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|  | **Half term 1** **Learning Overview** | **Half term 2****Learning Overview** | **Half term 3** **Learning Overview** | **Half term 4** **Learning Overview** | **Half term 5** **Learning Overview** | **Half term 6** **Learning Overview** |
| **Year 7** | **Introduction to Drama**As drama is new to the curriculum at DCS, this first SoW aims to introduce the subject to students, developing their understanding and their confidence in performing. **Language for Learning**Tableau, Thought-tracking, mime, improvisation.  | **Introduction to Drama**As drama is new to the curriculum at DCS, this first SoW aims to introduce the subject to students, developing their understanding and their confidence in performing. **Language for Learning**Tableau, Thought-tracking, mime, improvisation. | **Creating a Character**Students create a character and develop this, using the techniques below. Students also create and perform a monologue. **Language for Learning**Monologue, role-on-the-wall, empathy, hot-seating, writing in role.  | **Creating a Character**Students create a character and develop this, using the techniques below. Students also create and perform a monologue. **Language for Learning**Monologue, role-on-the-wall, empathy, hot-seating, writing in role. | **Physical Theatre**Students explore physical theatre, and then recreate the story of Orpheus and The Underworld using these skills. Students explore narration. **Language for Learning**Physical theatre, narration, body language, tone of voice, atmosphere, anti-climax | **Physical Theatre**Students explore physical theatre, and then recreate the story of Orpheus and The Underworld using these skills. Students explore narration. **Language for Learning**Physical theatre, narration, body language, tone of voice, atmosphere. |
| **Year 8** | **Introduction to Drama**As drama is new to the curriculum at DCS, this first SoW aims to introduce the subject to students, developing their understanding and their confidence in performing. **Language for Learning**Tableau, Thought-tracking, mime, improvisation. | **Introduction to Drama**As drama is new to the curriculum at DCS, this first SoW aims to introduce the subject to students, developing their understanding and their confidence in performing. **Language for Learning**Tableau, Thought-tracking, mime, improvisation. | **Physical Theatre**Students explore physical theatre, and then recreate the story of Orpheus and The Underworld using these skills. Students explore narration. **Language for Learning**Physical theatre, narration, body language, tone of voice, atmosphere. | **Physical Theatre**Students explore physical theatre, and then recreate the story of Orpheus and The Underworld using these skills. Students explore narration. **Language for Learning**Physical theatre, narration, body language, tone of voice, atmosphere.  | **Shakespeare**Students will explore the story of A Midsummer Night’s Dream and act out part of the script. They will also use their knowledge of the play to devise a missing scene. **Language for Learning**Script, stage directions, characters, emotion. | **Shakespeare**Students will explore the story of A Midsummer Night’s Dream and act out part of the script. They will also use their knowledge of the play to devise a missing scene. **Language for Learning**Script, stage directions, characters, emotion. |
| **Year 9** | **Introduction to Drama**As drama is new to the curriculum at DCS, this first SoW aims to introduce the subject to students, developing their understanding and their confidence in performing. **Language for Learning**Tableau, Thought-tracking, mime, improvisation. | **Introduction to Drama**As drama is new to the curriculum at DCS, this first SoW aims to introduce the subject to students, developing their understanding and their confidence in performing. **Language for Learning**Tableau, Thought-tracking, mime, improvisation..  | **Shakespeare**Students will explore the story of A Midsummer Night’s Dream and act out part of the script. They will also use their knowledge of the play to devise a missing scene. **Language for Learning**Script, stage directions, characters, emotion. | **Shakespeare**Students will explore the story of A Midsummer Night’s Dream and act out part of the script. They will also use their knowledge of the play to devise a missing scene. **Language for Learning**Script, stage directions, characters, emotion. | **Film**Students will create an original film plot, act out sections and storyboard the trailer. **Language for Learning**Film, plot, characters, genre, storyboard.  | **Film**Students will create an original film plot, act out sections and storyboard the trailer. **Language for Learning**Film, plot, characters, genre, storyboard. |

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|  | **Half term 1** **Learning Overview** | **Half term 2****Learning Overview** | **Half term 3** **Learning Overview** | **Half term 4** **Learning Overview** | **Half term 5** **Learning Overview** | **Half term 6** **Learning Overview** |
| **Year 10****GCSE Drama - Eduqas** | *This is different in this current year, due to students not having had drama lessons taught by a subject specialist before.***Building up of skills, including:**Tableaux/ though-tracking/ mime/ improvisation/ empathy/ character development techniques/ monologues.Baseline assessment of self-written monologue.Overview of the GCSE course given**Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.**3 50-minute lessons per week.**  | Introduction to a range of theatre practitioners and genres in order to begin a practice component 1 (using exam set stimulus for 2022)Extract of what they devise to potentially be performed at Christmas performance.**Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.**3 50 minute lessons per week.** | Completion of practice component 1: including all the written elements. **Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.**3 50 minute lessons per week.** | Begin work on set text for section A of the written exam – approaching it as an actor, director and designer.**Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.**3 50 minute lessons per week.** | Work on both sections of the written exam:Section A 45 marksSection B 15 marks**Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.**3 50 minute lessons per week.** | Explore scripted work in preparation for component 2: performing from a text.**Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.**3 50 minute lessons per week.** |
| **Year 11** | Beginning Component 1: Devising Theatre (40% of qualification)**Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.3 50-minute lessons per week. | Completing Component 1: Devising Theatre (40% of qualification)Written evaluation to be completed in exam conditions.**Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.3 50-minute lessons per week. | Work on Component 2: Performing from a text (20% of qualification) **Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.3 50-minute lessons per week.*More practice for live theatre review question may occur during year, depending on potential theatre visits organised* | Completion of Component 2: Performing from a text (20% of qualification) Visit from external examiner**Language for Learning**Chorus, Pace Pause Pitch, Audience, Character, Devising, Dramatic tension, End on staging, Epic theatre, Fourth wall Genre, Monologue, Naturalism, Physical theatre, Promenade staging, Proscenium, Realism, Style, Subtext, Theatre in the Round, Thrust stage, Traverse stage.3 50-minute lessons per week. | Final preparation for written exam: Component 3: Interpreting theatre*This may begin in half term 4 depending on the date of the visiting examiner* 3 50-minute lessons per week. |  |