

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Key focus</b>	7.1 Introduction to Drama	7.2 Characterisation	7.3 Holes	7.4 Bullying	7.5 Physical Theatre	7.6 Page to Stage
<b>Key knowledge and skills</b>	Developing the ability able to work collaboratively to devise drama whilst applying basic explorative strategies (freeze frame, mime and spoken thought) within devised work Building performance skills to enable confidence and audience engagement. Developing skills of response and evaluation	Developing skills of characterisation whilst gaining knowledge and understanding of Stanislavski method of acting. Developing an understanding of rehearsal techniques to develop a <i>realistic</i> portrayal of character whilst developing analysis and evaluation skills	Developing skills of characterisation and improvisation and exploring drama conventions to mark the moment and develop flashbacks. Develop ability to devise in response to situation and setting.	Develop knowledge of the different types of bullying whilst exploring the consequences of bullying via drama conventions Develop the ability evaluate own and others work	Develop knowledge of what Physical Theatre is and to understand the style and genre of Physical Theatre. Explore and apply techniques of physical theatre and non-verbal communication.	Creating and developing ideas to communicate meaning for theatrical performance. Apply explorative strategies and techniques to realise artistic intentions in live performance. Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Have opportunities to analyse and evaluate own work and the work of others.
<b>Key words/ vocabulary</b>	Freeze frame, mime, spoken thought, character, rehearse, perform, and evaluate, facial expression, body language, dialogue, pace, pitch, tone, volume, levels, gesture, proxemics.	Characterisation, hot seating, emotion, body language, given circumstance, super objective, facial expression, physical skills, vocal skills, gesture, naturalism, realistic, believable	Characterisation, Teacher in Role, prepared improvisation, spontaneous improvisation, marking the moment, slow motion, headwrecker, flashback, hot seating, freeze frame, spoken thought, mime	Freeze frames, bullying, devise, projection, sustained roles, split scene, contrast, stepping out, characterisation, soundscape, pace, tone, repetition, sound effect, vocal, naturalistic.	Frantic assembly, physical theatre, timing, ensemble, practitioner, company, Style, genre, stimulus, dynamics, formation, narrative	Vocal skills, physical skills, script, playwright, staging, thrust, proscenium, rehearse, refine, dialogue, text, character, emotion, stage directions, traverse, in the round, promenade, posture tone, pitch, volume
<b>Assessment method</b>	Small group devised drama using all explorative strategies Self-assessment WWW and EBI with target setting and response	Small group devised drama using all performance conventions learnt from 7.1 and characterisation skills from 7.2. Self-assessment WWW and EBI with target setting and response	Small group devised drama using all performance conventions learnt from 7.1, 7.2 and 7.3 Self-assessment WWW and EBI with target setting and response	Small group devised drama using all performance conventions learnt from 7.1, 7.2, 7.3 and 7.4. Self-assessment WWW and EBI with target setting and response	Small group devised drama using all performance conventions learnt from 7.1, 7.2, 7.3, 7.4 and 7.5 Small group devised physical theatre using Frantic Assembly style focusing on range of dynamics and movement memory.	Small group scripted task using performance conventions learnt from 7.1-7.5. Verbal self-assessment (individual contribution, decisions made, self-assessment- target setting and production elements)



					Self-assessment WWW and EBI with target setting and response	Self-assessment WWW and EBI with target setting and response e.g. individual contribution, decisions made, self-assessment- target setting and production elements
<b>Wider links</b>	<b>PSCHE</b> – Teamwork and cooperation skills in group work and discussion, including critical evaluation of own and others work.	<b>PSCHE</b> – Teamwork and cooperation skills in group work and discussion, including critical evaluation of own and others work. <b>History</b> – developing knowledge of how practitioners have influenced developments in Drama.	<b>PSCHE</b> – Teamwork and cooperation skills in group work and discussion, including critical evaluation of own and others work. <b>Citizenship-</b> Consequences of criminal activity <b>English</b> – knowledge of literature	<b>PSCHE</b> – Teamwork and cooperation skills in group work and discussion, including critical evaluation of own and others work. Knowledge and understanding of Bullying	<b>PSCHE</b> – Teamwork and cooperation skills in group work and discussion, including critical evaluation of own and others work. <b>Growth Mindset-</b> resistance, adaptability, collaboration, problem solving. <b>Citizenship-</b> Social issues (Frantic Assembly/ DV8) <b>Geography-</b> exploring professional companies/issues from across the world.	<b>PSCHE</b> – Teamwork and cooperation skills in group work and discussion, including critical evaluation of own and others work. <b>English-</b> Literature and text analysis.
<b>Enrichment opportunities</b>	Extra-curricular opportunities – drama, dance and music clubs. Whole school production Theatre trips National Theatre subscription – opportunity to watch live theatre					
<b>Careers links</b>	Directing Theatre review Theatre production Acting	Directing Theatre review Theatre production Acting Historian	Directing Theatre review Theatre production Acting Historian Criminal Justice worker	Teaching Mental Health Support	Working in teams; different job roles to achieve a common goal.	Directing Theatre review Theatre production Acting Playwright Historian