

		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Foundations of Drama focusing on the development of Key skills for performance work both scripted and improvised.	Key Skills into “Darkwood Manor”	Key Skills into “Darkwood Manor”	Charlie and the Chocolate Factory (Scripted Drama)	Charlie and the Chocolate Factory (Scripted Drama)	Creative Adaptation (Fairy Tales)	Creative Adaptation (Fairy Tales)
		L1: Drama exercises aimed at pupils getting to know each other. L2: Drama exercises aimed at introducing simple dramatic techniques. L3: Introduction to Darkwood Manor and concept of “in role” work. L4: Further development of Darkwood Manor characters, use of hot seating.	L5: Development of team “video” documenting experiences in the Manor. L6: Final rehearsal lesson ahead of assessment. Focus on creating suspense. L7: Assessment lesson. Performance of “Videos” and press conference. L8 : Catch up lesson if needed/skills development session.	L1: Intro to Charlie and the Chocolate Factory including prior knowledge audit. L2: Character development work based on the 5 children including monologues L3: Further development of children characters through both scripted and improvised scenes in the factory.	L4: A more detailed look at the characters of Charlie (family scene) and Willy Wonka. L5: Continued scripted work. L6: Scripted performance work of learned material.	L1: Introduction to the concept of creative adaptation. Short examples created. L2: Development of an adaptation of a range of Fairy tales. L3: Continuation of fairy tale adaptation work choosing one piece to further develop in the later stages of the unit.	L5: Introduction of narration, thought track and marking the moment into creative adaptations. L6: Rehearsal of creative pieces ready for assessment. L7: Performance assessment with summative feedback.
Assessments		<i>Baseline assessment to identify MA during lessons 1&2.</i>	<i>End of unit assessment of performance work. PP2.</i>	<i>Unit assessment of creative co-operation throughout the unit.</i>	<i>Unit assessment of creative co-operation throughout the unit.</i>	<i>Formative assessment of group involvement/performance</i>	<i>End of Unit Assessment PP4</i>

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Year 8	Investigating different drama forms and styles and development of creative and performance skills.	Media: Advertising and Soap Opera	Media: Advertising and Soap Opera	Scripted Drama	Scripted Drama	Stimulus based Drama	Stimulus based Drama
		L1: Key skills re-introduction to drama and team building exercises. L2: Introduction to the concept of advertising on TV and radio L3: Creation of a stereotypical TV advertisement based on a formula. L4: Creation of own choice advertisement using skills developed.	L5: Introduction to the genre of TV soap opera. Knowledge audit and introduction to character types and plot styles. L6: Creation of a trailer for a new soap opera. L7: Creation of cliffhanger ending for first episode of new soap opera. L8: Performance assessment for the unit.	L1: Introduction to the concept of scripted drama and investigation of short pieces practically. L2: Development of a performance piece from a generic script. L3: Development of a piece of drama from a generic set of staging and emotion directions.	L4: Introduction to an extract from a published play of the teacher’s choice. Development of character. L5: Continued development of scripted work including consideration of line learning. L6: Performance of play extract and evaluation of the differences between scripted and improvised drama.	L1: Introduction to the concept of creating drama from a stimulus. Individual, small group and whole class improvisation work. L2: Whole class consideration of an object as stimulus followed by small group improvised reaction. L3: Use of poetry/song lyrics as a stimulus for improvisation.	L4: Social media and technology issue based stimulus. Development of performance piece for assessment. L5: Further development of performance piece and assessment. L6: Year 8 in review.
Assessments		<i>Target review based on baseline assessment mid half term.</i>	<i>End of unit assessment of performance of soap opera work PP2</i>	<i>Unit assessment of creative co-operation throughout the unit.</i>	<i>Unit assessment of creative co-operation throughout the unit.</i>	<i>Formative assessment of creative skills during first half term.</i>	<i>End of unit assessment PP4 Performance.</i>

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Year 9	Performance and creative skills will be developed through a range of stimuli including resource based learned and PSHCE issues	Blood Brothers	Hillsborough	Stimulus based drama	Stimulus based drama	Teachers	Teachers
		<p>L1: Introduction to the text Blood Brothers and its themes and characters.</p> <p>L2: Investigation of Mickey Johnstone through group development of his monologue.</p> <p>L3: Investigation of Mickey and Edward in their first meeting.</p> <p>L4: Investigation of the three children Mickey, Edward and Linda in the shooting targets scene. Focus in comedy.</p> <p>L5: Focus on thematic concept of superstition.</p> <p>L6: Development of performance piece based on superstition theme, using extracts from the text.</p> <p>L7: Performance of developed work and evaluation.</p>	<p>L1: Introduction to the events surrounding the Hillsborough tragedy including pictorial, video and print stimulus.</p> <p>L2: Teacher led whole class practical session aimed at developing emotion and sensitivity in response to given stimuli.</p> <p>L3: Start of small group devising task developing a piece based on aspects of the tragedy.</p> <p>L4: Further dramatic development.</p> <p>L5: Final creative session with the focus on auditing the sensitivity of the work created.</p> <p>L6: Performance sharing and evaluation.</p> <p>L7: Teacher led development of whole class piece combining ideas from small group work.</p>	<p>L1: Re-introduction to the concept of creating drama from a stimulus as originally studied in year 8.</p> <p>L2/3: Photograph images as stimulus. Individual and small group responses.</p> <p>L4: Song as stimulus. Creating a short drama to be underscored by the chosen song.</p> <p>L5/6: Crime scene environment stimulus. Students will create the before during and after in response to a crime scene staging.</p>	<p>L7/8/9: Issue based stimulus of the teacher's choice. This will form the basis of a short extended devising project aimed at giving those who have opted for GCSE an experience in this style of work.</p> <p>L10: Performance of issue based stimulus work with feedback and evaluation.</p>	<p>L1: Introduction via video performance and teacher explanation to John Godber's play Teachers.</p> <p>L2/3: Small group development of the opening scene from Teachers. With performance and feedback.</p> <p>L4/5: Large group development of a selection of scenes from the play developed into a larger performance piece.</p> <p>L6: Small group development of end of act one with line learning during the lesson and off book performance.</p>	<p>L7/8: Development of small group improvised scenes based on the characters within Teachers with pupils own artistic interpretation.</p> <p>L9/10: Development of a short improvised piece based on life within a school cross cutting between pupil and teacher scenes. Focus on comedy.</p> <p>L11: Performance lesson.</p> <p>L12: Key stage 3 drama in review.</p>
Assessments		End of Unit assessment Performance	This unit is assessed on creative co-operation throughout.	Creative co-operation assessment throughout the half term.	Performance assessment of issue based drama.	Creative co-operation assessment.	End of Unit assessment of performance work throughout the half term.