	Year 7	Year 8	Year 9
HT1	Introduction to Performance skills through Melodrama	Bali	Blood Brothers
	Analyse/Rehearse/Perform	Responding to stimulus	Script 3: Text analysis
		Scriptwriting/Rehearse/Perform	Analyse/Rehearse/Perform
		Physical Theatre revisited	
Objectives	This unit is an introduction to drama. Students explore mime and movement as a	This unit gives students an opportunity to build upon their interpretative and	This unit invites students to develop a performance from a text using a popular
•	performance technique using instrumental music and/or images as a stimulus.	devising skills by responding to a stimulus and using skills such as thought-	stage play by Willy Russell: 'Blood Brothers'. Students will read extracts from the
	Students devise their own final performance in mime and within a chosen	tracking and hot seating to develop characterisation. Students will learn the	play and develop their performance skills; performing both a monologue and
	style/genre.	importance of props and how they impact on audience interpretation.	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:	Students will be able to:	Students will be able to:
	Work effectively with other students	<ul> <li>Understand and respond to the use of still image</li> </ul>	Perform a duologue with confidence
	Analyse and evaluate scenes and short performances/scripts	<ul> <li>Understand the use of thought tracking within a scene/act</li> </ul>	Read extracts from a play and discuss key points
	Develop dramatic acting	Write scenes involving multiple actors	Understand the context, location and time period of a text and how this is
	techniques including expression, gesture, voice and movement	Apply subject specific vocabulary within scripts, stage directions and	demonstrated within the performance
	Self-evaluate own performances	discussions	Perform a duologue applying taught techniques and skills
			Peer evaluate performances
NC links	Drama KS4: C1, C2, C3	Drama KS4: C1, C2	Drama KS4: C2
	English: S1/S2, W1/W2, G1/G2	English: S1/S2, W1/W2, G1/G2	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,	Vocal skills, dialogue, body Language, stimuli, tableaux, levels, facial wxpression,	Duologue, dialogue, stimuli, tableaux, levels, naturalism, characterisation,
	pace, melodrama, stock character, poses, exaggeration, tone, pitch, texture	blocking, gesture, placard, movement, soundscapes, character motivation	blocking, improvisation, placard, transitions, proxemics, character motivation,
			thematic links
Homework	N/A: First half term	Rehearsal of script	Rehearsal of script
	NHTWG	Develop a character profile	
Career link	Performer- https://edu.digitaltheatreplus.com/content/guides/a-guide-to-	Create stage notes referring to movement  Actor - https://edu.digitaltheatreplus.com/content/guides/a-guide-to-a-career-in-	Theatre Producer - https://www.unifrog.org/student/careers/keywords/dance-
(Unifrog)	theatre-design	acting	producer producer
Employability	Listening Communication	Aiming high Literacy	Aiming high Literacy
skills	Teamwork Problem solving	Creativity Leadership	Creativity Leadership
	Staying positive	Listening Teamwork	Listening Teamwork
	Staying positive	Problem solving	Problem solving
Common		Using the stimuli correctly to avoid students creating the same plot line.	Context of Liverpool
misconceptions			Reading homework with comprehension tasks to ensure thorough reading/revision of play
Assessment	Practical - performing a piece showcasing their skills of melodrama.	Practical - group performance of a five	Practical - group performance of key scene using physical theatre techniques
7.050051110111	(end of term assessment)	scene devised piece using props & a range of drama skills	Tradition 5. out performance of key seems using projection theatre teemingues
	, ,	Written evaluation of this performance	
HT2	Introduction to Pantomime	Design Skills	Design skills
Nov-Dec	Performance Skills	Christmas production	Christmas Play
	Analyse/rehearse/perform	'Hairspray – welcome to the 60's Showcase'	Costume Design (mid Nov)
		Design/rehearse/perform	
Objectives	This unit is based on project work using devising and performance skills to create	An Introduction of more advanced set design skills as a means of communicating	This unit provides opportunities for students to learn about the history of stage
	a pantomime character. Students will build upon the previous unit gaining	a story and character to an audience using traditional methods and ITT	costume. Students will learn about style/genres/colour/textiles and context to
	confidence to perform in a group and solo. Students will learn how to portray	(TINKERCAD). Students will be able to choose an area to explore in either set	enable them to make informed design choices and bring them to realisation in
	exaggerated emotions through facial expressions, vocal skills and gesture.	design or staging. The use of ITT/ TINKERCAD allows the student to develop their	our Christmas production. Students will be able to make a personal rationale
		1D stage designs into 3D and be able to understand them from several	about suitability/durability in their choices of materials.
		perspectives. This unit provides students with an opportunity to extend their digital design skills.	
		a.g.ca. acaign axiiia.	Students will be able to:
	Students will be able to:	Students will be able to:	Respond to a given stimulus costume design
	Develop a character based on Pantomime stock characters, exploring how that	Understand the conventions of staging and moving set.	Demonstrate their prior knowledge about how to use colour to portray certain
	character would feel in certain situations	Confidently use digital design software	character traits.
	<ul> <li>Perform a range of emotions through gesture and facial expressions</li> <li>Self -evaluate their own assessment</li> </ul>	<ul> <li>Communicate a character and a story through the use of digital set design.</li> <li>Be able to discuss their reasons for design choices</li> </ul>	<ul> <li>Design a costume and fabricate to realisation.</li> <li>Explore solutions to design restrictions (Teen audience)</li> </ul>

December   Content   Con				
The Yard Service Servi	NC links	Drama KS4: C2	Drama KS4: C1 C3	Drama KS4: C2
Sec. Place, Fool, Feor, Vision.  The 3 Vacad December of Co. A Scotal present Pool, Scotal Appear, Getturn, Book chancer, Carbon, Street, Commission of Co. A Scotal present Pool, Scotal Pool, Pool, Scotal Pool, Poo		English: W1/W2/S1/S2 G1/G2	English: W1/W2/S1/S2 G1/G2	English: W1/W2/S1/S2G1/G2
The F Vecal Develt, Du. Facial impression Racy Lagrage, Return, their connectors, Contract points, one Fraggestate, Training Contract, Statist, Contract, processing covers, for, ground plan, pathors, they contract points, one Fraggestate, Training Contract, Statist, Contract, Contrac	Tier 2 Vocab	Voice, Character, Rehearse, Dialogue, Genre, Mood/Atmosphere, Movement,	Size, shape, structure, 3d,2d,1d, grid, colour, materials	Wardrobe, colour, accessories, fabric, material
Content		Pace, Pause, Plot, , Hero, , Villain.		
Content	Tier 3 Vocab	Devise, Cue, Facial Expression' Body Language, Gesture, Stock character,	Projection, breaking down, flat, ground-plan, platform, pre-set, platform-stage,	Basic block, costume plot, dress form, dress rehearsal, fittings, gondola, mock-up,
Reservict project usins DT   Hours / Young significant resists carry   Reservict project spring DT   Hours / Young significant resists carry   Reservict project spring DT   Hours / Young significant resists carry   Reservict project pro				
and INI online branches and additionable to any and INI online branches and a footnote branches and a		, 55	, , , , , , , , , , , , , , , , , , ,	
and INI online branches and additionable to any and INI online branches and a footnote branches and a	Homework	Research project using DT+ https://www.digitaltheatreplus.com/	Research project using DT+ https://www.digitaltheatreplus.com/	Developing aa character through costume design
Display   Disp				
Design of TRACEPING   Content   Co		<u>resources</u>	<u>resources</u>	Scriptwriting Research project/ Costume/Set Design using:
Content   Inches   Content   Conte				DT+ https://www.digitaltheatreplus.com/
Career   Marco   Intelligence   Intelligence   Marco   Intelligence   Int			Draft on TINKERCAD	and TNT online <a href="https://www.nationaltheatre.org.uk/content/learning-digital-">https://www.nationaltheatre.org.uk/content/learning-digital-</a>
Content   Cont				
Continue   Communication   Continue   Communication   Commun		Actor - https://www.unifrog.org/student/careers/keywords/actor	Set Designer - <a href="https://www.unifrog.org/student/careers/keywords/set-designer">https://www.unifrog.org/student/careers/keywords/set-designer</a>	
Statishing   Communication				
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Assessment Coup per formance of a particular source of a particular country of the World's Script 1 Creative Concept & Physical Theorem Country of the World's Script 1 Creative Concept & Physical Theorem Country of the World's Script 1 Creative Concept & Physical Theorem Country of the World's Script 1 Creative Concept & Physical Theorem Country of the World's Script Writing/Performance from a text.    Physical Theorem Country of the World's Script Writing/Performance from a text.	skills	Listening Communication	<u> </u>	
Assessment Group performance of a partnormine    Mor of The Worlds   Script   Creative Concepts & Physicial Theater Docisign/Sound Ocisign (Achievas)		Presenting Teamwork		Š
HT3  War of The Worlds Script 1 Creative Concepts & Physical Theatre Design/Sound Design/Seheratrse  This unit is an introduction to creative concept design. Students will explore how concept design is sudent in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore how concept design is used in industry, film, stage and 17 x Students will explore the genre of horror through practical exploration and their observations of shakespears in terms of Language, structure and their conventions of Shakespears in terms of Language, structure  **Students will be able to:  **Adaptive of commentary style except of seven spellers, and the conventions of Shakespears in terms of Language, structure  **Produce a design floats contribution to a horror story including the use of legislating and style  **Design fair flating confirmments of shakespears in terms of Language, structure  **Produce a design floats contribution to a horror story including the use of legislating and style  **Design fair flating confirmments on produce to floats the conventions o		Problem solving Staying positive	Problem solving Staying positive	Teamwork Problem solving
Script 1   Vocal/Physical Theatre techniques   Script Writing/Performance from a text	Assessment	Group performance of a pantomime	Set Design realisation	Designers showcase their portfolio of ideas for set design/Costume
Script 1   Vocal/Physical Theatre techniques   Script Writing/Performance from a text				
Script 1   Vocal/Physical Theatre techniques   Script Writing/Performance from a text	нтэ	May of The Manda	Chalconorus	The Moment in Black
Creative Concepts & Physical Theatre   Design/Sound Design Sound S	H13	-	·	
Objectives This unit is an introduction to create design is used in industry, film, stage and TV. Students will explore how concept design is used in industry, film, stage and TV. Students will learn about how seven Stellergue uses compet designs is used in industry. Film, stage and TV. Students will learn about how seven Stellergue uses compet designs in 20 and be able to discuss their ideas confidently.  Students will be able to:  Students will be able to:  Analysis of documentary style except of Steven Spielberg  Designer of an Alien Cart tains prewly acquired knowledge of materials.  Development of identification, students will be able to:  Students will be		·	Vocal/Physical Theatre techniques	Script Writing/Performance from a text
This unit is an introduction to creative concept design. Students will explore how concept design is used in industry film, stoge and rV. Students will learn about how streve Steleberg uses concept design is concept design in the early stages of his ideas and how they develop into realization. Students will be able to:  • Analysis of documentary style excerpt of Steven Spielberg • Poetign of an Allen Craft using newly acquired knowledge of materials. • Development of dramatic carries and explorations and stage in context.  • Students will be able to: • Analysis of documentary style excerpt of Steven Spielberg • Development of dramatic carries and explorations and style • Development of dramatic carries and explorations and style • Development of dramatic carries and explorations and style • Development of dramatic carries and explorations and style • Development of dramatic carries and explorations and style • Development of dramatic carries explorations and style • Development of dramatic carries and explorations and style • Development of dramatic carries and explorations and style • Development of dramatic carries and explorations and style • Development of dramatic carries and explorations and style • Development of dramatic carries and explorations and style • Development of dramatic carries and explorations and explorations and explorations and exploration and their contents and exploration a				
concept design is used in industry, film, stage and TV. Students will learn about how Steven Spileberg uses concept designers in the activities and how they develop into realization. Students will research the various design roles and develop their own design based on an Alter carts. 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 Alter Cart Using newly acquired knowledge of materials. • Development of dramatic acting techniques such as facial expressions and gestures • Drama SK4 CL CL 3		Design/Sound Design/Rehearse		
their skills in communicating emotion through physical stage work and stage and develop their eval design in 2D and be able to discuss their ideas confident, will be able to:  **Analysis of documentary style excerpt of Steven Spielberg **Development of dramatic acting techniques such as facile sepressions and and superation of dramatic acting techniques of materials.  **Development of dramatic acting techniques such as facile sepressions and and superations of Shakespeare in terms of: Language, structure and superation of dramatic acting techniques such as facile sepressions and as Superation of dramatic acting techniques such as facile sepressions and as Superations of Shakespeare in terms of: Language, structure and superation of dramatic acting techniques such as facile sepressions and as Superations of Shakespeare in terms of: Language, structure and superation of dramatic acting techniques such as facile sepressions and as Superations of Shakespeare in terms of: Language, structure and superation of dramatic acting techniques such as facile sepressions and as Superation of dramatic acting techniques such as facile sepressions and as Superation in Soliloquies/Speeches and scenes  **Notice securities**  **Notice securities**  **Notice securities**  **Ter 2 Vocab**  **Corcept design, artistic intentions, texture, gament, fabrication, textile**  **Homework**  **Increase of the securities**  **Notice securities**  **Increase of the securities**  **Uniformatic securities**  **Increase of the securities**  **In	Objectives	This unit is an introduction to creative concept design. Students will explore how		Students will explore the genre of horror through practical exploration and their
how they develop into realisation. Students will research the various design roles and develop their own design based on an Alten crift. Students will be able to:  and develop their own design based on an Alten crift. Students will be able to:  and develop their own design based on an Alten crift. Students will be able to:  beginned in Alten Crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in allel crift using newly acquired knowledge of materials.  beloging in all crift using newly acquired knowledge of materials.  beloging in all crift using newly acquired knowledge of materials.  beloging in all crift using newly acquired knowledge of materials.  beloging in all crift using newly acquired knowledge of materials.  beloging in all crift using newly acquired knowledge of materials.  beloging in all crift using newly acquired knowledge of materials.  beloging in all crift using newly acquired knowledge		concept design is used in industry, film, stage and TV. Students will learn about		own scripts.
and develop their own design based on an Allen 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		how Steven Spielberg uses concept designers in the early stages of his ideas and		
Students will be able to:  Analysis of documentary style excerpt of Steven Spielberg Design of an Allein Craft using newly acquired knowledge of materials. Development of dramatic acting techniques such as facial expressions and gestures  NC links Drama KS4 CI CI CI English: RI/R2 WI/W2 SI/S2 GI/G2 Tier 2 Vocab Character, cue, devise, expression, genre, gesture, mood/atmosphere, movement, pace, audience reaction, interpretation  NC links Career link (Unifrog) Coreal in KI/RI WI/W2 SI/S2 GI/G2  Communication  Presenting Communication Presenting Teamwork Problem solving Staying positive  Students will be able to:  Students will be able to:  With and perform their own ghost story  Students will be able to:  With and perform their own ghost story  Students will be able to:  With and perform their own ghost story  Students will be able to:  With and perform their own ghost story  Students will be able to:  With and perform their own ghost story  Students will be able to:  With and perform their own ghost story  Students will be able to:  With and perform their own ghost story  Evolute and strip own.  With and perform their own ghost story  Evolute and strip own.  With and perform their own ghost story  Evolute and strip own.  With and perform their own ghost story  Evolute and strip own.  With and perform their own ghost story  With and perform their own ghost story  Evolute and strip own.  With and perform their own ghost story  With and perform their own ghost stor				
Students will be able to:  • Analysis of documentary style excerpt of Steven Spielberg • Design of an Allen Craft using newly acquired knowledge of materials. • Development of dramatic acting newly acquired knowledge of materials. • Development of dramatic acting newly acquired knowledge of materials. • Development of dramatic acting newly acquired knowledge of materials. • Development of dramatic acting newly acquired knowledge of materials. • Development of dramatic acting newly acquired knowledge of materials. • Development of dramatic acting newly acquired knowledge of materials. • Development of dramatic acting newly acquired knowledge of materials. • Use vocal exercises • Dull denotion in solloquies/speeches and scenes • Dull deno			in context.	
		create a confident design in 2D and be able to discuss their ideas confidently.		
Analysis of documentary style except of Steven Spielberg   Design of an Allien Craft using newly acquired knowledge of materials.   Development of dramatic acting techniques such as facial expressions and gestures   Drama KS4 C1 C2   English: R1/R2 W1/W2 S1/S2 G1/G2   English: R1/R2 W1/W2 S1/		Students will be able to:	Students will be able to:	Students will be able to:
* Design of an Alien Craft using newly acquired knowledge of materials.  * Development of dramatic acting techniques such as facial expressions and gestures  * Bulls emotion in soliloquies/speeches and scenes  * Produce a design focus contribution to a horror story including the use of lighting lighting  * Produce a design focus contribution to a horror story including the use of lighting lighting  * Produce a design focus contribution to a horror story including the use of lighting lighting  * Produce a design focus contribution to a horror story including the use of lighting lighting  * Produce a design focus contribution to a horror story including the use of lighting lighting  * Brain K3/K2 C1 C2  * English: R1/R2 W1/W2 S1/S2 G1/G2  * Concept design, artistic intentions, texture, garment, fabrication, textile  * Intonation, convergence, tones, texture, emphasis, projection, timbre, inflection  * Homework  * N/A: First half term NHTWG  * Career link (Uniffog)  * Design of an Alien Craft using newly acquired to horror story including the use of lighting texture.  * Elegilsh: R1/R2 W1/W2 S1/S2 G1/G2  * Uniffog)  * Drama K54: C1  * English: R1/R2 W1/W2 S1/S2 G1/G2  * Supernatural, tension, script, Acts, scenes, character, gothic, genre  * Supernatural, tension, script, Acts, scenes, character, gothic, genre  * PREYTAG technique, climax, in the round, thrust, traverse, up stage, pathetic fallacy  * Homework  * N/A: First half term NHTWG  * N/A: First half term NHTWG  * Note and sever the produce of the pro		Analysis of documentary style excernt of Steven Snielherg	Understand the conventions of Shakespeare in terms of: Language, structure	
Seed to the common of dramatic acting techniques such as facial expressions and gestures				- · · · · · · · · · · · · · · · · · · ·
Sectors   Sect				· · · · · · · · · · · · · · · · · · ·
NC links   Drama KS4 C1 C2 C3   English: R1/R2 W1/W2 S1/S2 G1/G2   English: R1/R2 W1/				
English: R1/R2 W1/W2 S1/S2 G1/G2       English: R1/R2 W1/W2 S1/S2 G1/G2       English: R1/R2 W1/W2 S1/S2 G1/G2         Tier 2 Vocab       Character, cue, devise, expression, gene, gesture, mood/atmosphere, movement, pace, available or exection, interpretation       volice, volume, pitch, pace, rhythm, protagonist, antagonist, Elizabethan, shakespearian, stage combat       Supernatural, tension, script, Acts, scenes, character, gothic, genre shakespearian, stage combat         Tier 3 Vocab       Concept design, artistic intentions, texture, garment, fabrication, textile       Including, convergence, tones, texture, emphasis, projection, timbre, inflection fallacy       FREYTAG technique, climax, in the round, thrust, traverse, up stage, pathetic fallacy         Homework       N/A: First half term       N/A: First half term       Music Director - https://www.unifrog.org/student/careers/keywords/music-director       Lighting Technician - https://www.unifrog.org/student/careers/keywords/music-director         Career link (Unifrog)       Designer - https://www.unifrog.org/student/careers/keywords/music-director       Lighting Technician - https://www.unifrog.org/student/careers/keywords/music-director       Lighting Technician - https://www.unifrog.org/student/careers/keywords/music-director         Employability skills       Alming high       Literacy       Aiming high       Literacy         Creativity       Numeracy       Creativity       Numeracy         Leadership       Independence       Listening       Communication       Listening       Communication     <	NC links	5	· · · ·	
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  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  Mock game show planning NHTWG  Career link (Unifrog) Designer - https://edu.digitaltheatreplus.com/content/guides/a-guide-to-theatre-design director  Music Director - https://www.unifrog.org/student/careers/keywords/music-director  Music Dir				
movement, pace, audience reaction, interpretation  Shakespearian, stage combat  Intonation, convergence, tones, texture, emphasis, projection, timbre, inflection  FREYTAG technique, climax, in the round, thrust, traverse, up stage, pathetic fallacy  Andrework  N/A: First half term NHTWG  Career link (Unifrog)  Designer - https://edu.digitaltheatreplus.com/content/guides/a-guide-to-theatredirector  design  Music Director - https://www.unifrog.org/student/careers/keywords/music-director  Music Director - https://www.unifrog.org/student/careers/keywords/lighting-technician  Hopposition - https://www.unifrog.org/student/careers/keywords/lighting-technician  Music Director - https://www.unifrog.org/student/careers/keywords/lighting-technician  Hopposition - https://www.unifrog.org/student/careers/keywords/lighting-technician  Hopposition - https://www.unifrog.org/student/careers/keywords/lighting-technician  Hopposition - https://www.unifrog.org/student/careers/keywords/music-director	Tier 2 Vocab	-		
Tier 3 Vocab Concept design, artistic intentions, texture, garment, fabrication, textile Homework NHTWG Career link (Unifrog) Literacy skills Creativity Numeracy Leadership Independence Listening Presenting Presenting Presenting Presenting Presenting Presenting Problem solving Staying positive  Concept design, artistic intentions, texture, garment, fabrication, textile Intonation, convergence, tones, texture, emphasis, projection, timbre, inflection fallacy  REMITWG RETYTAG technique, climax, in the round, thrust, traverse, up stage, pathetic fallacy  Mock game show planning Lighting Technician - https://www.unifrog.org/student/careers/keywords/music- director  Music Director - https://www.unifrog.org/student/careers/keywords/music- director  Atming high Literacy Creativity Numeracy Leadership Independence Leadership Independence Listening Communication Listening Communication Presenting Teamwork Problem solving Staying positive  Communication Prosenting Teamwork Problem solving Staying positive  Non-contact means non-contact Understanding suspense/horror/thrillers as a genre		· · · · · · · · · · · · · · · · · · ·		Superfictural, tension, sempt, nets, seemes, enaracter, gotine, genre
Homework N/A: First half term NHTWG Career link (Unifrog)  Employability skills Lear cy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive  Emmonant  The vehicle is the Alien  NA: First half term N/A:			onancepeanan, stage connect	
N/A: First half term   NHTWG   NHTWG   Designer - https://edu.digitaltheatreplus.com/content/guides/a-guide-to-theatre   design   Designer - https://edu.digitaltheatreplus.com/content/guides/a-guide-to-theatre   director   Music Director - https://www.unifrog.org/student/careers/keywords/music   https://www.unifrog.org/student/careers/keywords/music   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/music   https://www.unifrog.org/student/careers	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
NHTWG Career link (Unifrog)  Employability skills Cadership Leadership Logentuction Communication Listening Communication Presenting Teamwork Problem solving Staying positive  NHTWG  Music Director - https://www.unifrog.org/student/careers/keywords/music-director  Music Director - https://www.unifrog.org/student/careers/keywords/lighting-technician https://www.unifrog.org/student/careers/keywords/lighting-technician  Lighting Technician - https://www.unifrog.org/student/careers/keywords/lighting-technician  Lighting Technician - https://www.unifrog.org/student/careers/keywords/lighting-technician  Lighting Technician - https://www.unifrog.org/student/careers/keywords/lighting-technician  Aiming high Literacy Creativity Numeracy Creativity Numeracy Leadership Independence Leadership Independence Listening Communication Presenting Teamwork Presenting Teamwork Problem solving Staying positive  Common The vehicle is the Alie- Non-contact means non-contact Understanding suspense/horror/thrillers as a genre				·
Designer - https://edu.digitaltheatreplus.com/content/guides/a-guide-to-theatre-director   Music Director - https://www.unifrog.org/student/careers/keywords/music-director   https://www.unifrog.org/student/careers/keywords/music-https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/music-https://www.unifrog.org/student/careers/keywords/music-https://www.unifrog.org/student/careers/keywords/music-https://www.unifrog.org/student/careers/keywords/music-https://www.unifrog.org/student/careers/keywords/music-https://www.unifrog.org/student/careers/keywords/music-https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technician   https://www.unifrog.org/student/careers/keywords/lighting-technic	Homework	·	Learn extracts from script	Mock game show planning
Cunifrog)designdirectorhttps://www.unifrog.org/student/careers/keywords/lighting-technicianEmployability skillsAiming high CreativityLiteracyAiming high NumeracyLiteracyAiming high CreativityLiteracySkillsOreativity LeadershipNumeracyOreativity LeadershipNumeracyOreativity LeadershipNumeracyLeadership Listening Presenting Presenting Problem solvingCommunication Presenting Problem solvingLiteracy Numeracy Leadership Listening Presenting Presenting Presenting Problem solvingCommunication Presenting Problem solvingListening Staying positiveCommunication Presenting Problem solvingListening Presenting Problem solvingCommunication Presenting Problem solvingListening Presenting Presenting Problem solvingCommunication Presenting Problem solvingListening Presenting Presenting Problem solvingCommunication Presenting Problem solvingListening Presenting Presenting Problem solvingCommunication Presenting Problem solvingListening Presenting Presenting Problem solvingLiteracy Numeracy Simulation Presenting Pre	Companie		Music Director https://www.wsifice.com/student/second/leasured-lea	Lighting Tophyisian
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	misconceptions	Develop understanding of materials and functions	Treater and surety	

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 use this unit of work to demonstrate what they have learnt about theatre, performance, character development, and dance	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:  Understand how and why a theatre set is designed Produce an annotated set design along with an evaluation of their set designs	<ul> <li>Students will be able to:</li> <li>Develop understanding about how a piece of dance is structured and developed (including character and plot development)</li> <li>Make inferences of their characters and incorporate them into their dances</li> <li>Work in groups to produce a performance.</li> </ul>	<ul> <li>Students will be able to:</li> <li>Create Storyboards using 'Tinkercad'</li> <li>Produce a shoebox set design</li> <li>Research the real-life stories from Stage designers on DT+</li> <li>Analyse artistic intentions of set designs</li> </ul>
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 <a href="https://www.prospects.ac.uk/job-profiles/choreographer">https://www.prospects.ac.uk/job-profiles/choreographer</a>	Stunt Person <a href="https://www.careerexplorer.com/careers/stuntman/how-to-become/">https://www.careerexplorer.com/careers/stuntman/how-to-become/</a>	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.	An Introduction to Physical Theatre using modern techniques by a range of practitioners with a focus on Frantic Assembly.	An Introduction to Improvisation through a series of game-based activities. All performed pieces will be filmed.
	<ul> <li>Students will be able to:</li> <li>Read a range of scenes from the Summer playscript</li> <li>Apply direct address to performances</li> <li>Use multi-roleplaying within performances</li> </ul>	<ul> <li>Students will be able to:</li> <li>Respond to a given stimulus</li> <li>Develop the use of thought tracking within a scene/act</li> <li>Understand the relevance and importance of set within a scene</li> </ul>	<ul> <li>Students will be able to:</li> <li>Improvise with partners and prepare 'showbacks'</li> <li>Create an improvised mock game show piece</li> <li>Consider the use of lighting, sound and set design</li> </ul>
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.digitaltheatreplus.com	Mock game show planning sheet
	www.bbcschoolsdramacharacter	www.Thenationaltheatre.com	
	Use of:		
	www.digitaltheatreplus.com		
	www.Thenationaltheatre.com		
Career link	Writer	Dance	Hair and Makeup Designer
(Unifrog)	https://www.unifrog.org/student/careers/keywords/writer	https://www.unifrog.org/student/careers/keywords/dancer	https://www.unifrog.org/student/careers/keywords/hair-makeup-designer
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Employability	Aiming high Literacy	Aiming high Literacy	Aiming high Literacy
skills	Creativity Numeracy	Creativity Numeracy	Creativity Numeracy
	Leadership Independence	Leadership Independence	Leadership Independence
	Listening Communication	Listening Communication	Listening Communication
	Presenting Teamwork	Presenting Teamwork	Presenting Teamwork
	Problem solving Staying positive	Problem solving Staying positive	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.
			e e e e e e e e e e e e e e e e e e e
HT6		Online practical workshops	
	Introduction to Scriptwriting	Design/Produce	Lighting & Sound Design
Objectives		9 :	This unit focusses on lighting and sound design. Students will be able to work in
Objectives	In this unit students will demonstrate what they have learned about theatre,	This unit allows students to explore the creative side of designing costume, hair,	groups and produce a lighting /sound storyboard.
1	performance, character development, and theatrical design (set/ costume/	makeup, lighting and sound. They will be given the opportunity to develop their	groups and produce a lighting / sound storyboard.
	lighting/ sound). They will be given the opportunity to develop their	understanding of the role of a designer for theatre.	
	understanding about how a piece of theatre is structured and developed		
	(including character and plot development).		
	Students will be able to:	Students will be able to:	Students will be able to:
	Know and use the key concepts of script writing including standard notations	Understand how design can bring a performance/production to life	Understand how the use of lighting can add to a performance
	and structure	Work individually, in pairs and small groups to share and develop ideas	Design a lighting plan
	Produce a script using FTH as a basis		Put a lighting plan into action
	Work in pairs to produce a script		Use technology to create a lighting show from a brief
NC links	Drama KS4: C1	Drama KS4: C1	Drama KS4: C1 C3
	English: W1/W2/S1/S2 G1/G2	English: W1/W2/S1/S2 G1/G2	English: W1/W2/S1/S2 G1/G2
Tier 2 Vocab	NHTWG	NHTWG	NHTWG
	Structure, suspense, character, plat/twist, multiple narratives, setting	Designer: costume, Light, sound, fabric, texture, colour, make up, special effects	Volume, surround sound, soundscape, sound effects, sound
		make up	
Tier 3 Vocab	Dialogue, scene description, stage direction, chain reaction, show don't tell,	Durability, textile, swatch, seam, cuff, hem, scenery, set, staging, characterisation,	Tempo, cross fade, wash, downlight, lantern, black out, gobo
	fractions	mood/atmosphere	
Homework	Design research	Design research	Design research
	Performance research	Performance research	Performance research
Career link	Writer		Actor - https://www.unifrog.org/student/careers/keywords/actor
(Unifrog)	https://www.unifrog.org/student/careers/keywords/screenwriter	Roadie- https://www.unifrog.org/student/careers/keywords/roadie	
Employability	Aiming high Literacy	Aiming high Literacy	Aiming high Literacy
skills	Creativity Numeracy	Creativity Numeracy	Creativity Numeracy
	Leadership Independence	Leadership Independence	Leadership Independence
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	Listening Communication Presenting Teamwork	Presenting Teamwork	Presenting Teamwork
	Presenting Teamwork	Presenting Teamwork Problem solving Staying positive	Presenting Teamwork Problem solving Staying positive
Assessment	Presenting Teamwork		_