

**Careers in theatre / film / television - designers, stage management, theatre manager, marketing, editing, directing**

**Careers in performance - Acting, Musical Theatre, Dance, Theatre in Education**

**Creating Theatre - Directing, theatre practitioners, workshop practitioner, playwright**

**Progression to next stage of learning: A Level Drama & Theatre  
BTEC Performing Arts / Performing Arts Colleges**

**Transferrable skills developed leading to careers outside of the performing arts industry - Marketing, Drama therapist, Hospitality, Law**

**Performing to a brief**

- Students will explore a range of stimuli & use their knowledge of performance styles, genre & form to develop their own creative response.
- As part of their external assessment, students will work from a brief to develop their own unique performance piece.
- Responding, developing, performing and evaluating

**Performance skills**

- Continue to develop key performance and evaluative skills through the exploration of professional repertoire.

**YEAR 11**

**Developing skills and techniques in the performing arts**

- Studying key performance skills in either the acting or dance discipline
- developing performance skills through workshops
- understanding how to approach rehearsal and evaluating and analysing performance work
- Performance of professional repertoire
- Resilience, self-control, reflection, confidence, communication, teamwork

**Macbeth**

- Building on the understanding of Shakespeare, students explore Macbeth as an introduction to their GCSE English text
- Direct Address, intonation, volume, pace, physicality, Vocal skills, design characterisation
  - plot, character, language, structure, Iambic Pentameter
  - Genre

**YEAR 10**

**Exploring the Performing Arts**

- Exploration of 3 performance styles / genres and 3 key professional practitioners (E.g. Brecht, Frantic Assembly, Garth Fagan, Julie Taymor, Stanislavski).
- Developing a deeper understanding of the approaches and processes used to create professional repertoire from initial ideas to performance on stage, including direction, choreography, design elements and performance.
- Understanding the different roles and responsibilities involved in this process and how they interrelate.

**Theatre in Education**

- Students participate in workshops to create their own devised performance aimed at a target audience
- Spoken English
  - Self control, Reflection, Confidence, Motivation, creativity
  - Theatre in Education, devising strategies characterisation
  - Staging, Props, Lighting, Sound, Directing structure

**Performance Styles**

- Students learn about different practitioners and their styles and explore professional works in relation to these styles.
- History Spoken English
  - Emotion memory Given circumstances
  - Stanislavski / Naturalism Verbatim Theatre
  - Confidence Imagination creativity, tolerance, resilience, respect

**YEAR 9**

**Theatrical make up**

- Exploring the themes, characters and plot of Romeo and Juliet, history of Shakespeare. Understanding the role and responsibilities of a make up designer
- Direct Address, intonation, volume, pace, physicality, Vocal skills, design
  - Responsibility, self-control, independence, creativity

**Puppetry**

- Students explore the performance support role of puppet design and create performances using different types of puppet.
- Narration, Voice, pace, storytelling, tone
  - History of puppetry

**YEAR 8**

**Melodrama**

- Exploring the origins and conventions of Victorian
- History – 19th Century Britain Spoken English
  - Performance style, stock characters, history of theatre
  - Characterisation, Vocal Skills Physical Skills

**Theatre of the Oppressed**

- Exploring the performance style and conventions of Theatre of the Oppressed. Exploring the work of Augustus Boal
- Characterisation, Vocal Skills, Physical Skills
  - Performance Styles Elements of Greek theatre and the history of theatre
  - Confidence creativity societal issues
  - History Spoken English

**Romeo & Juliet**

- Solidarity, Compassion, Forgiveness Shakespeare's cultural influence, confidence, self control
- Iambic Pentameter Text exploration plot, character, language, structure
- English – Shakespeare History of Shakespeare

**Devising Drama**

- Students will use a newspaper article to explore a 'hit and run' story. Students will devised and script work.
- Scripting, Narration, Flashback, Improvisation, Characterisation, freeze frame
- Exploring society, right and wrong, dilemmas, societal issues, imagination and creativity, Team work Confidence
- Life Studies: Morals, Citizenship, English: Script writing

**Script Work**

- Trust, Imagination, morals, respect and tolerance, Resilience, self-control, compassion
- Students explore the full play script 'The Terrible Fate of Humpty Dumpty.'
- Flashback, Plot, Characterisation Forum theatre, Staging, Freeze frame, Thought tracking
- Life Studies: Gang culture Peer pressure, Moral decisions. English: Play script, plot, character

**Pied Piper**

- Building on the drama skills explored in the first unit, students further develop their skills by exploring a story and creating their own scenes.
- Imagination creativity, morals, respect, tolerance, celebrating diversity
  - Narration, Role play, Improvisation, thought tracking, Freeze frame, Hot seating
  - English – exploring text, spoken English

**Introduction to Drama**

- Introduction to Drama: Students build confidence learning basic drama skills. Students explore the theme of prejudice in their baseline assessment.
- Confidence, resilience, independence, Beliefs, respect, creativity, moral issues, celebrate diversity.
  - Freeze frame Thought tracking, Role play, Improvisation, Conscience Alley
  - Life Studies: Prejudice, RE – Belonging, Spoken English

**YEAR 7**