

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	<p><b>DARKWOOD MANOR</b></p> <p>Introduction to <b>Vocal &amp; Physical Skills &amp; Theatrical Conventions</b></p> <p>Links to: <b>Component 1 Performance</b></p>	<p><b>PANTOMIME</b></p> <p>Development of <b>Vocal &amp; Physical Skills &amp; Theatrical Conventions</b></p> <p>Links to: <b>Component 1 Performance &amp; Component 2 Performance</b></p>	<p><b>ERNIE'S INCREDIBLE ILLUCINATIONS</b></p> <p>Development of <b>Vocal &amp; Physical Skills &amp; Theatrical Conventions</b></p> <p>Links to: <b>Component 1 Performance &amp; Component 2 Performance</b></p>	<p><b>HARRY POTTER SCRIPTED</b></p> <p>Development of <b>Vocal &amp; Physical Skills &amp; Theatrical Conventions</b></p> <p>Links to: <b>Component 2 Performance</b></p>	<p><b>INSIDE OUT</b></p> <p>Development of <b>Vocal &amp; Physical Skills &amp; Theatrical Conventions</b></p> <p>Links to: <b>Component 1 Performance</b></p>	<p><b>LOST IN TIME</b></p> <p>Development of <b>Vocal &amp; Physical Skills &amp; Theatrical Conventions</b></p> <p>Links to: <b>Component 1 Performance &amp; Component 2 Performance</b></p>
Year 8	<p><b>DEVISING</b></p> <p>Students create pieces of Drama based on a different <b>stimulus</b> each week, (Word / song/ object / picture)</p> <p>Links to: <b>Component 1 Performance</b></p>	<p><b>PANTOMIME</b></p> <p>Students are introduced to the conventions of Pantomime, through a short script.</p> <p>Links to: <b>Component 1 Performance &amp; Component 2 Performance</b></p>	<p><b>HISTORY OF THEATRE</b></p> <p>Students create pieces of Drama based on different parts of history. (Greek / Medieval / Elizabethan / Commedia dell'arte)</p> <p>Links to: <b>Component 2 Performance &amp; Component 3 Exam</b></p>	<p><b>THE EXAM</b></p> <p>Students are introduced to script work and skills to build a believable character.</p> <p>Links to: <b>Component 2 Performance</b></p>	<p><b>THE LIFT</b></p> <p>Students are introduced to characters based on animals and use their traits to build a character who gets stuck in a lift. This SOW builds on the Devising SOW and also The Exam.</p> <p>Links to: <b>Component 1 Performance &amp; Component 3 Exam</b></p>	<p><b>TEACHERS</b></p> <p>Students are introduced to script work and skills to build a believable character. This SOW builds on The Exam as students apply the skills learnt in that unit.</p> <p>Links to: <b>Component 2 Performance</b></p>
Year 9	<p><b>DUOLOGUES ( COMEDY ABOUT A BANK ROBBERY)</b></p> <p>Students are given a scene from a play and apply Stanislavski techniques over 6 weeks to create believable characters.</p> <p>Links to: <b>Component 2 Performance</b></p>	<p><b>FRANTIC ASSEMBLY</b></p> <p>Students are introduced to Frantic Assembly's 'Building blocks' (Chair Duet / RoundByThrough / Sign &amp; Describe. They then apply these building blocks to create their assessment piece.</p> <p>Links to: <b>Component 1 Performance</b></p>		<p><b>RESPONDING TO STIMULI</b></p> <p>Students are introduced to various stimuli and create pieces from them. This builds on a similar SOW in Year 8 as students are given longer to develop their work.</p> <p>Links to: <b>Component 1 Performance</b></p>	<p><b>DEVISING PERFORMANCE</b></p> <p>Students are given a stimulus and create an assessment piece. This is a practice of Component 1. Students also complete coursework questions based on the performance.</p> <p>Links to: <b>Component 1 Performance &amp; Portfolio</b></p>	<p><b>GROUP SCRIPT WORK</b></p> <p>Students are introduced to a Component 2 style script. They apply characterisation techniques to the script to create a final piece. It is a practice of the real Component 2 Exam.</p> <p>Links to: <b>Component 2 Performance &amp; Component 3 Exam</b></p>
Year 10	<p><b>PRACTITIONERS</b></p> <p>Students are re-introduced to key figures in Drama and create pieces in the style of their work. (Stanislavski / Brecht / Godber / Berkoff) This will help them to create their own devised work.</p> <p>Links to: <b>Component 1 Performance</b></p>	<p><b>THE CRUCIBLE – INTRO 1<sup>ST</sup> 2 QUESTIONS OF EXAM</b></p> <p>Students read through The Crucible. Students explore characters / themes in the play. Students respond to the 1<sup>st</sup> 2 Performer questions in the exam.</p> <p>Links to: <b>Component 3 Exam</b></p>	<p><b>COMPONENT 1 – REAL PERFORMANCE</b></p> <p>Students are given their stimulus for the real Component 1 performance. Students are guided through rehearsals and watch past top mark examples for them to aspire to.</p> <p>Links to: <b>Component 1 Performance</b></p>	<p><b>COMPONENT 1 – REAL PERFORMANCE &amp; PORTFOLIO</b></p> <p>Students continue to rehearse for Component 1 but also complete the coursework questions 1 by 1. (6 questions in total)</p> <p>Links to: <b>Component 1 Performance &amp; Portfolio</b></p>	<p><b>COMPONENT 1 – REAL PERFORMANCE &amp; PORTFOLIO</b></p> <p>Students continue to rehearse for Component 1 but also complete the coursework questions 1 by 1. (6 questions in total)</p> <p>Links to: <b>Component 1 Performance &amp; Portfolio</b></p>	<p><b>THE CRUCIBLE DESIGN</b></p> <p>Students learn about the Production Elements (Lighting / Sound / Set design / Costume) and learn how to answer Director / Designer questions of the exam.</p> <p>Links to: <b>Component 3 Exam</b></p>

Year 11	<p><b>LIVE THEATRE EVALUATION</b></p> <p>Development of <b>Production Elements</b> knowledge.</p> <p>Students go to the theatre to watch a play and then we spend time going through how to analyse and evaluate effectively for Section B of the exam.</p> <p>Links to: <b>Component 3 Exam</b></p> <p><b>THE CRUCIBLE</b></p> <p>Development of <b>Vocal &amp; Physical Skills &amp; theatrical conventions</b>. Development of <b>Production Elements</b> knowledge.</p> <p>Students spend some lessons looking over Section A of the written exam.</p> <p>Links to: <b>Component 3 Exam</b></p>	<p><b>COMPONENT 2</b></p> <p>Students are introduced to their plays and spend time building believable characters. Students look at criteria to help shape their work.</p> <p>Students look at top band work to guide them.</p> <p>Links to: <b>Component 2 Performance</b></p>	<p><b>COMPONENT 2 REAL</b></p> <p>Students are introduced to their plays and spend time building believable characters. Students look at criteria to help shape their work.</p> <p>Students look at top band work to guide them.</p> <p>Links to: <b>Component 2 Performance</b></p>	<p><b>THE CRUCIBLE / LIVE THEATRE EVALUATION / REVISION THE CRUCIBLE – SECTION A</b></p> <p>Final Revision lessons and looking at both sections of the written exam.</p> <p>Links to: <b>Component 3 Exam</b></p>	STUDY LEAVE	
Year 12	<p><b>INTRODUCTION TO PRACTITIONERS</b></p> <p>Students are re-introduced to key figures in Drama and create pieces in the style of their work. (Stanislavski / Brecht / Godber / Berkoff)</p> <p>Students are also introduced to Theatre Companies such as Kneehigh / Punchdrunk</p> <p>Knowledge of Practitioners is key in all 3 Components but the fundamental purpose of this SOW is to help students to develop their Component 1 Performance in the style of a chosen practitioner.</p> <p>Links to: <b>Component 1 Performance &amp; Component 3 Exam Section C</b></p>	<p><b>RESPONDING TO EXTRACTS</b></p> <p>Students are introduced to a range of extracts from existing plays. Students then need to use a Practitioner's 'fingerprints' to create an original short piece. The piece must link back to the original extract in terms of character / theme / structure etc</p> <p>Links to: <b>Component 1 Performance</b></p>	<p><b>THAT FACE PERFORMER SKILLS</b></p> <p>Students are introduced to the play, That Face by Polly Stenham. As we read through as a class, students practically explore and perform extracts to ensure they have applied the appropriate performance skills to play the characters. Students then are introduced to the exam question and time is spent going through how to respond successfully.</p> <p>Links to: <b>Component 3 Exam Section B</b></p>	<p><b>COMPONENT 1 REAL PERFORMANCE</b></p> <p>Students are given their stimulus EXTRACT and chosen Practitioner for the real Component 1 performance. Students are guided through rehearsals and watch past top mark examples for them to aspire to.</p> <p>Links to: <b>Component 1 Performance</b></p>	<p><b>COMPONENT 1 REAL PERFORMANCE AND PORTFOLIO</b></p> <p>Students continue to rehearse for Component 1 but also complete the coursework questions 1 by 1. (6 questions in total)</p> <p>Links to: <b>Component 1 Performance</b></p>	<p><b>THAT FACE PRODUCTION ELEMENTS</b></p> <p>Students practically explore and perform extracts from That Face to ensure they have applied the appropriate production elements to create the atmosphere for a given moment of the play. Students then are introduced to the exam question and time is spent going through how to respond successfully.</p> <p>Links to: <b>Component 3 Exam Section B</b></p>
Year 13	<p><b>THAT FACE RE-CAP &amp; PRODUCTION ELEMENTS</b></p> <p>Practical exploration and study of That Face – students write about how they would bring a moment to life.</p> <p>Both Performer skills and Production Elements will be practically explored as we read through the play.</p> <p>Students then are introduced to the exam question and time is spent going through how to respond successfully.</p> <p>Students will have the opportunity to re-visit Production Elements for their Exam.</p> <p>Links to: <b>Component 3 Exam Section C</b></p>	<p><b>COMPONENT 2 REHEARSALS &amp; THE MAIDS</b></p> <p>Students are introduced to their plays and spend time building believable characters. Students look at criteria to help shape their work.</p> <p>Students look at top band work to guide them.</p> <p>Development of <b>Production Elements</b> knowledge. Practical exploration and study of Waiting For Godot – students write about how they would bring a moment to life for a modern audience and in the style of a practitioner.</p> <p>Both Performer skills and Production Elements will be practically explored as we read through the play.</p> <p>Students then are introduced to the exam question and time is spent going through how to respond successfully.</p> <p>Links to: <b>Component 2 Performance &amp; Component 3 Exam Section C</b></p>	<p><b>COMPONENT 2 REHEARSALS &amp; LIVE THEATRE EVALUATION</b></p> <p>Students are introduced to their plays and spend time building believable characters. Students look at criteria to help shape their work.</p> <p>Students look at top band work to guide them.</p> <p>Students go to the theatre to watch a play and then we spend time going through how to analyse and evaluate effectively for Section A of the exam.</p> <p>Links to: <b>Component 2 Performance &amp; Component 3 Exam Section A</b></p>	<p><b>COMPONENT 2 REAL COMPONENT 3 PREPARATION</b></p> <p>Students are given time to spend time building believable characters for their scripted performances. Students look at criteria to help shape their work.</p> <p>Students look at top band work to guide them.</p> <p>Lessons will be spent looking at all sections of the written exam and how to respond to the questions successfully.</p> <p>Links to: <b>Component 2 Performance Component 3 Exam Sections A, B &amp; C</b></p>	<p><b>COMPONENT 3 PREPARATION</b></p> <p>Development of <b>Production Elements</b> knowledge.</p> <p>Final Revision lessons and looking at both sections of the written exam.</p> <p>Links to: <b>Component 3 Exam Sections A, B &amp; C</b></p>	