

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Term- Half Term 1	<p><b>Ghost Stories-Devising</b></p> <p>Pupils will learn new drama strategies and recap ones from year 7 and learn how they can enhance their devised work, whilst also communicate meaning to an audience</p> <ul style="list-style-type: none"> <li>• Voices in the head</li> <li>• Marking the moment</li> <li>• Narration</li> <li>• Still Image</li> <li>• Dramatic Tension</li> </ul>	<p>Teachers provide feedback to individuals, groups and the whole class. Verbal feedback is given live in almost every lesson but as a minimum pupil will receive it from their teacher every three lessons.</p> <p>Pupils will be assessed on a devised performance as a key knowledge test. Pupils will be given verbal feedback on their strengths and areas to improve.</p> <p>Pupils will also complete a written key knowledge test that assesses their knowledge and understanding of key words and concepts.</p>	<p><b>Why do we teach it?</b> This topic builds on from the evacuees scheme in year 7. It recaps drama strategies, pushes pupils to be more creative and introduces new drama strategies. It is similar in content to GCSE Component 1</p> <p><b>Why do we teach it here?</b> We teach it here as it builds on from the devising units in year 7. The assessments fall just before Halloween and therefore is seasonal.</p> <p><b>Knowledge:</b> <b>Declarative</b>-learning definitions of drama techniques <b>Procedural</b>-learning how to use the drama techniques <b>Disciplinary</b>-analysing performances.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Challenging reading activity on climax and anti-climax.</li> <li>• Reading progress homework: The story of Emily</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Wordsearches and crosswords on key words</li> <li>• Glossaries given and revised</li> <li>• Key words test</li> </ul> <p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>• Discussing and negotiating ideas in groups</li> <li>• Use of talk tactics when discussing dramatic tension</li> <li>• Sentence stems to structure verbal evaluations</li> </ul>

Autumn Term – Half Term 2	<p><b>Pantomime-Style1</b></p> <p>Pupils will learn about the history of pantomime, the features and stock characters and learn how to perform in that style.</p> <ul style="list-style-type: none"> <li>• Stock characters</li> <li>• Slapstick</li> <li>• Audience Participation</li> <li>• Recap interpreting a script</li> <li>• Recap blocking a scene</li> <li>• Recap characterisation</li> </ul>	<p>Teachers provide feedback to individuals, groups and the whole class. Verbal feedback is given live in almost every lesson but as a minimum pupil will receive it from their teacher every three lessons.</p> <p>Pupils will be assessed on a scripted performance as a key knowledge test. Pupils will be given verbal feedback on their strengths and areas to improve.</p> <p>Pupils will also complete a written key knowledge test that assesses their knowledge and understanding of key words and concepts</p>	<p><b>Why do we teach it?</b></p> <p>We teach Pantomime from a Drama point of view and a British Values point of view. We study Pantomime as a style and focus on the features used. Pupils study style at GCSE.. We also use this as an opportunity to revisit characterisation and scripted skills from year 7. In terms of British values, we look at the traditions and history of the Pantomime and how it is quintessentially British. We also see this as an opportunity to build on cultural capital.</p> <p><b>Why do we teach it here?</b></p> <p>It falls at this time of year as it is Panto season and there will be local pantomimes on in the area in addition to TV programming. We do not get chance to look at style in year 7 due to fortnightly lessons so this is the first-time pupils have learned about style and features. Pupils are able to revisit and improve their skills in characterisation and scripted work.</p> <p><b>Knowledge:</b>  <b>Declarative</b>-learning definitions of drama techniques, recapping stage areas  <b>Procedural</b>-learning how to use the drama techniques, recap of blocking and characterisation  <b>Disciplinary</b>-analysing performances.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Commedia Dell'arte challenging reading</li> <li>• Reading scripts out loud</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Glossaries given and revised.</li> <li>• Low stakes quizzes on key words</li> </ul> <p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>• Discussing and negotiating ideas in groups</li> <li>• Discussions on stock characters in fairy tales using talk tactics and bullseye.</li> </ul>
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Spring Term – Half Term 3	<b>Great British (and Irish) Playwrights-Scripted 2</b>  Pupils learn about a range of playwrights and genres from different periods in history. Pupils improve their ability to interpret and perform scripts. <ul style="list-style-type: none"> <li>• Recap interpretation and extend</li> <li>• Recap blocking and extend</li> <li>• Recap stage directions and areas and extend</li> <li>• Recap acting skills: Characterisation, vocal skills, physical skills</li> <li>• Learn about different genres and styles.</li> <li>• Learn about different playwrights- William Shakespeare, Oscar Wilde, Simon Stephens, Malorie Blackman, John Godber</li> </ul>	<p>Teachers provide feedback to individuals, groups and the whole class. Verbal feedback is given live in almost every lesson but as a minimum pupil will receive it from their teacher every three lessons.</p> <p>Pupils will be assessed on a scripted performance as a key knowledge test.. Pupils will be given verbal feedback on their strengths and areas to improve.</p> <p>Pupils will also complete a written key knowledge test that assesses their knowledge and understanding of key words and concepts</p>	<p><b>Why do we teach it?</b></p> <p>This unit aims to enhance pupil's cultural capital and introduces pupils to Great British (and Irish) playwrights past and present. It also recaps skills learned in the previous year regarding interpreting and performing scripts. This is done at a much higher level than in year 7. We also introduce genre and begin to look at theatre history.</p> <p><b>Why do we teach it here?</b></p> <p>Interpreting scripts builds on from year 7 intro to scripts. Pupils look at more challenging texts in this unit. Pupils will look at both traditional and modern interpretations. This unit links to GCSE where pupils are expected to both perform and analyse scripts.</p> <p><b>Knowledge:</b></p> <p><b>Declarative-</b> theatre history facts, genre definitions and features</p> <p><b>Procedural-</b> recap of blocking, interpretation and characterisation</p> <p><b>Disciplinary-</b>analysing performances.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Mumble Reading-Romeo and Juliet prologue</li> <li>• Reading homeworks-pre-read scripts</li> <li>• Reading fluency modelled</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Glossaries given and revised</li> <li>• Unpicking the language within the play extracts</li> <li>• Glossaries given and revised.</li> <li>• Key words test</li> </ul> <p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>• Discussing and negotiating ideas in groups</li> <li>• Discussion on why Malorie Blackman chose the title "Noughts and Crosses" using talk tactics</li> <li>• Discussion on how the designers communicate meaning in Curious Incident of the Dog in the Night Time" using talk tactics</li> </ul>
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Spring Term – Half Term 4 and part of Half Term 6	<b>Little Red Riding Hood- Devising 3</b>  Pupils develop their devising skills and learn how to use physical theatre and ensemble skills <ul style="list-style-type: none"> <li>• Physical Theatre</li> <li>• Ensemble</li> <li>• Body as Prop</li> <li>• Scene Transition</li> <li>• Influence by professional practitioners</li> <li>• Soundscape</li> <li>• Choral Speech</li> </ul>	Teachers provide feedback to individuals, groups and the whole class. Verbal feedback is given live in almost every lesson but as a minimum pupil will receive it from their teacher every three lessons.  Pupils will be assessed on a devised performance as a key knowledge test. Pupils will be given verbal feedback on their strengths and areas to improve.  Pupils will also complete a written key knowledge test that assesses their knowledge and understanding of key words and concepts	<b>Why do we teach it?</b>  Physical theatre and ensemble work are highly creative. When pupils use this type of theatre in GCSE work they tend to gain very high marks. Many of the plays we study also use these styles so it is essential that pupils can recognise them.  <b>Why do we teach it here?</b> This unit builds on from previous devised units such as Ghost Stories and encourages pupils to be more creative and collaborative.  <b>Knowledge:</b> <b>Declarative</b> - genre definitions and features, drama techniques <b>Procedural</b> - recap of blocking, interpretation and characterisation, how to use drama techniques <b>Disciplinary</b> -analysing performances.	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Choral and mumble reading of The Bloody Chamber extract</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Glossaries given and revised.</li> <li>• Key words test.</li> </ul> <b>Oracy:</b> <ul style="list-style-type: none"> <li>• Discussion on what makes a good scene transition using bullseye</li> <li>• Evaluating Drama using PEE verbally-sentence stems used.</li> <li>• Discussing and negotiating ideas in groups</li> </ul>
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Summer Term – Half Term 5	<p><b>Theatre Evaluation: Peter Pan</b></p> <p>Pupils watch a National Theatre production and orally analyse and evaluate the success. They will learn the correct terminology for analysing theatre.</p> <ul style="list-style-type: none"> <li>• Use of stimulus and adaptation</li> <li>• Acting, casting and characterisation</li> <li>• Lighting Design</li> <li>• Costume Design</li> <li>• Sound Design</li> </ul>	<p>Teachers provide feedback to individuals, groups and the whole class. Verbal feedback is given live in almost every lesson but as a minimum pupil will receive it from their teacher every three lessons.</p> <p>Pupils will present their knowledge of Peter Pan via a short oral presentation. This will be assessed using the English spoken language criteria.</p> <p>Pupils will also complete a written formal KSA exam, assessing their retention of key words and concepts.</p>	<p><b>Why do we teach it?</b></p> <p>Seeing theatre performances is an integral part of studying Drama. The current cost of living crisis means that many families cannot access live theatre.</p> <p>In this unit pupils will not only see a high-quality performance which acts as a WAGOLL but will also learn the correct terminology for describing performance and production elements as well as developing their analytical skills which are crucial for Drama GCSE. There is also a huge oracy focus in this unit-pupils both learn through talk and learn how to talk. We use talk tactics to discuss and analyse the performance.</p> <p><b>Why do we teach it here?</b></p> <p>Pupils have a good understanding of acting and characterisation and are ready to be challenged further by learning about other aspects and job roles. This prepares pupils for GCSE Component 1.</p> <p><b>Knowledge:</b></p> <p><b>Declarative-</b> production elements terminology</p> <p><b>Procedural-</b> presentation skills</p> <p><b>Disciplinary-</b> analysing performances.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reading progress homework: Theatre Review</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Glossaries given and revised.</li> <li>• Key words test.</li> </ul> <p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>• Discussions on Peter Pan using talk tactics, bullseye and concept cartoons.</li> <li>• Live presentations in class. Both learning through talk and learning to talk.</li> <li>• Sentence stems used for verbal evaluations</li> <li>• Discussing and negotiating ideas in groups</li> <li>• Voice 21 bullseye and concept cartoons</li> </ul>
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Summer Term – Half Term 6	<b>Devising from a stimulus</b> <b>4</b>  Pupils develop and recap their devising skills and complete a mini GCSE mock in devised theatre in response to a range of stimuli. <ul style="list-style-type: none"> <li>• Responding to a stimulus</li> <li>• Stimulus</li> <li>• Target Audience</li> <li>• Performance Purpose</li> <li>• Recap role on the wall</li> <li>• Storyboard</li> <li>• Recap characterisation</li> <li>• Recap drama techniques</li> <li>• Recap blocking.</li> <li>• Lighting Cue Sheet</li> </ul>	Teachers provide feedback to individuals, groups and the whole class. Verbal feedback is given live in almost every lesson but as a minimum pupil will receive it from their teacher every three lessons.  Pupils will perform a devised play and receive verbal feedback on their strengths and areas to improve.	<b>Why do we teach it?</b> In GCSE Drama pupils are expected to devise a short play in relation to a stimulus thinking carefully about the purpose and target audience.  <b>Why do we teach it here?</b> This follows on well from the theatre evaluation scheme. Pupils apply the skills they assessed in Peter Pan to their own original performance. They are able to revisit and refine techniques previously taught in both year 7 and year 8 in order to support their long-term memory.  <b>Knowledge</b> <ul style="list-style-type: none"> <li><b>Declarative</b>- Recap of terminology definitions.</li> <li><b>Procedural</b>- Recap devising and performing skills</li> <li><b>Disciplinary</b>-analysing performances.</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Researching the content of their play using child friendly websites</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Glossaries used</li> <li>• Key words Quiz</li> </ul> <b>Oracy:</b> <ul style="list-style-type: none"> <li>• Discussing and negotiating ideas in groups.</li> <li>• Groups create a pitch explaining their idea for their play</li> </ul>
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