

|                                 | Half term 1 and half term 2   | Half term 2 and half term 3  | Half term 3 and half term 4  |
|---------------------------------|---|--|--|
| <b>Key focus</b>                | 8.1 Craig and Bentley   | 8.2 Genre  | 8.3 Blood Brothers   |
| <b>Key knowledge and skills</b> | Exploring and devising from stimulus whilst developing skills and knowledge of forum theatre and techniques to mark the moment.<br>To develop an understanding of how to create tension whilst also having the opportunity to evaluate own and others work.                                   | Recognising a range of genres of drama and understanding the key features and style of the genres.<br>Be able to explore and devise in a range of genres.  | Students will practically explore scripted drama via use of conventions (loop structure, flashback, hot seating, freeze frame, role play, cross cutting and split scene). They will develop understanding of genre, character and structure and understand the difference in social class<br>Develop the ability to understand the social, cultural and historical context of the play |
| <b>Key words/ vocabulary</b>    | Angel and devil, forum theatre, conscience, marking the moment, tension, devise, voice, body language, facial expression, stimulus, dialogue, physical theatre  | Genre, style, form, conventions, key features, structure, character, projection, inflection, volume, rhythm, formation, cross cutting, cliff hanger, tension   | Freeze frame, flashback, gesture, facial expressions, character, hot seating, relationships, vocal skills, levels, loop structure, social class, characterisation, structure, genre, physical skills, contrast, proxemics, pace  |
| <b>Assessment method</b>        | Small group devised task applying all taught techniques and explorative strategies<br>Self-assessment WWW and EBI with target setting and response  | Small group devised task.<br>Self-assessment (individual contribution, decisions made, self-assessment- target setting and production elements)  | Small group scripted task using<br>Self-assessment (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.<br><b>History</b> – real historical case and develop understanding of progression of criminal justice system.<br><b>PER</b> – ethical decisions and morals | <b>PSCHE</b> –Teamwork and cooperation skills in group work and discussion, including critical evaluation of own and others work.<br><b>English-</b> Literature and text analysis in different genres. | <b>PSCHE</b> – Teamwork and cooperation skills in group work and discussion, including critical evaluation of own and others work.<br><b>English-</b> Literature and text analysis.<br><b>History</b> – understanding of social class and impact upon living conditions  |
| <b>Enrichment opportunities</b> | Extra-curricular opportunities – drama, dance and music clubs.<br>Whole school production<br>Theatre trips<br>National Theatre subscription – opportunity to watch live theatre   |  |  |
| <b>Careers links</b>            | Directing<br>Theatre review<br>Theatre production<br>Acting<br>Law and Criminal Justice   | Directing<br>Theatre review<br>Theatre production<br>Acting<br>Historian<br>Playwright   | Directing<br>Theatre review<br>Theatre production<br>Acting<br>Playwright<br>Historian   |