

Threshold Concepts		Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
		Y7	Y8	Y9	Y10	Y11	Y12	Y13
All the World's A Stage' Shakespeare.	Content The knowledge and skills should become more complex, detailed and sophisticated from Y7 onwards	Welcome to Drama : An introduction to Drama, health and safety in the Drama Studio. Being a healthy and responsible performer through icebreaking games. As well as an introduction to skills, vocal and physical warm ups. Skills: Teamwork, sharing ideas, building confidence and eye contact, health and safety in	Voice and Movement: Students are introduced to deeper vocal skill, physical theatre, using body as a prop. They work with the themes and characters from Alice in Wonderland.	Tragedy: Titanic: Students physicalise status and characterisation as they consider the classes of the passengers. Performers will recap on role-play and hotseating, still image, thought tracking and proxemics, as well as consider the social injustice and class. Students are introduced to Verbatim theatre and emotional literacy.	Working as A Performer: Performers will recap on a variety of drama skills, techniques, theatre history and vocal skills. As well as studying new skills, they will hone existing skills to a high level. They will also study the life of a performer and study routes.	Component 2: Developing Skills and Techniques in the Performing Arts: Learners will develop and apply their performing arts skills and techniques through a reproduction of acting or physical theatre repertoire.	Unit 2: Developing Skills and Techniques for Live Performance: Learners will work at a professional level to gain understanding of the Performing Arts Industry, an Actor and fine tune their skills and techniques at a high level.	Unit 19: Acting Style: Learners develop acting methods by exploring different acting styles. They will apply techniques to the development, rehearsal and performance of their practical work.
	Assessment Ensure the form and content of the assessment is suited to the knowledge being assessed	Demonstration of drama skills in a given game and scene. Spelling assessment of key drama vocabulary.	Whole class physical theatre scene inspired by Alice in Wonderland. Small group scenes based on the story using narration, physical theatre, soundscape and freeze frame.	Small group scenes showing one or two scenes from night of the disaster.	The Actors Toolkit- How to apply it to devised and scripted work.	Performance and Actor's Skills Log.	Performance to a Live Audience and Actor's Skills Log. Presentation - The Life of An Actor.	A report about acting styles and techniques with reference to key features, processes and examples of practice in theatre, Performance (10-20 minutes long), Research Notes, Log Book of Actor's Development, Evaluation of
Style, Genre, Creative Intention.	Content	Our Day Out by Willy Russell - looking at the opening scene from Willy Russell's play. Students will explore why the play's message is relevant today. Students' will use hotseat and given	apply physical theatre, characterisation, vocal skills- accent, soundscape in the style of Horror genre. Skills: experience of genre, building tension through facial expression, gesture and marking the moment. Applying	Comedy: Students look at a	Performing Arts: Learners will investigate and recognise the stylistic qualities of three existing pieces of repertoire and theatre practitioners. They will understand the roles involved in theatre and the	Skills and Techniques in the Performing Arts: Learners will develop and apply their performing arts skills and techniques through a reproduction of acting or physical theatre repertoire.	Practitioners Work: Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual	Practitioners Work: Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners
	Assessment	Drama Milestone: Students will perform a short scripted scene from the play, or a prepare improvised scene based on the theme of a school trip.	TV interview scene demonstrating different skills e.g. freeze frame, characterisation and polished improvisation.	Milestone: students will choose a comedy style to prepare or improvise a scene from. This will be performed to camera.	Research Log, PowerPoint Presentation, Actor's Log, Evaluation.	Performance and Actor's Skills Log.	Students knowledge of theatre practitioners, style and creative intentions will be tested through Q& A, Extended Writing, Mock Essays. Three written formally assessed essays.	Students knowledge of theatre practitioners, style and creative intentions will be tested through Q& A, Extended Writing, Mock Essays. Three written formally assessed essays.
Theatre Makers and Performers.	Content	to explore how to create a character indepth using Stanislavski's methods of Given Circumstances, Role on the Wall and Magic If to construct a character. Skills and Knowledge	A Midsummer's Night's Dream. The objective of this unit is to understand the plot of the play, develop vocal skills & clear confident speech, as well as how sound effect and	Drama Styles: Learners will be introduced to theatre practitioners of Artaud, Brecht and Stanislavski. They apply their ideas in the classroom to selected pieces	Making and Performing: Learners will apply previous knowledge and influences to devise a drama in response to a brief.	a Brief: Performers will be given opportunity to work as part of a group in response to a given brief and stimulus set by the exam board. They will take initial ideas and through	Drama and Plays: Performers get the opportunity to apply skills and practitioners influences to mix of short devised scenes,	Workshop: Performers explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a
	Assessment	A scene using script or improvisation from themes inspired by Men In Black.	A scene using script or improvised using themes or characters from the play.	A scene in the style of Brecht Girls Like That or the Three Little Pigs or an improvised scene in the style of one of	Performance, notes on ideas, development and evaluation. Formal extended writing.	EXAMINED PERFORMANCE and 4 controlled written assessment responses.	Filmed Performance, Log Book Entries.	Filmed Performance and Performance Log tracking the process from ideas to stage.
	Content							
	Assessment							
	Content							
	Assessment							