	Year 7	Year 8	Year 9
HT1	Introduction to Performance skills through Melodrama Analyse/Rehearse/Perform	*Bali* Responding to stimulus Scriptwriting/Rehearse/Perform Physical Theatre revisited	*Blood Brothers* Script 3: Text analysis Analyse/Rehearse/Perform
Objectives	This unit is an introduction to drama. Students explore mime and movement as a performance technique using instrumental music and/or images as a stimulus. Students devise their own final performance in mime and within a chosen style/genre. Students will be able to: • Work effectively with other students • Analyse and evaluate scenes and short performances/scripts • Develop dramatic acting techniques including expression, gesture, voice and movement • Self-evaluate own performances	This unit gives students an opportunity to build upon their interpretative and devising skills by responding to a stimulus and using skills such as thought-tracking and hot seating to develop characterisation. Students will learn the importance of props and how they impact on audience interpretation. Students will be able to: • Understand and respond to the use of still image • Understand the use of thought tracking within a scene/act • Write scenes involving multiple actors • Apply subject specific vocabulary within scripts, stage directions and discussions	This unit invites students to develop a performance from a text using a popular stage play by Willy Russell: 'Blood Brothers'. Students will read extracts from the play and develop their performance skills; performing both a monologue and duologue using knowledge of prior vocal and performance skills. Students will learn about social context and the impact upon delivery to an audience. Students will be able to: • Perform a duologue with confidence • Read extracts from a play and discuss key points • Understand the context, location and time period of a text and how this is demonstrated within the performance • Perform a duologue applying taught techniques and skills • Peer evaluate performances
NC links	**Drama KS4:** C1, C2, C3 **English:** S1/S2, W1/W2, G1/G2	**Drama KS4:** C1, C2 **English:** S1/S2, W1/W2, G1/G2	**Drama KS4:** C2 **English:** S1/S2, W1/W2, G1/G2, R1/R2
Tier 2 Vocab	Rehearse, devise, evaluate, develop, self-evaluate, structure, genre, dialogue, mood/atmosphere, pause, volume, movement	Devise, chronological, respond, discuss, apply, understand,	Devise, develop, improve, understand, perform, peer-evaluate, demonstrate
Tier 3 Vocab	voice, body language, character, cue, facial expression, genre, gesture, mood, pace, melodrama, stock character, poses, exaggeration, tone, pitch, texture	Vocal skills, dialogue, body Language, stimuli, tableaux, levels, facial wxpression, blocking, gesture, placard, movement, soundscapes, character motivation	Duologue, dialogue, stimuli, tableaux, levels, naturalism, characterisation, blocking, improvisation, placard, transitions, proxemics, character motivation, thematic links
Homework	N/A: First half term NHTWG	Rehearsal of script Develop a character profile Create stage notes referring to movement	Rehearsal of script
Career link (Unifrog)	Performer- https://edu.digitaltheatreplus.com/content/guides/a-guide-to-theatre-design	Actor - https://edu.digitaltheatreplus.com/content/guides/a-guide-to-a-career-in-acting	Theatre Producer - https://www.unifrog.org/student/careers/keywords/dance-producer
Employability skills	Listening Communication Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Leadership Listening Teamwork Problem solving	Aiming high Literacy Creativity Leadership Listening Teamwork Problem solving
Common misconceptions		Using the stimuli correctly to avoid students creating the same plot line.	Context of Liverpool Reading homework with comprehension tasks to ensure thorough reading/revision of play
Assessment	Practical - performing a piece showcasing their skills of melodrama. (end of term assessment)	Practical - group performance of a five scene devised piece using props & a range of drama skills Written evaluation of this performance	Practical - group performance of key scene using physical theatre techniques
HT2 Nov-Dec	Introduction to Pantomime Performance Skills Analyse/rehearse/perform	Design Skills Christmas production 'Hairspray – welcome to the 60's Showcase' Design/rehearse/perform	Design skills Christmas Play Costume Design (mid Nov)
Objectives	This unit is based on project work using devising and performance skills to create a pantomime character. Students will build upon the previous unit gaining confidence to perform in a group and solo. Students will learn how to portray exaggerated emotions through facial expressions, vocal skills and gesture. Students will be able to: • Develop a character based on Pantomime stock characters, exploring how that character would feel in certain situations • Perform a range of emotions through gesture and facial expressions • Self -evaluate their own assessment	An Introduction of more advanced set design skills as a means of communicating a story and character to an audience using traditional methods and ITT (TINKERCAD). Students will be able to choose an area to explore in either set design or staging. The use of ITT/ TINKERCAD allows the student to develop their 1D stage designs into 3D and be able to understand them from several perspectives. This unit provides students with an opportunity to extend their digital design skills. Students will be able to: • Understand the conventions of staging and moving set. • Confidently use digital design software • Communicate a character and a story through the use of digital set design. • Be able to discuss their reasons for design choices	This unit provides opportunities for students to learn about the history of stage costume. Students will learn about style/genres/colour/textiles and context to enable them to make informed design choices and bring them to realisation in our Christmas production. Students will be able to make a personal rationale about suitability/durability in their choices of materials. Students will be able to: • Respond to a given stimulus costume design • Demonstrate their prior knowledge about how to use colour to portray certain character traits. • Design a costume and fabricate to realisation. • Explore solutions to design restrictions (Teen audience)

NC links	**Drama KS4**: C2 **English:** W1/W2/S1/S2 G1/G2	**Drama KS4:** C1 C3 **English:** W1/W2/S1/S2 G1/G2	**Drama KS4**: C2 **English:** W1/W2/S1/S2G1/G2
Tier 2 Vocab	Voice, Character, Rehearse, Dialogue, Genre, Mood/Atmosphere, Movement, Pace, Pause, Plot, , Hero, , Villain.	Size, shape, structure, 3d,2d,1d, grid, colour, materials	Wardrobe, colour, accessories, fabric, material
Tier 3 Vocab	Devise, Cue, Facial Expression' Body Language, Gesture, Stock character, characterisation, Over Exaggeration, Damsel, Sidekick	Projection, breaking down, flat, ground-plan, platform, pre-set, platform-stage, revolve, rostrum, scrim, stage crew, staging,	Basic block, costume plot, dress form, dress rehearsal, fittings, gondola, mock-up, muslin, pancake, personal, props, seamstress, swatch
Homework	Research project using DT+ https://www.digitaltheatreplus.com/ and TNT online https://www.nationaltheatre.org.uk/content/learning-digital-resources	Research project using DT+ https://www.digitaltheatreplus.com/ and TNT online https://www.nationaltheatre.org.uk/content/learning-digital-resources Draft on TINKERCAD	Developing aa character through costume design NHTWG Scriptwriting Research project/ Costume/Set Design using: DT+ https://www.digitaltheatreplus.com/ and TNT online https://www.nationaltheatre.org.uk/content/learning-digital-resources
Career link (Unifrog)	Actor - https://www.unifrog.org/student/careers/keywords/actor	Set Designer - https://www.unifrog.org/student/careers/keywords/set-designer	Costume designer - https://www.unifrog.org/student/careers/keywords/screenwriter
Employability skills	Creativity Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Creativity Numeracy Independence Listening Communication Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Independence Communication Presenting Teamwork Problem solving
Assessment	Group performance of a pantomime	Set Design realisation	Designers showcase their portfolio of ideas for set design/Costume
HT3	*War of The Worlds* Script 1 Creative Concepts & Physical Theatre Design/Sound Design/Rehearse	*Shakespeare* Vocal/Physical Theatre techniques	The Woman in Black Script Writing/Performance from a text
Objectives	This unit is an introduction to creative concept design. Students will explore how concept design is used in industry, film, stage and TV. Students will learn about how Steven Spielberg uses concept designers in the early stages of his ideas and how they develop into realisation. Students will research the various design roles and develop their own design based on an Alien craft. Students will be able to create a confident design in 2D and be able to discuss their ideas confidently. **Students will be able to:** • Analysis of documentary style excerpt of Steven Spielberg • Design of an Alien Craft using newly acquired knowledge of materials. • Development of dramatic acting techniques such as facial expressions and gestures	An Introduction to Shakespeare through six specific workshops which will focus on different drama skills from vocal to physical exercises. Students will develop their skills in communicating emotion through physical stage work and stage combat. Students will be introduced to Elizabethan England putting Shakespeare in context. **Students will be able to:** • Understand the conventions of Shakespeare in terms of: Language, structure and style • Use vocal exercises • Build emotion in soliloquies/speeches and scenes	Students will explore the genre of horror through practical exploration and their own scripts. **Students will be able to:** • Write and perform their own ghost story • Evaluate their own performances • Produce a design focus contribution to a horror story including the use of lighting
NC links	**Drama KS4** C1 C2 C3 **English:** R1/R2 W1/W2 S1/S2 G1/G2	**Drama KS4:** C2 C3 **English:** R1/R2 W1/W2 S1/S2 G1/G2	**Drama KS4:** C1 **English**: R1/R2 W1/W2 S1/S2 G1/G2
Tier 2 Vocab	Character, cue, devise, expression, genre, gesture, mood/atmosphere, movement, pace, audience reaction, interpretation	Voice, volume, pitch, pace, rhythm, protagonist, antagonist, Elizabethan, Shakespearian, stage combat	Supernatural, tension, script, Acts, scenes, character, gothic, genre
Tier 3 Vocab	Concept design, artistic intentions, texture, garment, fabrication, textile	Intonation, convergence, tones, texture, emphasis, projection, timbre, inflection	FREYTAG technique, climax, in the round, thrust, traverse, up stage, pathetic fallacy
Homework	N/A: First half term NHTWG	Learn extracts from script	Mock game show planning
Career link (Unifrog)	Designer - https://edu.digitaltheatreplus.com/content/guides/a-guide-to-theatre-design	Music Director - https://www.unifrog.org/student/careers/keywords/music-director	Lighting Technician - https://www.unifrog.org/student/careers/keywords/lighting-technician
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	The vehicle is the Alien Develop understanding of materials and functions	Non-contact means non-contact Health and safety	Understanding suspense/horror/thrillers as a genre

Assessment	Alien craft design (2-week assessment) Performance of an extract Foci: Physical theatre techniques (end of term assessment)	Performance of stage fight using vocal skills to build up emotion in their physical acting.	Produce their own ghost story Perform an extract from the Woman in Black
HT4 **Mar-Apr**	*Fairytale Heart* *Introduction to Set Design*	*West Side Story and Shakespeare* Dance Rehearse/perform	Design/ Staging Design: Set Design
Objectives	In this unit students will demonstrate what they have learned about theatre, performance, character development, and theatrical design (set/costume/lighting/sound). They will be given the opportunity to develop their understanding about how a theatre set is structured and developed. **Students will be able to:** • Understand how and why a theatre set is designed • Produce an annotated set design along with an evaluation of their set designs	Students will use this unit of work to demonstrate what they have learnt about theatre, performance, character development, and dance **Students will be able to:** • Develop understanding about how a piece of dance is structured and developed (including character and plot development) • Make inferences of their characters and incorporate them into their dances • Work in groups to produce a performance.	In this unit, students will be introduced to the TinkerCad software, and use this and other resources to produce a 3D set design. **Students will be able to:** • Create Storyboards using 'Tinkercad' • Produce a shoebox set design • Research the real-life stories from Stage designers on DT+ • Analyse artistic intentions of set designs
NC links	**Drama KS4**: C1 **English:** W1/W2/S1/S2 G1/G2	**Drama KS4**: C1 C2 **English:** W1/W2/S1/S2 G1/G2	**Drama KS4**: C3 **English:** W1/W2/S1/S2 G1/G2
Tier 2 Vocab	Character, Cue, Genre, Gesture, Mood/Atmosphere, Movement, Pace, audience reaction, interpretation	Hold, grip, kick, punch, cross, defend, attack, roll	Record, audience, materials, ground plan, 3D, 2D, 1D, Auditorium, practical, props, dressing, stage crew,
Tier 3 Vocab	Devise, expression, flats, stage plan, ground plan, levels, TinkerCad, CAD, materials, durability, back drop curtains	Non-contact, block, traverse, extension, shape, warm up, rehearsal, movement, proxemics, mirroring, mime, improvisation, posture, phrasing, rhythm, choreography, pace	Stage configuration, box set, platform stage, levels scenery, set, promenade
Homework	NHTWG	NHTWG	NHTWG
Career link (Unifrog)	Choreographer https://www.prospects.ac.uk/job-profiles/choreographer	Stunt Person https://www.careerexplorer.com/careers/stuntman/how-to-become/	Stage manager https://www.prospects.ac.uk/job-profiles/theatre-stage-manager
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	Making dialogue engaging Using stage directions effectively	Understanding that 'dance' is a system of 'phrases' expressed through movement	Understanding the differences between 1D-3D
Assessment	Written script	Choreographed dance	Students will be able to create a 3D set design model and written analysis of artistic intentions.
HT5 **Apr-May**	Devising Theatre & Education Write/Rehearse/Perform Summer production	Physical Theatre Devise/Rehearse/Perform Frantic Assembly	Improvisation Devised Advanced thinking skills Mock Game Show
Objectives	In this unit, students will explore further writing skills in drama with a view to performing for a live audience. **Students will be able to:** • Read a range of scenes from the Summer playscript • Apply direct address to performances • Use multi-roleplaying within performances	An Introduction to Physical Theatre using modern techniques by a range of practitioners with a focus on Frantic Assembly. **Students will be able to:** • Respond to a given stimulus • Develop the use of thought tracking within a scene/act • Understand the relevance and importance of set within a scene	An Introduction to Improvisation through a series of game-based activities. All performed pieces will be filmed. **Students will be able to**: • Improvise with partners and prepare 'showbacks' • Create an improvised mock game show piece • Consider the use of lighting, sound and set design
NC links	**Drama KS4**: C1 C2 **English:** W1/W2/S1/S2 G1/G2	**Drama KS4**: C1 **English:** W1/W2/S1/S2 G1/G2	**Drama KS4**: C1 **English:** W1/W2/S1/S2 G1/G2
Tier 2 Vocab	NHTWG Vocab, education, character, imitation, humour, reflection, rehearse, collaboration, stage interaction	NHTWG Facial expressions, posture, movement, music,	Glossary/Booklets/NHTWG Improvisation, Improv, inflection, interaction, motivation, interaction
Tier 3 Vocab	Audience participation, direct address, multi-roling, characterisation, theatre in education, devise, audience	Physical Theatre, chair duets, round by through, sequencing, phrases, choreography, thought-tracking	Performance skills, characterisation, aside, articulation, ask for audience suggestion, blocking (offers)

Homework	Developing character profiles www.bbcschoolsdramacharacter Use of: www.digitaltheatreplus.com www.Thenationaltheatre.com	www.digitaltheatreplus.com www.Thenationaltheatre.com	Mock game show planning sheet
Career link (Unifrog)	Writer https://www.unifrog.org/student/careers/keywords/writer	Dance https://www.unifrog.org/student/careers/keywords/dancer	Hair and Makeup Designer https://www.unifrog.org/student/careers/keywords/hair-makeup-designer
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Assessment	Perform to a live audience	Students will create a Round-by-Through and a Chair Duet	Designer produce a design board of ideas annotated in detail Performance of mock game show.
HT6	Introduction to Scriptwriting	Online practical workshops Design/Produce	Lighting & Sound Design
Objectives	In this unit students will demonstrate what they have learned about theatre, performance, character development, and theatrical design (set/ costume/ lighting/ sound). They will be given the opportunity to develop their understanding about how a piece of theatre is structured and developed (including character and plot development). **Students will be able to:** • Know and use the key concepts of script writing including standard notations and structure • Produce a script using FTH as a basis • Work in pairs to produce a script	This unit allows students to explore the creative side of designing costume, hair, makeup, lighting and sound. They will be given the opportunity to develop their understanding of the role of a designer for theatre. **Students will be able to:** • Understand how design can bring a performance/production to life • Work individually, in pairs and small groups to share and develop ideas	This unit focusses on lighting and sound design. Students will be able to work in groups and produce a lighting /sound storyboard. **Students will be able to:** • Understand how the use of lighting can add to a performance • Design a lighting plan • Put a lighting plan into action • Use technology to create a lighting show from a brief
NC links	**Drama KS4**: C1 **English:** W1/W2/S1/S2 G1/G2	**Drama KS4**: C1 **English:** W1/W2/S1/S2 G1/G2	**Drama KS4**: C1 C3 **English:** W1/W2/S1/S2 G1/G2
Tier 2 Vocab	NHTWG Structure, suspense, character, plat/twist, multiple narratives, setting	NHTWG Designer: costume, Light, sound, fabric, texture, colour, make up, special effects make up	NHTWG Volume, surround sound, soundscape, sound effects, sound
Tier 3 Vocab	Dialogue, scene description, stage direction, chain reaction, show don't tell, fractions	Durability, textile, swatch, seam, cuff, hem, scenery, set, staging, characterisation, mood/atmosphere	Tempo, cross fade, wash, downlight, lantern, black out, gobo
Homework	Design research Performance research	Design research Performance research	Design research Performance research
Career link (Unifrog)	Writer https://www.unifrog.org/student/careers/keywords/screenwriter	Roadie- https://www.unifrog.org/student/careers/keywords/roadie	Actor - https://www.unifrog.org/student/careers/keywords/actor
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Assessment	Written script	Design portfolio and final outcome	Final dress rehearsal performance outcome with written evaluation