

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	Introduction to Drama	Pantomime (Cinderella)	'Ernie's Incredible Illucinations' by Alan Ayckbourn	'Ernie's Incredible Illucinations' continued	A Midsummer Night's Dream	Darkwood Manor – A murder mystery
Key Concepts	To build the 5 Cs: Confidence Communication Co-operation Concentration Commitment	Staging; Blocking; Characterisation; Timing; Stock characters; Slapstick	Fantasy v Reality Thought Tracking Physicality Stage Combat Slow Motion Exaggeration Direct Address Flashbacks Status	Fantasy v Reality Thought Tracking Physicality Stage Combat Slow Motion Exaggeration Direct Address Flashbacks Status Research Alan Ayckbourn and his work, and its impact on British culture.	To introduce the key conventions of Shakespeare's plays To explore Shakespearean insults and character traits	Flash back / forward Hot seating Marking the moment Body as a prop Physical theatre Soundscapes Teacher in role
Learning Objectives	To develop key skills: Voice (<i>Vary pitch and pace</i>) Face (<i>use of facial expression to convey character</i>)	To recognise and develop stock characters; use slapstick effectively; to use narration and direct address to the audience	Develop character; Juxtaposition (between fantasy and reality); Engaging the Audience; Choosing and using a range of drama	Develop character; Juxtaposition (between fantasy and reality); Engaging the Audience; Choosing and using a range of drama	To research Shakespeare's life and works, considering how the themes in his plays are still relevant today	Create a variety of scenes linked to the history of Darkwood Manor, exploring a number of techniques to apply tension to their work

	Body (<i>use effective physical gestures</i>) Space (<i>use the area available</i>)		techniques effectively; Interpreting script	techniques effectively; Interpreting script		
Scaffolding for SEND to ensure quality first teaching	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Abridged texts / modern translations Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role
Careers input	To consider roles within the theatre but also those public facing roles which require confidence and communication e.g. retail	To reflect on their own beliefs from the morals that present themselves in fairy tales and pantomimes, and what they learn about themselves	To consider the occupations / status of the characters portrayed and their relevance to the play.	To consider the occupations / status of the characters portrayed and their relevance to the play.	To reflect upon the actions and motives of characters and how these can impact on others; to develop the ability to recognise the difference between right and wrong.	To learn to direct others' performances and to give constructive feedback.
Links (prior knowledge, future knowledge)	This unit builds on students' understanding, skills and experience of drama prior to high school; it	This unit builds upon students' knowledge of freeze frame and mime to create physical theatre; it prepares students to apply	This unit builds upon students' prior knowledge of narration, characterisation, audience awareness (use of direct address); it prepares	This unit builds upon students' prior knowledge of narration, characterisation, audience awareness (use of direct address); it	This unit builds upon students' prior knowledge of Shakespeare's theatre and encourage them to apply key skills to the development of	This unit builds upon students' prior knowledge detective drama as well as their knowledge of the Gothic Genre (studied in the Yr 7 English curriculum); it

	prepares students to develop their knowledge of different dramatic techniques apply them in practice.	the conventions of pantomime to their performance.	students to use their knowledge of mime and freeze to develop their effective use of slow motion.	prepares students to use their knowledge of mime and freeze to develop their effective use of slow motion.	Shakespeare's characters.	prepares students to apply different dramatic techniques to create mood / tension / atmosphere.
Key Vocabulary	Stimulus, freeze frame, marking the moment, proxemics, direct address, action narration, soundscape, split stage, duologue	Dame and her comedy sidekick (s) villain, principal boy, hero and his friend, fairy godmother <u>Exploratory Techniques</u> Mime Freeze frames Icebergs Conscience Corridor	Character Juxtaposition Slow motion Freeze frame Flashback Status Exaggeration	Character Juxtaposition Slow motion Freeze frame Flashback Status Exaggeration	Hot seating Freeze frame Iambic pentameter Proxemics Diction Characterisation	Characterisation flashback / forward freeze frame marking the moment proxemics slow motion Mime Soundscape Split stage (cross-cutting) Spotlighting
Review and Assessment (including opportunities for retrieval practice)	FORMATIVE ASSESSMENT: each of the dramatic techniques to be explored in isolation; Knowledge Organiser Test SUMMATIVE ASSESSMENT: assessment - to create a final performance,	FORMATIVE ASSESSMENT: freeze frames and thought tracking of key scenes; creation of stereotypical characters; Knowledge Organiser Test SUMMATIVE ASSESSMENT: Given scenes to direct and	FORMATIVE ASSESSMENT: practise freeze frames and slow motion of key scenes; exaggerated physicality of key characters; Knowledge Organiser Test; PEER ASSESSMENT: Group presentation of a scene, using devices studied	SUMMATIVE ASSESSMENT: Devise and write own drama where characters are chatting about a school history lesson, when suddenly the scene transform to the past (the setting must be the same). Use the theatrical conventions	FORMATIVE ASSESSMENT: Practise key scenes, both scripted and unscripted, considering how they would be seen in a modern context; Knowledge Organiser Test; SUMMATIVE ASSESSMENT: Create their own version of Act 3,	FORMATIVE ASSESSMENT: Revise freeze frames, mime, slow motion, soundscapes; create stereotypical characters seen in the murder mystery genre; Knowledge Organiser Test SUMMATIVE ASSESSMENT: Create their own Whodunnit that uses

	that incorporates all of the techniques studied	perform their own panto script, incorporating the key conventions studied by adding theatrical conventions and slapstick typical to panto	(teacher feedback and self-evaluation)	explored in the play. EXTENSION: Ernie's News Report: In groups, create a news broadcast with an on-the-spot reporter and eye-witnesses.	Scene 2, including Shakespearean style insults.	the techniques studied in the unit.
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