

Concept	Physical Characterisation	Vocal and Physical Characterisation	Page to Stage	Character development	Shakespeare	Theatre Makers
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 learn how to turn flat text into realistic characters through physicality, vocal control and motivation to show a character's internal monologue	So that we can build foundational performance skills. Shakespeare's works serve as ultimate actor training tools because they demand advanced physical, vocal, and emotional expression.	So that we understand how theatre works as a whole beyond the script and actors
	TERM 1	TERM 2	TERM 3	TERM 4	Term 5	TERM 6
Year 5	The Iron Man by Ted Hughes	A Christmas Story by Brian Wildsmith	Matilda by Roald Dahl	Mime and Storytelling	A Midsummer Night's Dream	Charlie and the Chocolate Factory by Roald Dahl
Key Concept	To engage with the technique of using the body to portray a character	To understand how physical and vocal characterisation are used by the actor	To explore the use of space and staging on a proscenium arch stage and bring a script to life	To use mime as a medium for story telling using physical theatre	To explore the works of Shakespeare with a focus on A Midsummer Night's Dream	To understand how texts inform set designs within the theatre through the story of Charlie and The Chocolate Factory
Learning Focus	An introduction to Drama and the story of The Iron Man	Understanding characterisation through the Christmas story	Engaging emotionally, physically and cognitively with a story (Proscenium Arch)	Exploring physicality to portray a character convincingly	An introduction to Shakespeare and exploring his play A Midsummer Night's Dream	An introduction to the wider roles in Theatre beyond acting. This term will focus on set design
Substantive Knowledge (Knowledge)	- Developing ideas into short scenes - Understanding basic drama terms - Basic physical characterisation	- Using the Christmas story to introduce how physical and vocal characteristics bring a character to life. - Use of vocal techniques	- Use literature as a springboard for a performance - Develop an understanding of what is meant by a proscenium arch - Text analysis	- Use stimulus to inform practical work - Creating and developing ideas to communicate meaning	- Develop historical context - Understand literacy and textual features used by Shakespeare - Begin to learn about core dramatic devices	- Design of set on a proscenium arch stage - Design fundamentals such as colour, shape, texture and scale - Students will explore the text through vocal and physical practical work, creating the opportunity to bring extracts to life using explorative strategies and script work
Disciplinary knowledge (Skills)	- Facial expressions - Thought tracking - Tableau - Group work - Soundscapes - Freeze Frames	- Thought Tracking - Tableau - Conscience Corridor - Narration - Devising	- Physical skills - Vocal Skills - Interpret text - Thought tracking - Tableau - Group Work	- Develop own ideas - Collaborate with others - Rehearse, refine and amend their work in progress	- Thought Tracking - Tableau - Conscience Corridor - Narration - Rehearse, Review and Perform	- Develop own ideas - Collaborate with others - Rehearse, refine and amend.

Enrichment	★ Whole School Production	★ Visiting Pantomime Company ★ Nativity performance ★ Whole School Production	★ Whole School Production	★ Whole School Production		★ Careers Day ★ Creative Arts Festival ★ Drama club
Assessment	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Performance of a mimed scene Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Students will complete a Drama Knowledge Quiz at the end of this term Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Students will complete a Drama Knowledge Quiz at the end of this term Script/Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills. Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills. Students will complete a Drama Knowledge Quiz at the end of this term An annotated set design/Performance Feedback sheet that allows for Pupil reflection on what they have learnt

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Year 6	Kensuke's Kingdom	The Lion, the witch and The Wardrobe	Ernie's Incredible Illucinations	Myths and Legends	The Tempest	Darkwood Manor
Key concept	To explore the use of physical theatre	To develop vocal and physical characteristics to become non- human characters	To explore the use of space and staging on a thrust stage using a script	To continue the study of character development on characters who are human and animal	To explore the works of Shakespeare with a focus on The Tempest	To explore how light is used in theatre through myths and legends
Learning Focus	To build on the drama skills learnt in Year 5 and explore characters from a text	Understanding characterisation with a focus on anthropomorphism	Engaging emotionally, physically and cognitively with a story (Thrust)	Develop physical and vocal skills to portray a character convincingly	To engage with Shakespeare's The Tempest to produce a scene performance	To understand how directors create a lighting design inspired by an idea or a text
Substantive Knowledge (knowledge)	- Developing ideas into short scenes - Effective use of space - Performing to an audience	- Introduction to The Lion, The Witch and the Wardrobe - Actors portraying animals	- Using literature as a springboard for a performance - Staging and performance - Text analysis	- Use stimulus to inform practical work - Creating and developing ideas to communicate meaning	- Continue to develop historical context - Recognise literacy and textual features used by Shakespeare - Recall core dramatic devices	- The design of lighting such as direction, colour, intensity, special effects - Creating and developing ideas to communicate atmosphere and emotion
Disciplinary knowledge (skills)	- Facial Expressions - Gestures - Movement - Space - Freeze Frames - Living Pictures	- Thought Tracking - Tableau - Devising - Spontaneous Improvisation - Conscience Corridor	- Physical skills - Vocal skills - Accent work - Interpreting a character - Blocking	- Develop own ideas - Collaborate with others - Rehearse, refine and amend their work in progress	- Thought Tracking - Tableau - Movement - Vocal skills - Line learning - Conscience Corridor - Narration - Rehearse, Review and Perform	- Spatial awareness - Proxemics - Blocking - Lighting terminology
Enrichment						★ Careers Day

	★ Whole School Production	★ Visiting Pantomime Company ★ Whole School Production	★ Whole School Production	★ Whole School Production		★ Drama Club ★ Creative Arts Festival
Assessment	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Students will complete a Drama Knowledge Quiz at the end of this term Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Students will complete a Drama Knowledge Quiz at the end of this term Script/Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills. Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills. Students will complete a Drama Knowledge Quiz at the end of this term A comprehensive, annotated lighting design/Performance Feedback sheet that allows for Pupil reflection on what they have learnt
Progression from previous learning	Pupils will continue to develop their physical skills from Year 5 focussing on characterisation through the text 'Kensuke's Kingdom' Most pupils have read this book in Year 4 at first schools	Pupils will build on their skills learnt in Year 5 using vocal and physical characterisation to explore non-human characters. Focusing on movement and sounds.	Pupils build on their knowledge of staging by looking at a Thrust stage and how this affects the audience experience through a given text Introduce the concept of blocking on stage	Pupils revisit the concept of character development and look at how to portray the internal feelings of a non-human character through physicality.	Pupils build on their knowledge of Shakespeare through a study of The Tempest	Pupils continue to explore the technical side of theatre introduced in Year 5 with a focus on lighting design.

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Year 7	Dramatic Genres	Commedia dell'arte (masks)	Greek Theatre	Characterisation and Improvisation	Macbeth	The 7 states of tension (masks)
Key concept	To name and define dramatic genres	To use physical and vocal characteristics to explore and understand commedia dell'arte	To explore the use of space and staging in a round	To explore the key concepts of status, physical theatre, voice and tone and motivation	To explore the works of Shakespeare with a focus on Macbeth	To explore the seven states of tension through physical theatre and the use of costume (masks)
Learning Focus	To analyse different dramatic genres and how physical characterisation changes in these different genres	Building on the mask theatre work, students now incorporate slapstick comedy.	Engaging emotionally, physically and cognitively with a story (In the round)	To use devising and improvisation to explore characterisation	To engage with Shakespeare's Macbeth to produce a scene performance	To exaggerate movement and gestures in a masked performance.
Substantive Knowledge (knowledge)	- Students will study the different genres including comedy, tragedy, melodrama and docudrama - Build their theatrical vocabulary	Students study key characters from the genre and learn techniques associated with it.	- Students will explore, rehearse and perform extracts from the play. - To understand the implications of staging 'in the round' and how this affects the direction and the audience - An indepth look at Greek theatre	- Vocal vocabulary - The use of status and motivation - The 'and yes' rule - The 5 Ws structure - The different Drama conventions	- Continue to develop historical context - Recognise literacy and textual features used by Shakespeare - Recall core dramatic devices	- Effective use of space - Performing to an audience - To develop physical skill and control - To raise confidence when performing - To develop understanding of masked performance - To develop exaggerated characterisation skills - To relate masked performance to theatre history and traditions
Disciplinary knowledge (skills)	- Physical theatre - Vocal skills - Devising	- Exaggeration - Clocking the audience	- Interpret texts - Create and communicate meaning	- Develop own ideas - Collaborate with others - Making and devising	- Thought Tracking - Tableau - Movement	- Gestures - Movement - Body positions

	• Script interpretation • Comedic timing • Facial expressions	• Stock characters • Lazzi • Comedic timing	• Chorus work • Blocking	• Rehearse, refine and amend their work in progress	• Vocal skills • Line learning • Conscience Corridor • Narration • Rehearse, Review and Perform	• Space (proxemics) • Masks (no facial expressions)
Enrichment		★ Visiting Pantomime Company ★ Whole School Production	★ Whole School Production	★ Whole School Production		★ Musical Trip ★ Whole School Production
Assessment	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Students will complete a Drama Knowledge Quiz at the end of this term Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Students will complete a Drama Knowledge Quiz at the end of this term Script /Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills. Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Performance Feedback sheet that allows for Pupil reflection on what they have learnt
Progression from previous learning	Pupils use the skills they have developed in KS2 to help build characters in different genres	Pupils build on their physical and vocal characterisation from Year 5 along with their mask work from Term 1. They develop the vocal technique of 'gromalot' to convey emotion and mood	Pupils continue to develop their knowledge on different types of staging and how this affects the audience experience. Pupils build on their use of proxemics for this particular stage.	Pupils revisit the idea of devising using a stimulus. Pupils will continue to work and develop their ideas and imagination inspired by a specific stimulus which is more focussed than the previous year.	Pupils build on their knowledge of Shakespeare through a study of Macbeth	Pupils will build on their characterisation work through mime and are introduced to the idea of proxemics. Pupils will need to rely on physical characterisation to convey emotion as they will be using trestle masks

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Year 8	Silent Movies	Pantomime	Demon Headmaster	Advert Theatre	Twelfth Night	Addicted to Technology
Key concept	To use physical theatre to convey a story convincingly	To use physical and vocal characteristics to create a scene for a pantomime	To explore the use of space and staging on a traverse stage using a set text	To develop physical characterisation with music to tell a story	To explore the works of Shakespeare with a focus on Twelfth Night	To a create a piece of Drama based on a stimulus
Learning Focus	- To create a short 'silent movie' - Create a persuasive sales pitch - To incorporate comic timing	- To understand the many elements that are used to create a successful pantomime. - Use of Voice and physicality - Build on skills and knowledge from Commedia Dell'Arte	Understanding how actors adapt their skills for an audience who are in close proximity to the actors.	Create an advert for a product using persuasive physical characterisation	To engage with Shakespeare's Twelfth Night to produce a scene performance	To understand how design elements can help audiences with their understanding To create and develop a piece of Drama to convey a message
Substantive Knowledge (knowledge)	- Genre history - Theatrical conventions - Key vocabulary linked to the genre - Stylistic features of this genre	Students will explore the acting and technical elements of the Pantomime genres.	- Develop own ideas - Collaborate with others - Rehearse, refine and amend their work in progress Interpret texts - Create and communicate meaning - Realise artistic intention in text-based drama	- Developing ideas into short scenes - Effective use of space - Performing to an audience - To develop physical skill and control - To work on precision of movement - To convey meaning through physical theatre	- Continue to develop historical context - Recognise literacy and textual features used by Shakespeare - Recall core dramatic devices	
Disciplinary knowledge (skills)	- Physical articulation - Character embodiment - Comic Timing	- Stock characters - Moral stories - Costume - Lighting	- Blocking - Script reading - Immersive acting - Proxemics	- Levels - Proxemics - Posture - Gesture	- Thought Tracking - Tableau - Movement - Vocal skills - Line learning	Communicate and collaborate within a group setting.

	Critical Analysis	- Set design - Sound - Directing	Rehearse, refine and amend.	- Facial Expressions - Movement - Experimentation - Reflection	- Conscience Corridor - Narration - Rehearse, Review and Perform	
Enrichment		★ Visiting Pantomime Company ★ Whole School Production	★ Whole School Production	★ Local theatre trip ★ Whole School Production		★ Careers Day ★ Drama Club ★ Creative Arts Festival
Assessment	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Performance/Costume Design Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Students will complete a Drama Knowledge Quiz at the end of this term Performance/Costume Design Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Performance/ Set Design Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Students will complete a Drama Knowledge Quiz at the end of this term Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills. Performance Feedback sheet that allows for Pupil reflection on what they have learnt	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance. Presentation of work completed this term End of year knowledge assessment
Progression from previous learning				Pupils use the skills they have learnt through mime to create a persuasive advert	Pupils build on their knowledge of Shakespeare through a study of Macbeth	