

Skills

Year 11 "Becoming KS5 Ready"

- To interpret a text for live performance, realising an individual artistic intention.
- To interpret an extract and entire text through extended writing.
- To interpret and develop design elements in order to create mood and atmosphere, referencing context through extended writing.
- To critically analyse and evaluate the work of professional theatre makers using detailed theatrical terminology, giving vivid examples to justify opinions.

Year 10 "Developing into Independent Learners"

- To be able to respond to and select from a range of stimuli to devise, rehearse and refine an effective and engaging piece of theatre.
- To track development and refinement of a piece of theatre through verbal discussion and extended writing.
- To be able to interpret an extended piece of text for performance, communicating character and context through a range of performance skills.
- To interpret text for performance and design through extended writing.

Year 9 "Developing Skills to Enhance Learning"

- To be able to demonstrate a secure understanding of improvising to explore, devising from a stimulus and responding to scripts in order to create performance work.
- To develop effective rehearsal skills, understanding how to refine performance based on dramatic intention.
- To understand the important role of SCHP context in the development and effectiveness of theatre.
- To demonstrate the ability to use a wide range of performance skill in order to communicate a character while performing in a particular style.
- To be able to correctly apply a wide range of theatrical terminology when describing, analysing and evaluating theatre.
- To be able to analyse and evaluate a piece of theatre in depth, whether professional, peer or own work.

Year 8 "Taking Responsibility for Learning"

- To be able to work effectively as a group to develop performance material.
- To further develop skills in improvisation, devising and script work.
- To develop effective rehearsal skills, understanding how to refine performance.
- To understand the different elements of vocal and physical skills and be able to apply detailed vocal and physical skills to communicate emotion or style.
- To develop the skills to respond critically to a piece of drama and theatre, whether this be professional theatre or the work of peers, using correct terminology

Year 7 "Transition to High School"

- To understand what Drama is and the skills needed to work effectively as a member of a group.
- Develop basic skills in improvisation, devising and script work.
- To understand and be able to apply fundamental vocal and physical skills to create impact.
- To develop the skills to respond to a piece of drama and theatre, whether this be professional theatre or the work of peers, using correct terminology.

Knowledge

Future Education, Employment & Training

KS5 Study

Woman in Black trip

Pupils will visit The Fortune theatre in Covent Garden to experience the exciting performance of The Woman in Black.
1,2,3,6,7,8,9,10,14,15,17,16,18, 21,24

Theatre evaluation

Pupils will complete an in-depth analysis of the productions acting and design elements, critically evaluating its impact on the audience.
1,2,3,6,7,8,9,10,14,15,17,16,18, 21,24

COMPONENT 3 PERFORMANCE EXAMINATION

1,2,3,5,6,7,8,9,10,12,13,14,15,17,16,18,19,20,21,23,24,27,28

Scripted Extracts – Block, develop and rehearse.

Pupils will apply the skill of interpreting a text practically, realising an artistic intention.
1,2,3,5,6,7,8,9,10,12,13,14,15,17,16,18,19,20,21,23,24,

Opportunity to engage in extracurricular activities to further build passion and perform for an audience through ArtsOne Showcases, LAMDA examinations and Whole School production.

Devising – Evaluating Drama

Pupils evaluate their creation and rehearsal process and final performance.
1,2,3,5,6,7,8,9,10,11,12,13,14,15,17,16,18,19,24,25,26

Year 11

Blood Brothers – Developing a character. (12&20 mark response)

Pupils will practice the skill of interpreting a character in an extract and entire text, through extended writing.
1,2,3,5,6,7,8,9,10,12,13,14,15,17,16,18,19,20,21,23,24,

COMPONENT 2 PERFORMANCE EXAMINATION

(Coursework submission in year 11)
1,2,3,5,6,7,8,9,10,11,12,13,14,15,17,16,18,19, 21,24,25,26

Devising - Creating and developing Drama

Pupils create develop and refine a piece of devised theatre.
1,2,3,5,6,7,8,9,10,11,12,13,14,15,17,16,18,19, 21,24,25,26

Working with Scripts – Blood Brothers extracts

(8 marker revision) – Pupils are given the opportunity to practice interpreting a script and further exploration of key characters from the GCSE set text.
1,2,3,5,6,7,8,9,10,12,13,14,15,17,16,18,19,20,21,23,24

Devising – Working with a stimulus

Pupils select stimuli and create initial ideas for final devised performance
1,2,3,5,6,7,8,9,10,11,12,13,14,15,17,16,18,19, 21,24,25,26

Opportunity to perform in a professional theatre setting as part of National Theatre Connections Competition.

Beautiful Thing

In depth study of a piece of theatre, pupils have the opportunity to analyse and evaluate a piece of theatre while exploring historical struggles of the LGBTQ+ community.
1,2,3,6,7,8,9,10,12,14,15,17,16,18,19, 21,24

Year 10

Communicating a character – Extended writing. (8-mark response)

Pupils will develop an understanding of how to interpret character giving detailed and extended responses.
1,2,3,5,6,7,8,9,10,12,13,14,15,17,16,18,19,20,21,23,24,

Opportunity to engage in extracurricular activities to further build passion and perform for an audience through ArtsOne Showcases, LAMDA examinations and Whole School production.

Theatre Styles

Studying historical and influential theatre practitioners in order to understand how theatre can impact upon the audience.
1,2,3,5,6,7,8,9,10,13,14,15,17,16,18, 21,24,25

Blood Brothers Context – 1950's – 1980's Britain

Pupils will read and use Drama as a tool to explore and understand the contextual elements of the GCSE set text.
1,2,3,5,6,7,8,9,10,12,13,14,15,17,16,18,19,20,21,23,24,

Opportunity to perform in a professional theatre setting as part of National Theatre Connections Competition.

Billy The Kid

In depth study of a piece of professional theatre, giving pupils the opportunity to analyse live theatre in depth. Links to history.
1,2,3,6,7,8,9,10,12,14,15,17,16,18,19, 21,24

Success in Drama

Introduction to GCSE Drama. Pupils given the opportunity to recap on skills learnt in KS3 drama and understand the roles and responsibilities of theatre makers.
1,2,3,5,6,7,8,9,10,13,14,16,17,19,21,24,25,26,

Poetry and Physical theatre

Exploration of modern performance practices from Frantic Assembly and DV8 to develop devising skills – using poetry from the holocaust as a frame.
1,2,3,6,7,8,9,10,11,12,13,14,15,17,16,18,19, 21,23,24

Noughts and Crosses

Interpreting a text as stimuli to devise theatre.
1,2,3,5,7,8,9,10,11,12,13,14,16,17,19,21,23,24

Year 9

Live Theatre Evaluation

Responding to a piece of professional theatre, providing opportunities to build powerful knowledge through theatre visit.
1,2,3,6,7,8,9,10,14,15,17,16,18, 21,24

Stanislavski

Studying a historical and influential theatre practitioner in order to develop skills in rehearsal, characterisation, and performance. Driven by naturalism.
1,2,3,5,7,8,9,14,16,17,19,21,24

Opportunity to perform in a professional theatre setting as part of Shakespeare School's Festival.

Scripted (Sparkleshark) Performance

Developing interpretative skills.
1,2,3,5,7,8,9,10,11,12,14,16,19,21,24

Year 8

Melodrama

Applying a range of vocal and physical skills to a number of scenarios to build precision and control.
1,2,3,5,7,8,9,14,16,17,19,21,24

The Tempest

Engaging with an historical play text, applying vocal and physical skills.
1,2,3,5,7,8,9,14,16,17,19,21,24

Greek Theatre and Commedia Del Arte

Learning about historical theatrical style while applying fundamental vocal and physical skills to communicate style.
1,2,3,5, 6,8,9,14,16,21,24

Opportunity to engage in Drama Enrichment to build further devising skills – Opportunity to achieve Bronze Arts Award – Opportunity to perform in Shakespeare School's Festival.

Year 6 Induction

Year 7

Assessment of prior knowledge and skills accumulated during KS1 & 2 / Teaching the basic skills of Drama through Introduction to Drama SOW.
1,2,3,6,7,8,9,10,14,16,21,24

Darkwood Manor

Building basic understanding of creating mood and atmosphere on stage through basic vocal and physical skills.
1,2,3,5,6,7,8,9,14,16,21,24

Live Theatre Evaluation

Responding to a piece of professional theatre, providing opportunities to build powerful knowledge through theatre visit.
1,2,3,6,7,8,9,10,14,15,17,16,18, 21,24