



	Year Group	Autumn Term	Spring Term	Summer Term
Middles	7	<p>Silent Movies Using Charlie Chaplin as a stimulus to devise their own silent movie with focus on mime, movement and narration</p> <p>Bullying Using a range of stimulus including Harry Potter to create scenes that explore the effects of bullying. Script is used to shape the final assessment.</p>	<p>Staying Alive Students create character to win a holiday of a live time but after being shipwrecked how and who will survive?</p> <p>The Green Children Exploring the myth of the green children. Students use a range of techniques including roleplay, hot-seating and sound collages before creating their version of the tale.</p>	<p>Script work- Ernie's Incredible Illucinations, performing extracts of text and then using as a stimulus to devise their own day dream created by Ernie.</p>
	8	<p>Crosscutting unit Trying out various characters and locations with the final assessment being set in an old folks home</p> <p>Physical Theatre based on The Jabberwocky Practically exploring the famous poem using physical theatre</p>	<p>Mask and movement Students understand how to perform effectively using neutral mask and later those of Trestle Theatre.</p> <p>Songologues - Students develop characters and bring them to life through individual performances. Students will work independently and research a song that engages them.</p>	<p>Chorus Work- Using collaboration and working in unison on voice work and previously learned physical techniques to bring to life Revolting Rhymes.</p> <p>The Interview- Improvisation and a final devised performance as students decided who 'David' really is.</p>
	9	<p>The Tell-tale Heart- using the famous text to create a range of technique and build tension. Creating a final devised piece using the story as a stimulus.</p> <p>Monologues Students respond to character from popular songs and create detail and background to these characters through improvisation. The final assessment is an individual monologue, performed within a group. Focus is movement, gesture, voice and facial expressions.</p>	<p>Practical exploration of the poem Midterm break. Using a range of explorative strategies to explore the poem by Seamus Heaney</p> <p>Tales Untold- Exploring the short texts and using physical theatre techniques to perform</p>	<p>Hillsborough- responding to stimulus and learning a range of devising skills to create a final performance based on the tragedy.</p> <p>Blood Brothers Text work: (preparation for Component 2 at GCSE)In pairs – I wish I was our Sammy poem, and bringing together all taught skills to devise who is to blame for the death of the twins?</p>



Edexcel GCSE (9-1) Drama 1DR01 Specification available at: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html				
Seniors	10	<p>Practical workshops with written reflection. Exploring physical theatre techniques and drama strategies. Influenced by Frantic Assembly, Push theatre</p> <p>Monologue- Oggy moxson, from 'Teachers'</p> <p>Devising Unit (prep for C1) Using pictures as a stimulus with a range of devices, use of specific stimuli- 'Aberfan'. Portfolio will be written in response to devising process and performances.</p>	<p>Text work: An Inspector Calls Unit Use of extracts from the play to be used as a Component 2 assessment piece. Off text improvisations using a range of techniques to bring the play to life. Also written answers as Component 3 preparation.</p> <p>Theatre trip- Mock exam questions</p>	<p>Mock Component 1 Series of workshops based on the Jonestown cult</p> <p>Stimuli Photograph, Poster, Extract of documentary</p> <p>Portfolio written</p> <p>Stimuli given for Real Component 1 exam, research carried out. Techniques used to explore the given themes and issues. Resulting in final performance</p> <p>Mock C3</p>
	11 GCSE Drama 1-9-Edexcel (1 DR0)	<p>Theatre trip that will be used for Live Theatre question exam in component 3. Devising from stimulus given in Yr10 and portfolio work for component 1 of exam (Nov) worth 40% of final grade.</p> <p>Begin scripted work in groups for component 2</p>	<p>Rehearsals for component 2 (scripted performance) and performances in March assessed by visiting examiner worth 20% of final grade.</p> <p>Begin revision for Component 3- An Inspector Calls</p>	<p>Practical revision and practise exam questions of An Inspector Calls.</p> <p>Practise exam questions of the live performance seen.</p> <p>Component 3 worth 40% of final grade</p>