

| Focus | Physical Characterisation (7 weeks) | Vocal and Physical Characterisation (7 weeks) | Style and Staging (6 weeks) | Devising (6 weeks) | How to stage a show (11-13 weeks) | |
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| Why are we learning this? | So that we can use our bodies to create characters and communicate using our body language | So that we know how to use our voices to communicate as a character | So that we understand the process of staging a script and the different styles of staging | So that we are able to use our imaginations to create our own dramatic pieces | So that we understand how theatre works as a whole and the business of creating theatre | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 5 | Mime | A Christmas Story | The Highwayman (Poetry) | Using a theme | Stage and Set Design An Introduction to Shakespeare | |
| Learning Focus | Facial Expressions Gestures Movement Space | Understanding characterisation | Engaging emotionally, physically and cognitively with a story (Proscenium Arch) | Generate ideas for a plot based on a theme | Learning about and creating a set design suitable for a Shakespeare production | |
| Enrichment | | *Visiting Pantomime Company | Using literature as a springboard for a performance | | Careers Day | |
| Assessment | Performance | Performance | Performance | Script/Performance | A comprehensive, notated set design | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 6 | Harry Potter and the Cursed Child | The Lion, the witch and The Wardrobe | Coming to England (links to Windrush child in Year 6 Eng) | Using a picture | Lighting design Myths and Legends | |
| Learning Focus | Facial Expressions Gestures Movement Space Sounscapes | Understanding characterisation with a focus on anthropomorphism | Engaging emotionally, physically and cognitively with a story (Thrust) | Generate ideas for a plot based on a picture | Learning about how directors create a lighting design for a show | |
| Enrichment | | Visiting Pantomime Company | Using literature as a springboard for a performance | | Careers Day | |

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| Assessment | Performance | Performance | Performance | Script/Performance | A comprehensive, notated lighting design | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 7 | The 7 states of tension (masks) | Commedia dell'arte | Imaginary friends (Play by Alan Ayckbourn) | Using a poem | Costume and Make-up design Shrek | |
| Learning Focus | Gestures Movement Body positions Space (no facial expressions) | Building on the mask theatre work of Term 1, students now incorporate slapstick comedy. | Engaging emotionally, physically and cognitively with a story (In the round) | Generate ideas for a plot based on a poem | Learning about how costumes are designed and created based on just a script. | |
| Enrichment | Musical Trip | Visiting Pantomime Company | An introduction to the teachings of the practitioner Brecht | | Careers Day | |
| Assessment | Performance | Performance | Performance | Script/Performance | End of Year Assessment | |
| | | | | | Costume and make up design for 2 characters that appear in SHREK | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 8 | Frantic Assembly | Pantomime | Arabian Nights (RSC adaptation by Dominic Cooke) | Using a word | Create a theatre company | |
| Learning Focus | Communicating a story through movement and music using the key skills learnt through years 5 - 7 | To understand the many elements that are used to create a successful pantomime. Use of Voice and physicality | Traverse/Immersive Understanding how actors adapt their skills for an audience who are in close proximity. | Generating a script and stage design based on a WORD | Using all the skills they have learnt over the 4 years, students form their own theatre companies to develop and present their own script with costume, set and prop designs | |
| Enrichment | Local theatre trip | Visiting Pantomime Company | Play trip | | Careers Day | |
| Assessment | Performance | Performance | Performance | Script/Performance | End of Year Exam (GCSE style) | |

