further develop their ability to write creatively, which in turn further supports their ability to write a script during their devising module in Y9 and Y10. In addition, by using a text as inspiration for their own piece of creative work, students will develop their ability to use a stimulus as inspiration to devise a performance- a skill that will</p>	<p>Pantomime.</p> <p>Following on from the Melodrama exploration in year 7 this unit develops and builds on the idea of traditional stock characters and how they fit into narratives from Pantomime. Using them in a comedy setting. Comedy, slapstick, monologues audience participation.</p> <p>Pantomime is the lighter side of theatre and combines skills from the Comedy unit and theory and practical</p>	<p>Live Theatre Review 1</p> <p>This introduction to Live Theatre is completed as a theory scheme of work. They will watch, take notes on and review a piece of theatre from 'The Goes Wrong Show' This scheme of work is designed to introduce the skills needed to complete a Live Theatre review but with a much shorter and manageable piece to review. The elements are the same as the GCSE course with costume, lighting, character interactions and directorial decisions being discussed, explored and written about but in a lesson formal way than in year 9 and at KS4 level. It is used as a way to introduce the idea of theatre review but in a simple more accessible context for year 8.</p>
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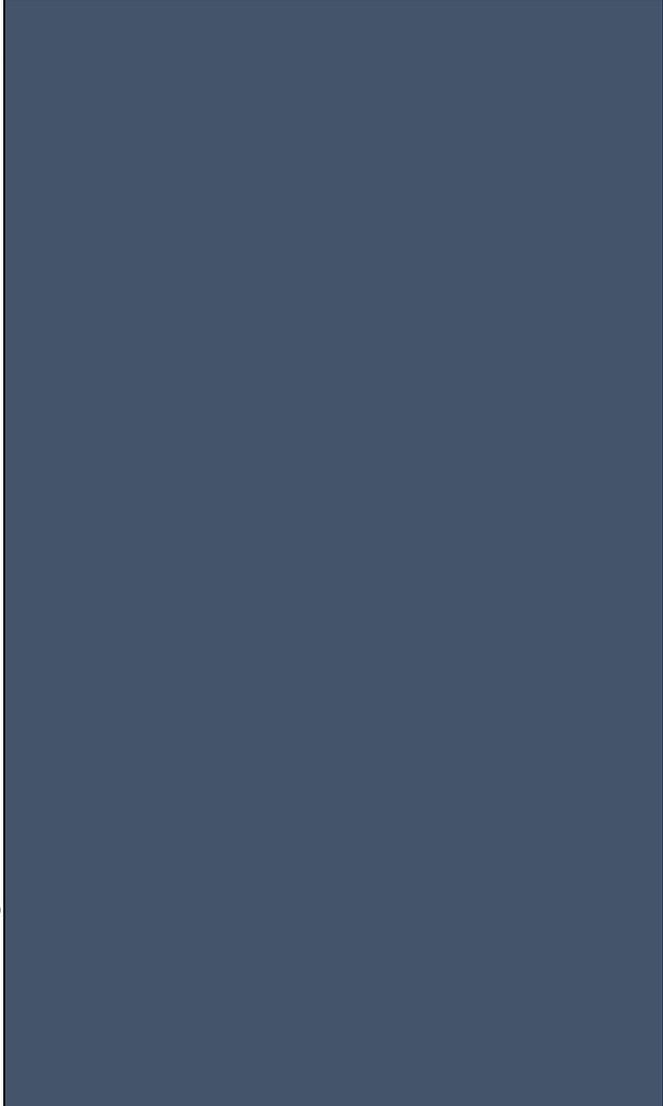
		practise's. Written and verbal feedback in lessons and at the end of unit evaluation are required.	be further developed in Y9.	characterisation from Melodrama and Issue Based Theatre.	
9	DNA – Script study and performances A full term is dedicated to the study of DNA to introduce the set text for GCSE in year 9 so that can be referred to and established for GCSE course. The script is excellent to reteach script skills	Disaster Movie Students will revisit the devised performance elements in their work with drama skills on themes from	Script Study 'Teechers' John Godber In continuation of the script study and performance skills explored in year 7 and 8; 'Teechers'	Devising from a Stimulus Using GCSE stimulus spending 1-2 weeks exploring a practitioner style and genre	Live Theatre Review 2 Following on from the year 8 experience of TGWS unit, this unit is much more in depth and thorough in its approach to introduction to GCSE, Students experience live theatre in which they are a member of the audience in the same performance space as the performers. They will watch a recorded performance of a play.

<p>established in year 7 and 8 and explore issue-based theatre ideas.</p> <p>In this unit they will also be given the opportunity to watch a live recording of the play DNA and complete a Live Theatre Review question in preparation for the GCSE exam requirements. It gives them the additional advantage of seeing the play live which enriches their understanding of the play, its characters and ways to interpret characters and themes we have explored in both written and physical work across the unit.</p>	<p>Disaster Movie storylines and varied skills explored each week. This unit build on the already established drama tool kits and build block skills and explores weekly themes of Disaster Movies to engage and excite. They will revisit the ideas from Creating Atmosphere from Year 7 and build on the ideas of creating tension in a piece. Verbal and written feedback will be completed to enhance their skills of writing for drama that they complete in year 10 and 11.</p>	<p>is the final script that is explored through practical and theory work. The scheme is designed to consolidate the oracy and verbal skills as well as introduce practitioner style performance. The performance work will be in the style of Berkoff Total Theatre. It is a collaborative scheme that combines both script and physical devising based around the themes, characters and</p>	<p>and with previous stimulus.</p> <p>This unit is a simplified introduction to GCSE devising work. They will be given stimulus that has been previously used by Eduqas and be given the opportunity to practically explore their own creative ideas within the boundaries of a given style or genre of theatre. Each piece will explore different techniques relevant to that genre.</p> <p>Comedy – pace, pause, timing,</p>	<p>Students watch the performance and analyse and evaluate the use of lighting, sound, costume, space, performance skills, set design, props and stage furniture. These analytical and evaluative skills are developed over the course of this half term in order to form a basis of understanding of the skills to analyse a piece of Live Theatre in Year 11 as part of their Component 3 written exam.</p>
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<p>10</p>	<p>Brecht Practitioner Study C1</p> <p>Skills based on Epic Theatre. Fresh from end of year 9, move the ideas of this practitioner in to GCSE style work, combining Issue Based Theatre, Comedy and Pantomime units to produce a piece informative theatre that showcases understanding of Brechtian techniques.</p>	<p>Stanislavski Practitioner Study C2</p> <p>Scripted work based on the Stanislavski system.</p> <p>Consolidation of script study units. All the techniques for understanding and studying a script from KS3 are fortified in this unit. It is the last script performance before year 11. This is a mock version of the year 11 scripted exam with a script studied and learnt as it will be in year 11. Artistic Intentions are</p>	<p>DNA for GCSE C3</p> <p>Students will explore the play DNA in a short unit that is made to revisit and reexplore the themes, characters and narratives of the play DNA. This unit sees a more in-depth approach with the focus on exam style questions alongside practical work. They are able to re-examine their understanding of the play and consider the written exam is structured and practise the exam style questions and tasks as a way to</p>	<p>Artaud Practitioner Study C1</p> <p>Skills based on Theatre of Cruelty. This practitioner is used by some students in performance. It consolidates the ideas of creating atmosphere for year 7, the audience participation elements of pantomime. The study is workshop style lessons with specific focus on the practitioner style.</p> <p>Physical Theatre.</p>	<p>C1 – Exploration</p> <p>Following directly on from Spring 2, this unit is the culmination of all the devising skills and knowledge they have accumulated over the past 4 years. Students will prepare the practical element through a series of workshop style lessons designed to engage their creativity in whichever practitioner style they choose. Each group will have tailor bespoke lessons and exercises that will help them develop the initial ideas stage of the performance and supporting written work. Students will be introduced to the GCSE stimulus and be able to explore practically and research themes and ideas that feed directly into their final C1 Devised performance in Year 11 (Autumn 2)</p> <p>Students will be able to develop their ideas in lessons and interventions and be fully prepared for the Autumn term where performance and the written element will be performed and submitted for marking in Autumn 2.</p>
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		written and used as the marking schemes set out by exam board.	recap the play. This is also in preparation for the forthcoming mock exams in year 10 and 11.	Is the final practical style to be explored by the cohort. They will learn how to safely create theatre in the style of Gecko and Frantic Assembly with focus on collaborative physical work within the group which they may choose to take through to the next half term as they explore the stimulus for their final GCSE performance.	
11	C1 – practical performance, Supporting Evidence, Evaluation.	C2 – Scripted Performance, Artistic Intentions.	C3 – revision of DNA Live Theatre Performance Review Spring 2 has been reserved for exam preparation and providing		

<p>Devised performance is most detailed and developed in terms of performance and includes the most amount of support work. Waiting for year 11 so they have the best chance with maturity and views of the world. It is a culmination of everything they have learnt at KS3 and in year 10. They can choose the practitioner (based on what they have been taught) and the direction their performance takes in terms of character, set, costume, technical elements, and how they use their practitioner.</p>	<p>Performance and marked.</p> <p>This half term is dedicated to the C2 scripted performance preparation as we do not know the set date for the visiting examiner the unit of work will be determined by this. Time will be given to students to complete rehearsals in workshop lessons and interventions that have focus each week on the following:</p>	<p>further opportunities for analysis and evaluation skills to be used effectively. This knowledge and understanding of the set text will be explored through revision sessions tailored to the strengths and weakness' of the cohort in. Progress and comprehension will be measured by exploring a range of practise questions/extracts for pupils that mimic the style of Section A of the exam. Building on from the skills developed in Year 9 and year 10, students will analyse and evaluate how they would perform/direct/design key scene from 'DNA'</p>	
<p>Summer holidays used to do groundwork and research and plan ideas. The deadline is also first in the academic calendar dj</p>	<p>Characterisation Understanding of text and context of piece.</p>	<p>They will also be able to explore a final piece of Live Theatre that they will have been to see or watched online and explore examples of how to answer questions and give analysis of Live Theatre.</p>	

Sound, light and technical elements.

Group dynamics and use of drama tool kit and build block skills that are relevant to the script and character they are performing.

This is the culmination of the skills based lessons across KS3 and Year 10.

