

| YEAR 7 | Autumn Term (Cycle 1) | Spring Term (Cycle 2) | Summer Term (Cycle 3) |
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| Theme | <u>Storytelling</u> | <u>Exploring The Past</u> | <u>Developing Physicality</u> |
| Students will know and remember... | <p>How to define and apply:</p> <ul style="list-style-type: none"> -Freeze Frames: (SPELF: Silent/Still, Posture/Expression/Levels/Focus). -Spontaneous Improvisation.. -Devising skills. -Self-reflection skills. -Cross-cutting <p>Characterisation:</p> <ul style="list-style-type: none"> -Body Language -Intonation -Facial Expressions -Energy -Pace -Projection -Space | <p>How to define and apply:</p> <ul style="list-style-type: none"> -Naturalistic acting techniques. -Thought Tracking (within a Freeze Frame). -Narration. -Slow Motion. -Devising skills. -Self-reflection skills. <p>Characterisation:</p> <ul style="list-style-type: none"> -Body Language -Intonation -Facial Expressions -Energy -Pace -Projection -Space | <p>How to define and apply:</p> <ul style="list-style-type: none"> -Non-naturalistic acting techniques. -The rules of mask wearing. -Frantic Assembly's Chair Duets and By/Round/Through. -How to use their body to communicate with an audience. <p>Characterisation :</p> <ul style="list-style-type: none"> -Body Language -Intonation -Facial Expressions -Energy -Pace -Projection -Space |
| So that they can... | <ul style="list-style-type: none"> -Work together as an ensemble to create devised Drama. -Interpret and develop characters from text/script. -Communicate relationships/status of characters. -Actively reflect and evaluate their own and others' work. | <ul style="list-style-type: none"> -Work together as an ensemble to create devised Drama. -Explore factual historical information in Drama. -Use rhythm/sound to communicate meaning. | <ul style="list-style-type: none"> -Effectively use their bodies to communicate meaning to the audience. -Understand different genres within the world of Drama and apply these to their work. -Explain what Physical Theatre is. |

| YEAR 8 | Autumn Term (Cycle 1) | Spring Term (Cycle 2) | Summer Term (Cycle 3) |
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| Theme | <u>Melodrama and Mysteries</u> | <u>Issue-Based Drama</u> | <u>Physical Theatre</u> |
| Students will know and remember... | <p>How to define and apply:</p> <ul style="list-style-type: none"> -Melodramatic performance skills -The importance of non-verbal communication -Stock Characters -Slapstick Comedy <p>Characterisation:</p> <ul style="list-style-type: none"> -Body Language -Intonation -Facial Expressions -Energy -Pace -Projection -Space | <p>How to define and apply:</p> <p>Naturalistic performance techniques (such as those used by Stanislavski) to show character status and relationships.</p> <p>Characterisation:</p> <ul style="list-style-type: none"> -Body Language -Intonation -Facial Expressions -Energy -Pace -Projection -Space | <p>How to define and apply:</p> <ul style="list-style-type: none"> -Non-naturalistic performance techniques such as Brecht and Frantic -Teacher in role -Student in Role -Frantic Assembly's Chair Duets and By/Round/Through. -How to use their body to communicate with an audience. -How to interpret a text for performance <p>Characterisation:</p> <ul style="list-style-type: none"> -Body Language -Intonation -Facial Expressions -Energy -Pace -Projection -Space |
| So that they can... | <ul style="list-style-type: none"> -Work as part of an ensemble to develop a performance. -Develop their use of non-naturalistic performance skills | <ul style="list-style-type: none"> -use their knowledge of Drama skills to show status and relationships between characters - Devise theatre using practitioner methodology - Develop their characterisation using performance skills covered. | <ul style="list-style-type: none"> -Work effectively as part of an ensemble - Choose relevant performance skills from different practitioners to develop their own performance. -Effectively use their bodies to communicate meaning to the audience. |

| YEAR 9 | Autumn Term (Cycle 1) | Spring Term (Cycle 2) | Summer Term (Cycle 3) |
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| | <u>Developing Characterisation</u> | <u>Stage Combat</u> | <u>Theatre In Education (T.I.E)</u> |
| Students will know and remember... | <p>How to work respectfully with sensitive themes whilst developing characterisation skills.</p> <p>Students will know and remember how to define and apply:</p> <ul style="list-style-type: none"> -Monologues in Drama. -Spontaneous Improvisation skills. -Freeze Frames and Thought Tracking. -Ensemble devising techniques. -Intonation skills. <p>Characterisation Skills:</p> <ul style="list-style-type: none"> -Body Language -Intonation -Facial Expressions -Energy -Pace -Projection -Space | <p>How to use Stage Combat to create naturalistic scenes:</p> <ul style="list-style-type: none"> -Slap -Kick -Head Slam -Hair Pull <p>How to apply their BIFEPPS skills to create naturalistic argument scenes that include choreographed stage combat.</p> <p>Characterisation Skills:</p> <ul style="list-style-type: none"> -Body Language -Intonation -Facial Expressions -Energy -Pace -Projection -Space | <p>How to create and perform Drama that has a clear message.</p> <p>The different purposes for theatre:</p> <ul style="list-style-type: none"> - Educate/Inform/Entertain/Challenge/ Inspire. <p>The different types of staging:</p> <ul style="list-style-type: none"> -Proscenium arch -In the round -Thrust -Promenade -Traverse <p>Students will know and remember how to define and apply:</p> <ul style="list-style-type: none"> -Brechtian techniques. -Verbatim (Mark Wheeller) techniques. -Stanislavki's techniques. <p>Characterisation Skills:</p> <ul style="list-style-type: none"> -Body Language -Intonation -Facial Expressions -Energy -Pace |

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| | | | <ul style="list-style-type: none"> -Projection -Space |
| <p>So that they can...</p> | <ul style="list-style-type: none"> -Work together as an ensemble to create devised Drama. -Respond to a stimulus. -Develop naturalistic characterisation skills. | <ul style="list-style-type: none"> -Work together to create naturalistic scenes incorporating stage combat skills. -Apply characterisation skills to devise drama. -Share work with one another and reflect upon one's own and others' skills. | <ul style="list-style-type: none"> -Create Drama that has the purpose to educate others. -To use characterisation and devising skills to create a piece of Drama that includes naturalistic and non-naturalistic techniques. -Draw upon prior knowledge and skills to develop meaningful pieces of T.I.E. |