

Intent:

To expose students to a wide range of theatrical styles and genres, so that pupils are able to develop and independently apply the skills of analysis, evaluation and devising.

In KS3, a holistic approach has been taken so that students are afforded the opportunity to experience the all-encompassing role of a dramatist; knowledge and understanding are embedded alongside practical techniques and compounded through analysis and evaluation. The acquisition of skill is cumulative and built upon throughout KS3.

In KS4, Students will systematically return to 'The Crucible' throughout KS4 through taught modules, homework tasks and mock examinations to consolidate and extend learning until full comprehension is realised. When considering the devising component of the GCSE specification, students respond to a stimulus which is designed to encourage empathetic engagement with greater social issues and develop a sense of creative conscience. Through a process of persistent reviewing and refining, all of which is recorded in independent devising logs, students learn resilience and actively strive for excellence. Capitalising on the performing competence and confidence developed throughout Component 1, students are introduced to a range of challenging scripts where they apply and further extend their practical tool kit when exploring monologues and duologues which will ultimately be performed to the visiting examiner. In line with the specification students will also explore live performance and opportunities for students to experience this are embedded throughout KS3 and KS4.

Implementation:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	<p>In English, students will read and explore a range of extracts from autobiographies to inspire their own autobiographical writing.</p> <p>Students will begin by understanding key vocal skills when reading aloud including clarity, diction, volume and emphasis. Pupils will also focus on how facial expressions and gesture can be used in order to express specific emotions. These are foundational skills that will be developed throughout KS3 and 4.</p>	<p>In English, students will study a range of extracts taken from 19th century detective fiction narratives.</p> <p>Students will develop their ability to write creatively, using a stimulus as inspiration. Additionally, pupils will develop their vocal skills by introducing pitch and intonation to their reading aloud.</p>	<p>In English, students will be introduced to poetry through the study of an anthology.</p> <p>To enrich their understanding of the poems, pupils will use a range of drama strategies. Pupils will consider the unheard voices within the poems studied and embody their voices through written drama. Additionally, pupils will consider how tone and volume can be used to change how an audience understands a poem. Finally, through engaging with the rich imagery of poetry, pupils will create tableaux.</p>	<p>In English, students will be studying 'Private Peaceful' through the themes of childhood, love and conflict.</p> <p>Students will use drama to enhance their understanding of characterisation through the use of hot seating. Additionally, pupils will engage with a conscience alley to enable them to understand the internal conflict that the characters undergo.</p>	<p>In English, students' first exposure to Shakespeare comes in the form of a comedy linking to prior learning in KS2 where many primary students have studied abridged versions of Shakespeare plays.</p> <p>Students will read the whole play, learning about its key elements and the context of Elizabethan England. Students will focus on the themes of power, relationships, magic and patriarchy, which will be revisited in their study of 'The Tempest', 'Macbeth' and 'Othello' as well as explored in other areas of the KS3/4 curriculum.</p> <p>Students will develop their comprehension and analysis skills and be able to comment on stage directions, tone and dramatic techniques such as 'asides', which will be revisited and further developed throughout KS3. Students will also start to think about character, the purpose of theatre, and design and directional choices needed to bring a text to life on stage.</p> <p>Students' performance skills will be developed through dramatic performances of the play.</p>	

8	<p>In English, students will revisit poetry through the study of the Duty and Protest Anthology.</p> <p>Students will further improve their oracy skills by reading a range of poetry aloud. This will build on skills developed in Y7 and further allow students to develop their use of articulation, diction, projection, emphasis and volume- which are key vocal techniques students will continue to develop though out KS4.</p>	<p>In Autumn 2, students will read and explore George Orwell's 'Animal Farm'.</p> <p>Building on their knowledge of vocal skills, pupils will employ these skills for effect whilst reading key speeches in 'Animal Farm' (e.g. Old Major. In addition, pupils will be exposed to and put into practice a range of physical skills (such as gesture) to help enhance these performances.</p>	<p>In English, pupils will focus on non-fiction texts on the topic of adventure and discovery that will help to inspire their own writing.</p> <p>Students will use a range of drama activities to support in their understanding of these texts, such as embodying the voice of the writer to deepen their understanding of their experience.</p> <p>In addition, pupils will use hot-seating to support this understanding and to gain an insight into the writer's thoughts and fears whilst embarking on these adventures.</p>	<p>In Spring 2, students will be study a range of extracts from the gothic genre, using this writing to help inspire their own creative writing.</p> <p>In order to recreate the atmosphere of the gothic setting, pupils will help to create soundscapes and tableaux to bring the text to life. Furthermore, pupils will use hot-seating to deepen their understanding of key characters, specifically their thoughts and fears evident in the text.</p>	<p>In the summer term, students revisit Shakespeare's comedy form through studying 'The Tempest.'</p> <p>Students will study the context of Jacobean England which will be built on in their Year 9 study of 'Macbeth.'</p> <p>Students will build on their analytical skills developed in Year 7, and further develop their ability to comment on stage directions and form. Students will build on their comprehension and analysis skills and be able to comment on key characters, themes and also compare these with their previous study of 'A Midsummer Night's Dream.' Students will develop their live theatre evaluation skills by watching multiple productions of key scenes, allowing them to evaluate the impact of different design and directional choices.</p> <p>Students' oracy and performance skills will be developed through dramatic monologues, which in turn develops their ability to consider and justify performance choices. Students will further develop their ability to consider character, the purpose of theatre, and the design and directional choices needed to bring a text to life on stage.</p>
9	<p>In English, students revisit the form of a play through studying Priestley's 'An Inspector Calls'.</p> <p>Students will build on their performance skills by exploring how vocal and physical skills can be used to develop comprehension and explore the subtexts of a character.</p> <p>During this scheme of work, students are introduced to the foundational performance skills and important theatrical considerations in more depth. Through performing key monologues and sections of the play, students will further develop their oracy and performance skills, as well as consider the style and genre of the play.</p>	<p>In English, students will be studying the novella, 'A Christmas Carol'.</p> <p>Students will continue to build on their performance skills by exploring how vocal and physical skills can be used to develop comprehension and understand the purpose of the intrusive narrator. To do so, students will perform key extracts from the narrator, and consider how vocal skills can be used to reveal and emphasis the subtext of the work.</p> <p>Through design focus such as designing costumes for the ghosts, students will continue to build on their skills of designing and evaluating the success of design.</p>	<p>In English, students revisit Shakespeare through studying 'Macbeth'.</p> <p>Students will study the context of Jacobean English, which will aid in their development of design skills. For instance, students will make reference to context and style when justifying their choices for lighting, sound, design, costume and staging. This will further develop their ability to comment on the style and genre of a play, and evaluate the success different methods of bringing the text to life.</p> <p>Students will build on their analytical skills developed in Y8, and further develop their ability to comment on stage directions and form. Students will build on their comprehension and analysis skills and be able to comment on key characters, themes and also compare these with</p>		

Through design focus such as staging the opening scene, designing costume and exploring the use of props and stage furniture, students will build on their skills of analysing, evaluating and devising the design elements of a performance. Moreover, students will build on their ability to consider character, the purpose of theatre, and the design and directional choices needed to bring a text to life on stage.

their previous study of 'The Tempest.' Students will develop their live theatre evaluation skills by watching multiple productions of key scenes, allowing them to evaluate the impact of different design and directional choices. Students will develop their analysis and evaluation skills needed to write effectively about the impact of piece of theatre.

Students oracy and performance skills will be developed through dramatic monologues and soliloquys, which in turn further develops their ability to consider and justify performance choices. Moreover, this skill will be further developed through application, as students will perform key moments from the play, focusing on their communication of character and subtexts through vocal and physical skills.

Enrichment Opportunities:

Participating in the school's **Drama Clubs** and **school productions** offers pupils numerous benefits. It helps build their confidence, enhances their communication skills, and fosters teamwork skills as pupils collaborate to bring a performance to life. Acting and stage work improve pupils' creativity, self-expression, and problem-solving abilities. Being part of a production also creates a sense of accomplishment and belonging, boosting pupils' social skills and helping them to form new friendships.

In addition, the school's **Technical Production Team** club provides pupils with hands-on experience in the behind-the-scenes aspects of dramatic performances, including lighting, sound, set design, & stage management, helping them develop valuable technical and teamwork skills. Therefore, the school's drama clubs enrich pupils' personal growth and provides valuable experiences that benefit them both academically and socially.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.