Curriculum Plan - Overview

Our curriculum is designed to increase confidence in students as they are introduced to, build on and master the skills needed to help them communicate in and relate to the wider world. Each year students take part in devised performance pieces intended to build confidence and resilience. They also study one full play and explore a detailed theatrical style or genre helping them widen their knowledge of stagecraft as an art.

In Year 7 students are introduced to the idea of **Status** with a view to exploring how characters are presented and treated. This theme continues throughout the year as they look at ‘Mime’ and the style of ‘Commedia dell’arte’.

In year 8 we build on all of the above, ensuring that students can now begin to apply their understanding and knowledge of key techniques. The theme for the year is **Character** and begins with how characters can be built and how embodying a character can support development of that character in both acting and writing. Students then look at ‘The Tempest’ with a focus on dramatic devices designed to support character development. The year finishes, looking at how characters are different in a range of diverse genres.

By Year 9 students are able to create devised pieces with increasing confidence and to speak within groups and to perform to audiences. The theme for the year in **Conflict** beginning with Stage combat and mask, followed by a performance-based introduction to their GCSE Literature text Macbeth. This all culminates in a final unit on Melodrama and stereotypes linking back to the ideas of Status and Character from earlier in the Key stage.

At the end of year 8 students can opt to do an introductory year 9 option course. This gives an opportunity for students to explore a wide breadth of play writes, as well as exploring a variety of job roles within the Performing Arts sector. Students will have the opportunity to look at set and costume design, theatre effects and backstage requirements such as lighting and props.

**Assessment Opportunities**

Year 7 and 8 assessments will be a mixture of high frequency/ low stakes (HF/LS) knowledge retrieval and performance based work, with some developed written tasks.

Year 9 will begin to look at the GCSE style assessment criteria.

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|  | **Term** | **Duration** | **Topic** | **Key Skills, Content or Knowledge** | **Summative Assessment** | **Blended Learning** | **Links** |
| **Year 7** | **Aut.** | **12 weeks** | **Status/devised performance** | Pupils explore and investigate Status, through the use of powerhouse/ body language, levels, use of space (proxemics) and voice.  Pupils will be introduced to these skills through the use of the ‘Chris and Tammy’ script.  In the second half of the term Students will begin to use their knowledge of characterisation through status to begin to explore the basics of devised storytelling  **MODULE AIMS**   * To explore the use of status in rehearsal and performance * To introduce the use of powerhouse /Body language * To portray characters with varying status in performance * To develop their performance skills | They will be marked on their performance and will take part in peer assessment and assessment for learning.  Assessment objectives:  AO2/AO1 |  | English – Creating Character / how we communicate  Sphere – personality types and body language  Key vocabulary  Powerhouse/posture  Levels  Staging  Voice  Dialogue  Freeze frame  Role play  Thought track |
|  | **Spr.** | **12 weeks** | **Mime/Physical theatre** | Mime  This unit explores the different methods of using movement and mime in theatre with a strong focus on precision, control and accuracy of movement. Pupils will be learning how to communicate to their audience using only their movements, body language and facial expressions.  **MODULE AIMS:**   * To introduce the basic history of movement and mime giving a historical context * To consider the use of movement and mime and when it is appropriate * To use precision and control of movement to create successful mime * Communicate with an audience using only movement, mime, body language and facial expression | They will be marked on their performance and will take part in peer assessment and assessment for learning  Assessment objectives: AO3/AO2 |  | English – Creating Character / how we communicate  Sphere – personality types and body language  Key vocabulary  Facial expression  Gesture  Comic timing |
|  | **Sum.** | **12 weeks** | **Commedia dell’arte** | **BRIEF DESCRIPTION OF THE UNIT:**  This unit will introduce pupils to a new style of theatre consisting of stock characters. The module will focus on the development of characters and their interaction and will teach new skills such as comic timing and exaggeration.  **MODULE AIMS:**   * To explore Commedia Dell’ Arte as a style of performance * To introduce stock characters * To understand and use vocal techniques * To understand and use Movement   To understand and use Exaggeration | They will be marked on their performance and will take part in peer assessment and assessment for learning.  There will also be an end of year written assessment point.  Assessment objectives:  AO1/AO2/AO4 |  | Sphere – personal relationships  Key vocabulary  Accent  Exaggeration |

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| **Year 8** | **Aut.** | **12 weeks** | **Building Character/Devised performance** | This unit explores characterisation; students devise/create their own character based on emotion. Pupils will be learning how to communicate to their audience using only their movements, body language and facial expressions. In the second half of the term Students will begin to use their knowledge of characterisation through status to begin to explore the basics of devised storytelling  Module aims   1. Explore and interpret ideas, issues and relationships in their drama work, and structure it using appropriate dramatic forms, eg documentary drama, and conventions such as the use of the aside 2. Sustain a defined character for a reasonable amount of time 3. Organise a short, clear and coherent performance for an audience 4. Use an increasing range of different drama techniques, effects and theatre conventions in the plays they present 5. Improve and refine their acting, directing or technical contribution through the rehearsal process 6. Discuss the way that ideas are presented and represented, how plots are developed and characters portrayed. | They will be marked on their performance and will take part in peer assessment and assessment for learning  Assessment objectives;  AO1/AO2 |  | English – Creating Character / descriptive writing  Sphere – personality types and body language  Key vocabulary  Powerhouse/posture  Levels  Staging  Voice  Dialogue  Freeze frame  Role play  Thought track |
|  | **Spr.** | **12 weeks** | **The Tempest** | This unit will allow pupils to explore the characters, plot and themes of Shakespeare’s Tempest. The aim will be for pupils to embrace Shakespeare rather than to shy away from it.  **MODULE AIMS:**   * To explore the character and plot as inspiration for generating pieces of drama * To understand and use Shakespeare’s Language * To understand and use performance techniques such as use of space and levels * To develop their making skills, co-operation, group work etc * Incorporate elements of the external production; lights, sound, costume, props | They will be marked on their performance and will take part in peer assessment and assessment for learning.  Assessment objectives:  AO1/AO3 |  | NC Shakespeare  English – Literary heritage  Key vocabulary  Powerhouse/posture  Levels  Staging  Voice  Dialogue |
|  | **Sum.** | **12 weeks** | **Genre** | Genre  This unit aims to introduce students to explore different performance styles/genre such as horror/soap and sci-fi  Module aims   * To explore the conventions of each style explored * To develop a secure knowledge of characterisation | They will be marked on their performance and will take part in peer assessment and assessment for learning.  There will also be an end of year written assessment point.  Assessment objectives:  AO1/AO2/AO4 |  | English and Media types and styles of texts  Key vocabulary  Script analysis  Climax |

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| **Year 9** | **Aut.** | **12 weeks** | **Mask/ Stage Combat** | In this unit pupils will be exploring the use of comic mask within performance, this will be done through a series of improvised activities and character development. Pupils will be able to see the effect the mask has on performance.  **MODULE AIMS:**   * To explore the use of mask in performance * To understand and use masks successfully * To learn and follow the rules of mask * To develop their use of movement and gesture to show character | They will be marked on their performance and will take part in peer assessment and assessment for learning.  Assessment objectives: AO1/AO2/AO3 |  | Key vocabulary  Exaggeration  Physicality  Staging |
|  | **Spr.** | **12 weeks** | **Macbeth** | This unit will allow pupils to explore the characters, plot and themes of Shakespeare’s Macbeth.  **MODULE AIMS:**   * To explore the character and plot as inspiration for generating pieces of drama * To understand and use Shakespeare’s Language | They will be marked on their performance and will take part in peer assessment and assessment for learning.  Assessment objectives: AO2/AO3 |  | NC Shakespeare  English – Literary heritage – GCSE text introduction through performance  Key vocabulary  Powerhouse/posture  Levels  Staging  Voice  Dialogue |
|  | **Sum.** | **12 weeks** | **Stereotypes/ Melodrama** | Students are introduced to the genre of Melodrama, the stock characters, the plot conventions, the language used.  **MODULE AIMS:**   * Understand the demands of Melodrama * Appreciate the cultural setting of Melodrama * Be able to identify the stylistic and character features of Melodrama * Be able to perform a piece of Melodrama | They will be marked on their performance and will take part in peer assessment and assessment for learning.  There will also be an end of year written assessment point.  Assessment objectives: AO2/AO3/AO4 |  | Key vocabulary  Melodramatic  Asides |

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| **Year 9 option** | **Aut** | **12 weeks** |  |  |  |  |  |
|  | **Spr.** | **12 weeks** |  |  |  |  |  |
|  | **Sum.** | **12 weeks** |  |  |  |  |  |