|  |  |  |  |  |  |  |  | **EOY Assessment Point** |
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|  |  |  |  |  |  |  | **HT6:** | **Key Disciplinary knowledge**   * Unrequited love * Duologue * Soap Opera   **KNOWLEDGE**   * Stylised storytelling with music * Soundscape * Thought Tunnel * Exploration of Language * Choral Speaking * Ability to identify key points to a play. * Body movements with arguments   **End of Year Assessment**   * By teacher * Reflection and understanding * Formative assessment in lesson- teacher and pupil assessment in partner and group performances. * Block and rehearse one scene from Romeo and Juliet. * Application of skills in a devised Commedia Dell’Arte performance.   A blue circle with white outline of people and a gear  Description automatically generatedA blue circle with white hands in a circle  Description automatically generated  A blue circle with white outline of people in a heart  Description automatically generated |
|  |  |  |  |  |  | **HT5:** | **Overarching unit**  **Intent:**  **Theatre Genre - Melodrama and Commedia Dell’Arte**  Builds on Pantomime in Year 7  Melodrama:   1. Stock Characters. 2. Exaggerated acting style. 3. Unrealistic Plotlines - Good vs Evil.   Commedia Dell’Arte   1. Stock Characters. 2. Humour and Plot themes. 3. Masks.   **Careers**   * Actor * Director * Playwright/ screenwriter * Costume designer * Set designer * Drama therapist |
|  |  |  |  |  | **Assessment Point:**  **Summative or AFL** | **Overarching unit**  **Intent:**  **Script - Shakespeare**  Each lesson includes analysis of a professional performance.  Romeo and Juliet   1. The Prologue - Feuding families (Non-naturalism to establish setting, era and characters). 2. Love at first sight - Staging a ball. (Crowd scenes, pulling focus) 3. Balcony Scene (Crosscutting, characterisation) 4. Staging a fight - The death of Mercutio (Stage Combat) 5. Banishment (Marking the moment) 6. The crypt (Method acting)   **Careers**   * Actor * Director * Playwright/ screenwriter * Costume designer * Set designer * Drama therapist |
|  |  |  |  | **HT4:** | ***HT3 and HT4***  **Key disciplinary knowledge**   * Playwright’s intentions * Social media and literature used as stimulus   **Key concepts**   * Social comment within plays * Role on the wall * Hot seating * Sculpting * Off-text preparation * Soundscape * Context * Montage * Empathy * Transcript   **Assessment**   * By teacher * Reflection and understanding * Formative assessment in lesson- teacher and pupil assessment in partner and group performances. * Application of skills in performance of a Horrible Histories. * Application of Greek performance skills in a devised version of Antigone.   A blue circle with hands holding a person  Description automatically generatedA blue circle with white outline of people in a heart  Description automatically generated |
|  |  |  | **HT3:** | **Overarching unit**  **Intent:**  **Genre - Greek Theatre**   1. Greek Theatre - Tragedy, Satyr and Comedy. 2. The Chorus 3. Characterisation. 4. Catharsis. 5. Hubris.   **Careers**   * Actor * Director * Playwright/ screenwriter * Costume designer * Set designer * Drama therapist |
|  |  | **Assessment Point:**  **Summative or AFL** | **Overarching unit**  **Intent:**  **Devising from a Stimulus**  Students will have studies   1. Meet the village (Establishing setting, era and characters - role play) 2. How the plague arrived (Marking the moment) 3. Community Reaction (Thought tunnels and Teacher in Role debate) 4. Living in the Boundary line (Crosscutting) 5. Impact of the plague (Thoughts in the Head, Still Image)   **Careers**   * Actor * Director * Playwright/ screenwriter * Costume designer * Set designer * Drama therapist |
|  | **HT2:** | ***HT1 and HT2***  **Key disciplinary knowledge**   * Key Drama Strategies. * NATURALISTIC AND NON-NATURALISTIC DRAMA * INTRODUCTION TO TEXT   **Key concepts**   * Performance as baseline assessment in HT1 to show and underpin skills from Year 7.   **BASELINE ASSESSMENT**   * By teacher * Reflection and understanding * Formative assessment in lesson and teacher-pupil assessment * Devise and rehearse a short performance applying the Yr 8 drama strategies. * Application of skills in performance of a key extract of The Railway Children.A blue circle with white lines and people in the center    Description automatically generatedA blue circle with white outline of people helping each other    Description automatically generated |
| **HT1:** | **Overarching unit**  **Intent:**  **Script - Metamorphosis**  Each lesson includes analysis of a professional performance.   1. Berkoff and non-naturalism. (Creating character motifs - Opening scene) 2. Gregor’s Transformation (Physical theatre) 3. Family Reactions (Grotesque characterisation skills) 4. Isolation and Alienation (Crosscutting Gregor/family) 5. Resolution (Exploring the moral of the story)   **Careers**   * Actor * Director * Playwright/ screenwriter * Costume designer * Set designer * Drama therapist |
| **Overarching unit**  **Intent:**  **Baseline test** - Devised, script and written to test learning from Year 7.  **Devising Skills** -  Revises and builds on Year 7 drama strategies.   1. Still Image, mime, body as prop 2. Thought Tracking, Thoughts in the Head and Thought Tunnels. 3. Role Play vs non naturalism 4. Narration and narrators 5. Cross-cutting - location, time and multiple cuts 6. Hot Seating to drive storyline. 7. Flashbacks   **Careers**   * Actor * Director * Playwright/ screenwriter * Costume designer * Set designer * Drama therapist |