

	Autumn	Autumn	Spring	Spring	Summer	Summer
Year 7	<p>Bridging Unit</p> <p>Introduction to basic Drama Skills: We will establish group trust on which they can begin to build their confidence through a series of Tasks and exploration exercises. This will then move into our first theme of:</p> <p>The Party- A Story based unit which explores the Plight of Stephen who is treated unfairly by everyone around him. The students will learn about the basic skills of:</p> <p>Freeze Frames</p>	<p>Darkwood Manor</p> <p>A Mystery Drama building on initial skills: The students take on roles of Experts as they sign up to stay in a mysterious old Mansion. The unit introduces new dramatic techniques including :</p> <p>Assuming a Role Responding in role Tableaux Thoughts in The Head</p>	<p>Greek Theatre</p> <p>Introduction to the basic principles of Greek theatre and the origins of modern theatre. Students will experiment and explore these techniques and then use them to create their own version of 'Theseus and the Minotaur.' Students will Learn about:</p> <p>Myths /Legends Chorus</p>	<p>Silent Movie/ Melodrama</p> <p>This scheme introduces the students to the genre of Melodrama using the medium of classic Silent Movies. They will experiment with Mime and use Charlie Chaplin's 'The Kid' as inspiration to create their own 'Silent Movie' which they can watch back and evaluate.</p>	<p>The terrible Fate of Humpty Dumpty</p> <p>This scheme Explores the causes and effects of bullying through script work. The Tragic story of Terry is the basis for the play and is the vehicle through which they can examine a situation from all sides. It is a sensitive issue and demands a high level of focus for the students. The unit involves:</p> <p>Role play Characterisation Thought Tracking</p>	<p>Displaced People</p> <p>Explores the plight of those who become displaced in the world Including Evacuees, Refugees and Asylum seekers. It is a challenging unit which places the students in role as both victims of displacement and those who judge them. It aims to raise the students' awareness of this very current issue</p> <p>Techniques include: Role play Character creation</p>

	<p>Thought Tracking Hotseating Students will work in groups, pairs and individually</p>	<p>Mantle of The Expert Writing in role</p>	<p>Vocal work Tableaux/ Gesture</p>	<p>Techniques include: Explores Melodrama and Mime: Physical / Facial Expression and Gesture Roleplay</p>	<p>Improvisation Mind mapping Off Text Work</p>	<p>Thoughts In The Head Responding In Role</p>
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Year 8	<p>Butcher Butcher Burning Bright</p> <p>This is a Text based unit using the play 'Butcher Butcher Burning Bright' by Mark Wheeler. The story is about: An Arson Attack, a bunch of young people, a terrible tragedy.</p> <p>The play employs a variety of theatrical techniques which the students will learn about as they explore the story and characters.</p> <p>Techniques include: Chorus work</p>	<p>Curious Incident of The Dog In The Nighttime</p> <p>This unit Explores the world of Christopher who has particular needs.- The students will explore how he sees the world and how the world treats him.</p> <p>Students will learn about 'Frantic Assembly' and their brand of physical theatre as well as: Thought- Tracking</p>	<p>Waiting Room</p> <p>In this unit the students will learn how to Devise their own Drama pieces. Using the premise of a 'Waiting room' the students learn to create characters and their backstories whilst responding to a given scenario. They learn to use a variety of methods to structure their drama's.</p>	<p>Living In The Dark</p> <p>This Unit of Learning explores themes of Racism and prejudice through a variety of stimuli. Students will look at historical information, The Rosa Parks story and the Stephen Lawrence attack taking on roles of those involved on all sides.</p> <p>Skills Include: TIR/SIR Roleplay Thoughts in the Head</p>	<p>Commedia Dellarte</p> <p>This scheme Introduces the Genre of Commedia Dellarte. It is a humourous and comical unit that explores how the genre has influenced much of todays contemporary comedy drama. The students explore the stock characters and experiment with specific skills creating their own mini performances.</p> <p>Techniques include Stock Characters</p>	<p>Gangs- Physical Theatre</p> <p>This is a Final Whole class Devised piece which is based mainly on physical theatre. It takes the premise of 'Gangs' and all that term connotes. The students explore the idea of identity and belonging.</p> <p>Techniques include: Frozen and moving images Stage Combat Choreographed movement Characterisation</p>

	Character- development Script interpretation. Physicalisation.	Interpretation of a role Rolling Theatre	Skills Include: Chair duets Symbolism Character- creation Monologues Flashbacks Questioning	In Their Shoes	Mime Mask Work Improvisation Cross talk	Whole group Performance. Focus on rehearsal
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Year 9	<p>Stealing</p> <p>This unit explores the causes and effects of Crime. It asks the students to identify their moral code and to debate their beliefs. Then they are challenged into several situations as Perpetrators of crime. The family members of youngsters involved in crime and victims of crime.</p> <p>Skills include:</p> <p>Monologue</p> <p>Characterisation</p> <p>Role play</p> <p>Devising</p> <p>Improvisation</p>	<p>FACE</p> <p>Using the play 'Face' by Benjamin Zephaniah and Richard Conlon, this unit explores facial prejudice and attitudes to people who are different. It forces the students to confront their own prejudices and tackles Issues to do with life changing events, disability and general prejudice.</p> <p>Skills Include:</p> <p>Interpreting script</p> <p>Role on the wall</p>	<p>Noughts and Crosses</p> <p>This scheme uses the play 'Noughts and Crosses' by Malorie Blackman. Through immersive tasks and exercises, the students will explore a dystopian world where racism has been turned on its head. The play tackles intolerance, injustice and loyalty.</p> <p>Skills Include:</p> <p>Role play</p>	<p>Physical Theatre</p> <p>This scheme is an Introduction to the 'Frantic Assembly'. Theatre practitioners. Students will learn about their background and working philosophy. They will access their performance work through text and video excerpts as well as experimenting with Physical theatre</p>	<p>Hard To Swallow</p> <p>This scheme uses the play 'Hard To Swallow' by Mark Wheeler to explore the issue of anorexia and body image. Students will learn about the causes and effects of this disease through real life stories and watch devised work based on this theme. They will learn about Verbatim theatre and how it can be created.</p> <p>Skills Include:</p> <p>Role play</p> <p>Characterisation</p>	<p>Game Over Script Work</p> <p>This scheme uses the play 'Game Over' by Mark Wheeler to explore the influence of social media and the true consequences of online life. It further develops their knowledge of Verbatim Theatre and Documentary Theatre as they explore practically, the harrowing story of Breck Bednar using the words of his family and friends.</p> <p>Skills Include:</p>

	<p>Juxtaposition of roles</p> <p>Flashback /forward</p> <p>Crosscutting</p>	<p>Chorus</p> <p>Marking the moment</p>	<p>Thought Tracking</p> <p>Marking The Moment</p> <p>Brechts'</p> <p>Epic Theatre</p>	<p>Techniques themselves.</p> <p>Skills Include:</p> <p>Chair Duets</p> <p>Flying</p> <p>Fluff Picking</p> <p>Push hands</p> <p>Hyms hands</p>	<p>Monologue</p> <p>Chorus</p> <p>Ensemble work</p>	<p>Monologue Delivery</p> <p>Writing in Role</p> <p>Improvisation</p> <p>Verbatim Theatre</p> <p>Direct audience address</p>
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