

Year 7

Term 1 Basic mime, movement and expression

Physical theatre – people as objects
 Still images to present key dramatic moments
 Use of group members to create levels and shape
 Facial expressions
 Movement skills – transitioning between scenes using control and agility
 Mime– accuracy/realistic actions and objects

Term 2 Physical expression within a dramatic style/genre
 Use of body language and gesture to communicate character and emotion in a naturalistic setting
 Melodrama – exaggerated physical expression (face and body language)
 Working to music – gives a structure to the work

Term 3 Choosing physical style for dramatic purpose
 ‘Home’ task and Fairytale task - imaginatively create a journey and environment using mime and physical action

Year 8

Term 1 Mime movement and expression in specific contexts/styles

Physical comedy and slapstick, timing and ‘tricks’.
 Increased level of control and accuracy needed
 Silent movie task – using exaggerated actions and stock gestures for comic effect.
 Working to music – for accompaniment.

Term 2 Realistic mime
 Mime used in scripted pieces to help set locations and objects. Links to stage directions and reality of setting
 Ensemble movement – synchronisation, timing, Greek Chorus effect
 Combining this with text using more abstract concepts

Term 3 Stylised movement
 Power and status – use of movement and levels to express this
 Peer pressure - Slow motion to create car crash idea, proxemics for peer pressure

Year 9

Term 1 Physical Movement and expression for character, used within new theatre styles

Term 1
 Scripted performance – movement for characterisation and style
 Use of ritual style movement as an ensemble

Term 2 Applying physical skills
 Using physical positioning for film/acting for camera using subtle changes of body language and facial expression.
 Use of body language and gesture for Verbatim style performance - realistic

Term 3 Applying physical skills
 Use of movement and gesture to enhance Shakespeare texts
 Application of movement techniques in own devised piece

Y10 and Y11

Term 1 Movement for different genres

Applying appropriate movement to the following styles
 Naturalistic script
 Brechtian style theatre

Term 2 and 3
 Study of set play text -using actions derived from character intention. Subtler use of gesture and movement.
 Written work explaining how actors use movement techniques

Term 4
 Group devised tasks - choosing movement to express an idea, relationship or character’s emotions in a stylised way Responding to a stimulus – draw on experiences of styles to create own devised scenes that include physical sections

Terms 5 and 6
 Scripted performance using refined and appropriate movement skills to achieve effective performance in chosen style

Curriculum Strand – Character and Narrative

Year 7

Term 1 Character and story intro

Telling stories through still images

Creating characters based on walks, posture. Creating simple characters

Haunted house story - creating own backstory

Term 2 Realistic drama

Improvise familiar scenarios/characters (parents, children, school)

‘Lucy’s story’ – acting out realistic narrative of a teenage girl who makes a bad decision. Family characters. Creating tension

Term 3 Creating own stories

Creating longer improvisations to explore own characters and narrative in response to a stimulus

Unfamiliar stories and situations (Refugee topic)

Modernising fairy stories - creative adaptation

Year 8

Term 1 Comic Characters

Comedy ‘double’act’ and ‘comic business’
Script intro – creating own character and scenes.
Who would say these lines?

Term 2 Interpreting character and story from a published script

‘Blood Brothers’ – exploration of a range of characters
choosing physical action and vocal expression based on interpretation of lines and stage directions
Greek theatre -Telling stories through symbolic movement and imagery
Chorus idea – common voice

Term 3 Teenage characters and stories

Improvisation – status and power. Creating characters and stories
Peer pressure -
‘Joyride’ script examples – characters who don’t do the right thing

Year 9

Term 1 Different styles of narrative

Term 1

Study of a play,, looking at plot, structure and development of characters

Practical presentation of aspects of this play using a chosen structure to communicate key themes and plotlines

Historical stories - witchcraft theme

Term 2 Telling real stories

Use of camera shots on film to tell a story
Verbatim theatre – telling real life stories in a documentary style

Term 3

Shakespearean stories - beliefs and the supernatural

Devising own piece of drama, creating effective ways of revealing plot line

Y10 and Y11

Term 1 and 2 Characters and narrative

Creating characters within a 2 specific styles of drama – the use of multi role

Non-linear structures to reveal storyline/character

Terms 3 and 4 Telling stories

Analysis of how playwright in set work structures stories and how actors and directors and designers can bring these to life

Theatre review - analysis of how story was brought to life

Scripted work using realistic techniques to explore the set text and create effective performance

Devising own work using improvisation to find rounded characters and effective dialogue. Choose narrative structure to reveal information

Terms 5 and 6

Scripted work using effective performance techniques linked to chosen style.

Exam practice to express ideas for the presentation of a narrative on stage

Curriculum Strand – Performance Skills

Year 7

Introducing performance and building confidence

Large group physical tasks for performance – build confidence to take part

Spoken work – perform small extracts of their work 'in place' in the room

Larger group improvisations. Full performances to the class using effective vocal skills

Melodrama – perform to music – timing and confidence for physical expression

Simple choral speaking in 'Home' topic

Year 8

Building longer pieces of performance.

New styles of performance- physical comedy in pairs

Scripted tasks – taking responsibility for own character and learning lines to deliver in performance.

'Blood Brothers' - performing a monologue, duologue or small group scripted extract to the class (vocal and physical).

Own individual role
Greek theatre - group ensemble skills - synchronised performance

Peer pressure topic - presenting own work as part of a whole class performance

Year 9

Refining performance skills and introducing performance styles

Longer and more demanding scripts in a range of styles.

Regular line learning
Performance qualities needed for film performance and verbatim style

Ensemble/ritual performances requiring more advanced skills of timing synchronisation and coordination.

Shakespeare in performance

Longer devised pieces using a range of techniques and providing performance 'problems' such as transitions

Y10 and Y11

Learning new styles and more advanced techniques. Analysing own skills

Naturalistic acting techniques (Stanislavski)
Brechtian techniques in the context of Theatre in Education

Performance of a piece of script from a full length play.

Written analysis of own skills

Performance of own group devised piece, using exam board stimulus

Opportunities to perform to younger year groups

Analysis of acting skills seen in professional pieces of theatre (live or streamed)

Performance to external examiner or video moderation

Curriculum Strand – Devising Drama

Year 7

Structured tasks throughout to support learning. 'Free' task in final term

Term 1

Structured tasks for still images and mime/character.

Short improvisations – learning to create tension

Term 2

Storyline given for improvisations – clear structure of scenes to support realistic drama. Identification of key moments

Introduction of Monologue

Melodrama storyline given linked to musical cues

Term 3

Group devised drama – use what have learnt so far to respond creatively to a stimulus. Own structure, characters and choice of drama techniques

Year 8

Introduction of new drama techniques and structuring devices.

Term 1

Creating own imaginative storyline and 'comic business' for slapstick paired task. Using music to enhance style

Scripted work – devising extensions for scripted characters – consistency in style and creating climax and conclusion

Term 2

Scripted work - use of imagination to stage an extract and add stage business in an appropriate way.

Greek theatre style and use of chorus techniques

Term 3

Improvisation work on status and power – structuring scenes and developing transitions

Developing own extended scenes based on peer pressure - using all techniques learnt so far

Year 9

More advanced techniques and structures.

Working as an ensemble – devising ritual group work

Devising storylines for film
Devising in Verbatim style – converting facts and interviews into a piece of drama

Devising own structure for a piece of script based on themes or character experiences

Devising own longer group work, using devices such as flashback, multirole, narration and physical theatre

Y10 and Y11

Working in the specific theatre style or style of a practitioner

Responding creatively to a brief to create own structures and ideas.

Working in groups independently to create a piece of theatre

Learning techniques for Theatre in Education style performances

Understanding of target audience and intention

Stanislavski – creating truth in physical action for scripted work.

Use of other practitioners (John Godber) or styles (comedy) to interpret plays and scripted extracts for performance

External exam performance (live or video)

Watching and analysing work in different theatre styles

Curriculum Strand – Reflection and Evaluation

Year 7

Verbal feedback and reflection.
Introduction of vocabulary for discussing drama

Regular formative reflection by selves/peers/teacher during tasks to improve standard of work

Reflect on skills used by self and by group to create effective drama for each end of topic performance

Respond to the work of peers by commenting on effective moments and areas for improvement related to staging decisions, performance skills and effort/focus

Understanding of how to respond as an audience, creating mutual respect and appreciation for live performance

Target setting each term – verbal discussion as a class regarding individual achievements and targets for improvement

Year 8

Verbal feedback and reflection.
Addition of further specific vocabulary for discussing drama and style

Regular formative reflection by selves/peers/teacher during tasks to improve standard of work

Reflect on more advanced skills used by self and by group to create effective drama for each end of topic performance

Understanding of how to respond as an audience, creating mutual respect and appreciation

Target setting each term – verbal discussion as a class regarding individual achievements and targets for improvement

Year 9

Verbal feedback and reflection.
Development of further specific vocabulary for discussing drama

Regular formative verbal reflection by selves/peers/teacher during tasks

Reflect on more advanced skills used by self and by group to create effective drama for each theatre style. Use of specific vocabulary

Respond to the work of peers by commenting on effective moments and areas for improvement related to staging decisions, specific performance skills and effort/focus

Further understanding of how to respond as an audience, appreciating and evaluating the mood and atmosphere created

Target setting each term – verbal discussion, teacher feedback and targets for improvement.

Y10 and Y11

Verbal feedback and reflection.
Written evaluation of own work and the work of others

Respond to the work of professional directors by analysing effective moments related to staging decisions, performance skills and other production elements in live/streamed theatre productions

Component 1 - Ongoing reflection of own devised work and written analysis and evaluation of the effectiveness of the process and product

Written exam has a theatre review in which analysis and evaluation skills are tested.

Verbal feedback used during rehearsals for scripted extracts