YEAR 7 LEARNING JOURNEY Henlow Church of England Academy What am I learning: Applying stage **Destination into Year 8 KS3 Drama** directions to script work. Exploring Empathy and how this is communicated to an 5. Forum Theatre/ Theatre in audience Education and peer/teacher 3. Applying character status assessment** **Destination Two** and dramatic tension to drama 4. Split scene to show different viewpoints and situations in drama 2. Demonstrate status through vocal and physical 3. Recap the 'Magic If' an What am I learning: 5. Practical Assessment lesson skills understanding objectives, Exploring the methods applying key terms to paired obstacles and super objectives of practitioner Stanislavski through the world of spies. Naturalistic Theatre. Refugee Boy 1. Prior knowledge: Recap Quiz 4. Subtext within text and 6. Quiz on knowledge and on Stanislavski, currently WA. how we communicate that to terminology 2. Exploring the 'Magic If' an audience What am I learning: Developing an alias and Developing and applying hot seating to applying physical skills to character work 2. Looking at performance new topic 'Silent 4. Retrieval guiz and 6. Teacher Assessment/ style and how music Movie'. How we can create structuring own Silent Reviewed* impacts performance humour and apply Movie slapstick to group work. Question - Is dialogue or action more important? Spy School 1. Introduction to Stanislavski. Melodrama v Naturalism 3. Carry on developing 5. Developing What am I learning: performance skills and Performance* Peer Exploring the meaning of exploring breaking the fourth Abstract and Naturalistic feedback wall/slapstick Theatre through the story 1. Exploring Melodrama of Charlie and the 1. Retrieval quiz on and what it means to be Drama Vocabulary/ Chocolate Factory. 3. Abstract V 5. Applying Sound Scape 'over the top' Introduction to Naturalism to Physical Theatre* Exposed to stylised Context and Adverts theatre: Physical Theatre and use of Sound Scape Charlie and Silent the 5. Assessment Teacher Movie Chocolate assessed/ reviewed* **Factory** What am I learning: 4. Assessment Teacher 2. Naturalism = Self/Peer Understanding and 4. Exploration to assessed/reviewed* practicing key skills. **Physical Theatre** 3. Connecting assessed/reviewed Learning how to value **Emotions** 2. Working with * = Teacher them alongside Script fundamental drama skills assessed/reviewed and dramatic devices. 1. Tableau and Still 3. Narration 5. Assessment Preparation which are applied to group **Image**

1. Meet the Emotions/ Character Development

Bee Sil

6. Assessment

lesson

Inside Out

4. Status and Stereotypes

2. Mime

ntroduction to Drama START- YEAR 7

YEAR 8 LEARNING JOURNEY

Destination One: All roads lead to

5. Scripted Project



What am Hearning: Apply dramatic

Teacher in Role

conventions to devised work. Applying

> 5. Peer/Teacher Reflect and Review **

Year 9



What am Hearning: Looking at social status between characters and how we practically show this to an audience. Learning about different types of staging conventions

3. Soundscape and Hot

Seating

Blood **Brothers**

Henlow Church of England Academy

3. Reactions, Still Image and 2. Hot-Seating and Flashback Thought Tracking

4. Writing a Duologue

1. Improvisation and Teacher

Use conventions such as

Hot-Seating in order to develop a murder investigation Charlie

Applying Characterisation, Mannerism's, Physical and Vocal skills

4. Retrieval guiz and peer

assessment on practical*

1. Introduction to Blood Brothers, Social Class and Inequality

5. Improvisation

5. Stage the Market Stall scene and exploration on medieval times

Dimone

2. Use the convention of Flashback to further explore the relationships that Charlie was involved in and perform an

3. Explore the Island setting of The Tempest and how this could be realised practically

Warden X

4. Apply Flashback and

Multi-Role to practical

3. Consider the key events that led to her murder using Multi-Role

in our performances

2. Practically explore the story of Hamlet and stage act 1 scene 1 to create a scary and tense atmosphere



What am Hearning:

Exploring 16th Century Italy Commedia characters. Use of masks and how we explore improved scenarios 6. Assessment Jesson on Shakespeare and whole class performance*

 Intro to Commedia dell'arte and 3 stock characters - Zannie and

3. Retrieval quiz and Arlecchino. introduced to Columbina

 Practically explore the story of Romeo1. Introduction to. and Juliet and themes Shakespeare language, themes and

5. Looking at comedic scenarios and how comedic structure is formed

6. Practical performance

story lines

5hakespeare / Stage Combat

Brecht

What am I learning: Introduced to Shakespeare and themes of his plays. **Exploration on Medieval**

Commedia dell'arte

2. Exploring characteristic of Pantalone and II dottore

commedia scenes

6. Devised practical performance/

4. How do we apply a retrieval quiz montage to our devised work

4. How we apply Insults and Cross Talk to

> 2. Breaking the Fourth Wal and Monologues

What am I learning:

Recapping and practicing prior knowledge on different acting styles. Learning about Brechtian theatre and how to apply his techniques into devised

START- YEAR 8



5. Brechtian Placcards and their purpose. Creating placeerds for their performance

3. Gestus and Monologues

1. Retrieval quiz, Introduction to Brecht and Multi-Rolling

- Self/Peer assessed/reviewed

- Teacher assessed/reviewed

Drama Intent: To develop faith filled Drama students in their mission toward: a thirst for knowledge, being inquisitive in nature, disciplined in practice and resilient beyond the classroom when sharing God's gifts and love in the community.

YEAR 9 LEARNING JOURNEY Henlow Church of England Academy





Destination One: All roads lead to

5. Formative/Summative Assessment

3. Introduction to sound scape and how we apply this to physical theatre

What am I learning: Exploration on devised work based on Girls Like That. Developing Dramatic Devices in preparation for KS4

> 2. Build on the concept of group dynamics and explore what can happen when someone new joins the

What am I learning:

Applying prior knowledge on script work. Enhancing my performance skills by blocking and revising a script in character

6. End of Year Retrieval Quiz *



4. Continue exploring Soundscape, Cross-Cutting used in GLT*

2. Developing knowledge and the skill to Sound Scape- How we can use Choral Speaking in group work?

1. Dynamics of peer and friendship groups through a focus on physicality and proxemics. Explorative strategies: still

image, levels, soundscape.

4. Retrieval practice, and formative feedback*

Social Media **Devising**

5. Applying physical and vocal skills to a script

6. Assessment Jesson

4. How to block a script

2. Looking at social class and its significance and impact on the world of the play

1. Positives and Negatives to Social Media What is a Sound Scape? What Skills are required?

1. Stimulus Recap

Blood

Brothers



3. Poetry as a Stimulus

> 5. Assessment Lesson on DNA Script* Extension Leah and Phil in a field

Girls Like That

What am I learning:

Exploring Vocal and Physical skills as well as exploring themes of the play DNA. How can we differentiate status and dynamics between characters?

3. Exploring the characters of the play. Learning script work

What am I learning:

Year 9 are introduced to devising and the many wavs we can devise from a chosen stimulus. Students are exposed to dramatic devices as well as how we create a linear/ non-linear story line. Students explore practitioner influence to devised performance

Introduction to Blood Brothers, exploring the themes and cultural background

3. Peer pressure/ Target Audience and how we can educate an audience

5. Applying still image and thought track*



6. Quiz on DNA and exploring the comedy in Leah's monologue. Identifying status and dynamics within a scene

Themes of the play/ Characters

2. A Street: Exploring Vocal 1. Introduction to DNA: Skills in the opening scene of DNA- Pitch, Pach, Volume and Tone- How do we apply this text?

DNA **Dennis** Kelly

investigation

and Improvisation

storylines

physical theatre to devised work 1. Retrieval Practice

> 5. Assessment on the skill of mask work. Formative feedback*

exploring narrative Applying music and 6. Recreating a Court Case as well as applying dramatic devices: Flashback, Slow Motion, Choral Speaking

> 3. Status of Character and how we communicate this to an audience perspective

1. Year 8 retrieval quiz and identifying performance skills for mime

What am I learning:

The skill to mime and exposure to exaggerated physical skills. Are stereotypes useful to comedy? Looking at how comedy is formed with masks.

the opening scene- Facial Expressions. Status, Gestures, Gait- How do we

apply this to

assessed/reviewed

Mask and **START-YEAR 9** Mime

Devising

The Joy

Riding

4. Archetype Characters and maintaining the illusion

2. Marking the Moment and focus on stage





