

Year 7 Drama Overview – Fundamental Skills and Techniques in Drama

HT 1 Urban Legends	HT 2 Pantomime	HT3 Wacky Soap	HT4 Terrible Fate	Ht5 Next Stop High School	HT6 Our Day Out
Throughout this SOW, we'll dive into the world of urban legends and explore their origins, themes, and impact on popular culture. Students will have the opportunity to develop their storytelling skills by creating their own urban legends and bringing them to life through dramatic performances. We'll also focus on character development, improvisation, and vocal techniques to enhance the suspense and intrigue of these captivating stories. - Physical skills - Vocal skills - Conventions; still images, choral speaking, physical theatre, narration, flashback and flash forward. - Script Writing Assessment – When it comes to assessing the students at the end of the scheme of work on urban legends, we can use a variety of methods to evaluate their understanding and performance. One approach is to have students create and perform their own urban legend stories, where we can assess their storytelling skills, creativity, and ability to engage the audience. We can also assess their understanding of the themes and elements of urban legends through written reflections or group discussions. An introduction to pantomime, the conventions, stock characters and script work. - Physical Skills - Vocal Skills	Throughout this SOW, we'll dive into the world of urban legends and explore their origins, themes, and impact on popular culture. Students will have the opportunity to develop their storytelling skills by creating their own urban legends and bringing them to life through dramatic performances. We'll also focus on character development, improvisation, and vocal techniques to enhance the suspense and intrigue of these captivating stories. - Physical skills - Vocal skills - Conventions; still images, choral speaking, physical theatre, narration, flashback and flash forward. - Script Writing Assessment – When it comes to assessing the students at the end of the scheme of work on urban legends, we can use a variety of methods to evaluate their understanding and performance. One approach is to have students create and perform their own urban legend stories, where we can assess their storytelling skills, creativity, and ability to engage the audience. We can also assess their understanding of the themes and elements of urban legends through written reflections or group discussions. An introduction to pantomime, the conventions, stock characters and script work. - Physical Skills - Vocal Skills - Freeze Frames - Stock Characters	This work approaches the difficult subject of substance abuse in an oblique way, thereby removing the controversy associated with it. Students will explore the issues raised and how these might apply to our own world. Are there similar situations we face in the modern world? Is Wacky Soap mirrored by anything real? - Physical skills - Vocal skills - Conventions; narration, tableaux vivant, still images. - Thematic Drama - Group work, improvisation and script writing. Assessment – We will assess their understanding of the theme, skills and techniques through both performance and class discussion. Additionally, we have peer feedback sessions where students can provide constructive feedback to their classmates. It's all about evaluating their acting skills, creativity, and their ability to bring the thematic issues presented to life, to challenge an audience.	This unit uses the familiar nursery rhyme of Humpty Dumpty to explore the idea of tragedy and consequence in a playful but thought provoking way. Students consider what might have led to Humpty's fall, the impact on those around him, and how the story might be retold through different perspectives. Through this, they begin to recognise how stories carry moral and social messages that can be interpreted in new ways. They will develop their use of physical and vocal skills to create character and mood, experiment with conventions such as still image, narration and thought tracking, and work collaboratively in groups to devise short performances. Alongside improvisation and script work, students will explore how comedy and tragedy can sit side by side in performance, and how an audience can be made to think as well as laugh. Assessment will focus on their ability to use drama skills with control, to work effectively as part of a group, and to present ideas that show both creativity and awareness of the themes within the story.	In this scheme of work, we'll dive into the excitement, nerves, and challenges that come with the first day at secondary school. We'll start by discussing students' own experiences and feelings, creating a safe and supportive environment for everyone to share. Then, we can explore different scenarios and characters that represent the diverse range of people they may encounter on their first day. Through improvisation, role-play, and scripted scenes, students will develop their acting skills while exploring themes of friendship, peer pressure, and self-identity. They'll have the opportunity to express their own thoughts and emotions, building confidence and empathy along the way. - Vocal skills - Physical skills - Freeze Frames - Narration - Thought Tracking - Choral Speaking - Exaggeration - Choral Movement Assessment – When it comes to assessing the students' performances in the scheme of work based on the first day at secondary school, there are a few assessment methods you can consider. One approach is to have students participate in group performances or individual monologues where they showcase their understanding of the characters and themes. You can assess their ability to effectively portray emotions, use physicality and vocal skills, and engage the audience. Additionally, you can have students reflect on their own performances and provide self-assessments, allowing them to identify areas of strength and areas for improvement.	This scheme of work introduces students to Willy Russell's <i>Our Day Out</i>, a play that blends comedy with social commentary. Students will explore the lives of the schoolchildren in the play and the contrasts between opportunity, class and authority. The unit allows them to think about how theatre can reflect real social issues while still being entertaining, and to consider how audiences respond to themes that are both humorous and serious. Through practical work, they will develop physical and vocal skills to bring characters to life, experiment with conventions such as role on the wall, hot seating and thought tracking, and work in groups to rehearse and perform key extracts. Improvisation activities and short devising tasks will support their understanding of character relationships and the social context of the play. Assessment will focus on their ability to use performance skills effectively, their creativity in exploring the themes, and their contribution to group work and discussion, with opportunities for peer and self evaluation built into the process.

• Freeze Frames • Stock Characters • Exaggeration Assessment – Students are assessed on their skills and techniques into a pantomime script which follows the conventions of pantomime.	• Exaggeration Assessment – Students are assessed on their skills and techniques into a pantomime script which follows the conventions of pantomime.				
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Year 8 Drama Overview – Exploration of style and genre in Drama.

HT 1 Lizzie Borden	HT2 White Rose	Term 2 Blood Brothers (comedy and tragedy)	Term 3 Theatre Through the Ages
In this scheme, students will dive into the historical context and the events surrounding the infamous Lizzie Borden trial. They will also develop their morality through the understanding of witches in the 1600's. This scheme focuses on the theme of accusation and the meaning to prejudice someone. Through research, improvisation, and script work, they'll have the opportunity to delve into the complex characters and themes of justice, family dynamics, and societal expectations. They can explore different perspectives, create their own scenes, and even reenact key moments from the trial. It's going to be an exciting and thought-provoking journey into the past. • Stock characters • Cliff hangers • Hooks • Physical Skills • Vocal Skills	This unit introduces students to <i>The White Rose</i>. Students will explore themes of courage, morality and resistance, considering how theatre can bring historical events to life and why these stories remain relevant today. They will use physical and vocal skills to create tension and atmosphere, and will experiment with conventions such as still image, narration and cross-cutting to explore contrasting perspectives. Group work will encourage them to devise and rehearse scenes that capture both the humanity and the danger faced by the White Rose movement. Through improvisation and script work, students will develop an understanding of how theatre can challenge audiences to reflect on ethical choices and social responsibility. Assessment will focus on their ability to apply drama skills with control, to engage with the historical and thematic material, and to present performances that communicate meaning with clarity and conviction.	Exploring key moments and themes from the play using performance skills and script work. • Themes and Messages • Performance Skills • Design skills • Audience Interpretation Assessment – Students will choose one extract from the term to further develop and perform. End of Topic Performance Students will work in small groups in response to a stimulus from Blood Brothers to create an original piece of naturalistic theatre, using the characteristics of: - Magic If - Imagination - Given Circumstances - Truth	For a Year 8 drama scheme of work based on theatre through the ages, we can take an exciting journey through time and explore the evolution of theatre. In this scheme, students will have the opportunity to delve into different periods of theatre, from ancient Greek and Roman theatre to the Renaissance, Elizabethan theatre, and beyond. • Greek Theatre • Medieval Theatre • Commedia Dell'arte Assessment – students participate in a final performance where they showcase their understanding of the different theatrical periods. They can create scenes, monologues, or even short plays that reflect the styles and techniques of each era. Students will learn about the key characteristics, styles, and techniques of each era and how they influenced the development of theatre. Through practical activities, improvisation, and script work, students can bring these historical periods to life and gain a deeper appreciation for the rich history of theatre. It's going to be an incredible exploration of the art form! • Victoria Theatre • Practitioners Assessment – Assessments can focus on their ability to accurately portray the characteristics of the different periods, use appropriate physicality and vocal skills, and demonstrate their understanding of the historical context. It's all about bringing history to life on stage!

• Freeze Frames Assessment – students perform a final showcase where they demonstrate their understanding of the characters, themes, and dramatic techniques explored throughout the SOW. They can present scenes, monologues, or even devised performances that showcase their creativity and acting skills. Assessments can focus on their ability to effectively portray emotions, use Brechtian techniques, engage the audience, and demonstrate their understanding of the historical context. End of topic performance Students will work in small groups in response to a stimulus from Lizzie Borden and witches to create an original TIE piece using the characteristics of: - Educational Aim - Minimal props and costume - Direct Address and Narration - Small naturalistic scenes			
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Year 9 Drama Overview – Exploration of script work, practitioner style and writing in Drama

HT1 DNA	HT2 Let Him Av It	HT3 Moral Dilemmas	HT4 Too Much Punch for Judy	HT 5 Child Migration	HT 6 Brecht vs Stan
This unit introduces students to Dennis Kelly's <i>DNA</i>, a contemporary play that raises questions about morality, peer pressure and responsibility. Students will explore how a group of teenagers react when a prank spirals out of control, considering how the play reflects the pressures young people face and the consequences of group dynamics. They will develop physical and vocal skills to convey character, tension and atmosphere, and will experiment with conventions such as direct address, proxemics and still image to highlight key moments. Working in groups, students will rehearse and perform extracts from the play, as well as devise short scenes inspired by its themes. Alongside practical work, they will discuss the social and ethical issues raised, reflecting on how theatre can hold up a mirror to contemporary society. Assessment will focus on their ability to interpret character and text, to use drama techniques creatively and with precision, and to present performances that challenge and engage an audience.	To become aware of the Let Him Av It trail. To use facts and information to create a news report scene. To identify key moments from the trail and create still images to show them. To apply thought tracking to your performance To use effective physical and vocal skills to create a clear character. To devise a piece of documentary theatre performance based on the historical events of case. Apply conventions to a performance to develop theatrical understanding Develop understanding of morality and judgment through debates and practical exploration. - Freeze frames - Split staging - Thought Tracking - Hot seating - Devising Assessment – Students will re-create and perform a timeline performance of the Hillsborough Disaster through the style of documentary drama.	We'll dive into the details of the case, examining the characters involved, the events leading up to the incident, and the aftermath. Through improvisation, script work, and investigative exercises, students will have the opportunity to analyse the motives, emotions, and conflicts of the characters, as well as explore the ethical dilemmas surrounding the case. We'll focus on developing strong characterization, effective storytelling, and engaging performances that bring this gripping story to life on stage. It's going to be a dramatic journey into the world of mystery and suspense! - Body as prop - Chair duets - Ensemble Movement - Proxemics Assessment – students participate in a final performance where they can showcase their ability to portray the characters, convey emotions, and effectively tell the story. We can also assess their understanding of the case and its ethical implications through written reflections or analytical essays. Additionally, we can have group discussions or debates where students can demonstrate their knowledge of the characters, events, and their own interpretations of the case. It's all about evaluating their engagement, creativity, and critical thinking skills!	We'll dive into the details of the case, examining the characters involved, the events leading up to the incident, and the aftermath. Through improvisation, script work, and investigative exercises, students will have the opportunity to analyse the motives, emotions, and conflicts of the characters, as well as explore the ethical dilemmas surrounding the case. We'll focus on developing strong characterization, effective storytelling, and engaging performances that bring this gripping story to life on stage. It's going to be a dramatic journey into the world of mystery and suspense! - Body as prop - Chair duets - Ensemble Movement - Proxemics Assessment – students participate in a final performance where they can showcase their ability to portray the characters, convey emotions, and effectively tell the story. We can also assess their understanding of the case and its ethical implications through written reflections or analytical essays. Additionally, we can have group discussions or debates where students can demonstrate their knowledge of the characters, events, and their own interpretations of the case. It's all about evaluating their engagement, creativity, and critical thinking skills!	This scheme of work explores the historical experiences of child migration, focusing on the stories of children who were sent overseas from Britain during the twentieth century. Students will investigate the emotional impact of separation, loss and identity, while also considering how these experiences connect to broader themes of belonging, home and displacement. They will use physical and vocal skills to create character and atmosphere, and will experiment with conventions such as monologue, split scene, narration and ensemble work to explore different perspectives. Group devising tasks will allow them to dramatise both real accounts and imagined responses, while script work will help them to shape material with clarity and emotional depth. Through discussion and practical exploration, students will reflect on the ethical questions raised and how theatre can give voice to hidden histories. Assessment will focus on their ability to communicate complex themes through performance, their creativity in using dramatic techniques, and their engagement with the social and historical issues at the heart of the scheme.	Throughout this SOW, we'll dive into the concept of metamorphosis, where students will have the opportunity to explore the physicality and expressive potential of their bodies. We'll focus on techniques such as mime, gesture, and movement to portray the process of metamorphosis and the emotions associated with it. Students will also have the chance to experiment with different forms of physical theatre, such as mask work and ensemble movement, to create visually stunning performances. It's going to be a transformative journey into the world of physical theatre! - Physical Theatre - Play Text - Improvisation - Round by Through - Chair Duet Assessment – students participate in a final showcase where they can demonstrate their ability to use physicality and movement to portray the process of metamorphosis. We can also assess their understanding of the concepts and techniques through written reflections or self-evaluations. Additionally, we can have group discussions or peer feedback sessions where students can provide constructive feedback to their classmates. It's all about evaluating their creativity, physical expression, and ability to effectively communicate through physical theatre.