

	Year 7 (1 lesson a Week)			Year 8 (1 lesson per 2 weeks)			Year 9 (1 lesson per 2 weeks)		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular
Cycle 1	<p>Showcasing successful Silent Movie strategies Developing key performance skills through silent movies – Facial expression, body language, movement and mime.</p> <p>Assessment: Mid Cycle: Silent Movie Showcase</p> <p>Pantomime In this topic the students will learn about the key features of a pantomime, stock characters and the traditions of pantomime. They will continue the development of their performance skills, with particular focus on voice.</p> <p>Assessment: End of Cycle: Pantomime Scripted Assessment: The students will perform a stock character from a panto.</p> <p>Careers: Actor/ Actress, Silent Movie Writer, Playwright, Historian, Historian, Leadership, Teaching, Pantomime Director, Pantomime Producer.</p>	<p>Drama club</p> <p>KS3 Christm as Service</p> <p>Shakes peare School' s Festival</p> <p>Acade my Musica L</p>	<p>Music: Using Music in performance.</p> <p>Film: History of films</p> <p>English: Shakespea re stories:</p>	<p>Melodrama To understand the key conventions and skills required to perform a melodrama. The students will have learnt skills through the pantomime unit in Year 7, that greatly link to melodrama.</p> <p>Assessment: End of Cycle: Students will devise their own Melodrama performance using the stereotypical characters presented in a melodrama.</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Live Theatre Review Author.</p>	<p>Industr y talks and 'Spill the Tea' career podcas ts.</p> <p>Drama Club</p> <p>KS3 Christm as Service</p> <p>Shakes peare's School' s Festival</p> <p>Acade my Musical</p>	<p>Film: Melodrama analysis</p> <p>History: Historical research of Melodrama.</p> <p>English: Script work</p>	<p>Verbatim and Documentary Theatre Emotionally engaging an audience by responding to a factual event as a form of stimulus.</p> <p>Assessment: Final: Verbatim Showcase</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Videographer, Screenplay Writer,</p>	<p>Drama Club</p> <p>Fundrai sing for Breck's charity.</p> <p>Shakes peare School' s Festival</p> <p>KS3 Christm as Service</p> <p>Acade my Musical</p>	

Cycle 2	<p>Styles of Theatre Applying key performance skills to explore a variety of different theatre styles.</p> <p>Mid Cycle: Assessment: To create a performance of a well-known fairy-tale in their own unique style of theatre.</p> <p>Careers: Presenter, Storyteller, Author, Playwright, Performer, Theatre Manager, Pantomime Director, Pantomime Producer, Audience interaction Officer, Film Composer, Music critic.</p> <p>Shakespeare To understand to key features of a Shakespeare play. The students will be applying a variety of performance skills and will interpret different scripts.</p> <p>End of Cycle Assessment: Students will perform a script from Macbeth or Romeo and Juliet</p>	Drama Club	<p>English: Shakespeare:</p> <p>History: History of Theatre styles.</p>	<p>Freedom of Speech <i>Using the power of performance to voice the importance of freedom of speech</i></p> <p>Students explore basic Brechtian techniques to educate audiences on a topic of their choice, showcasing the power of freedom of speech.</p> <p>Assessment: Final: Freedom of speech performance</p> <p>Careers: Public Speaker, Politician, Lawyer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer,</p>	Keyboard Club	Art: Films and Festivals	<p>Blood Brothers The students will explore the GCSE text Blood Brothers. They will begin to understand the key themes and characters, create devised and scripted performances, and design set and costumes.</p> <p>Assessment: Final: Blood Brothers performance</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.</p>	Whole Academy Musical	Art: Set and Costume Design
Cycle 3	<p>Ernie's Incredible Illusions Using a script as a stimulus for a scheme of work. Students will explore a range of characters and devise a variety of scenes both with and without scripts.</p> <p>End of Cycle Assessment Final: Scripted Performance</p> <p>Careers: Author, Playwright, Performer, Director, Producer, Audience interaction Officer.</p>	Drama Club		<p>How long is forever? Exploring Stephanie Pearce's play text 'How long is forever' to raise awareness of online safety and the dangers of social media.</p> <p>Assessment: Final: Performance or design presentation</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer.</p>	Drama Club		<p>Building blocks of Devising Exploring the key devising skills required to respond to a stimulus in Drama. Students will devise and create their own performance.</p> <p>Assessment: Final: Performance</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer.</p>	Year 9 GCSE Drama Club	Drama Club