

Year 7 Curriculum Overview

Term	Scheme of Work	P4C	HWK
Autumn 1	<p>Performance:</p> <p>Introduction to basic acting techniques, knowledge development and Performance skills.</p> <p><i>Assessment via performance.</i></p>	<i>Collaboration</i>	
Autumn 2	<p><i>Stimulus:</i></p> <p><i>Haunted House</i></p> <p><i>Storytelling, characterisation, thought tracking, still image, introduction to physical theatre and narration.</i></p> <p><i>Assessment via performance</i></p>	<i>Critical</i>	<p><i>Create a character.</i></p> <p><i>Bring in props and costume</i></p> <p><i>Rehearse scene.</i></p>
Spring 1	<p>Page to stage:</p> <p><i>The Lion, The Witch And The Wardrobe</i> by C. S. Lewis.</p> <p>Explore and understand the whole text rehearsing and staging extracts.</p> <p><i>Formative Assessment</i></p>	<i>Creative</i>	<p><i>Watch the film on youtube.</i></p> <p><i>Research the characters.</i></p> <p><i>Read the extract of the script (different one each week)</i></p>

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Spring 2	<p><i>Page to stage:</i></p> <p><i>The Lion, The Witch And The Wardrobe</i> by C. S. Lewis.</p> <p><i>Assessment via performance of extract.</i></p>	<i>Collaboration</i>	<i>HmwK</i>
Summer 1	<p><i>Devising:</i></p> <p>Stimulus—Refugee</p> <p>Creating theatre, collaboration and combining theatre platforms from image stimuli.</p> <p><i>Assessment via group devised performance.</i></p>	<i>Caring</i>	<p><i>Research stimulus.</i></p> <p><i>Explore verbatim theatre.</i></p> <p><i>Bring in resources e.g. newspaper articles.</i></p>
Summer 2	<p><i>Assessment for learning:</i></p> <p><i>Written Exam to assess the students on skills, knowledge and understanding throughout the year.</i></p> <p><i>Summative Assessment</i></p>	<i>Critical</i>	

Year 8 Curriculum

Term	Scheme of Work	P4C	HMWK
Autumn 1	<p>Performance:</p> <p>Melodrama History of theatre knowledge, exaggeration, stock characters, voice projection, using music and characterisation.</p> <p><i>Assessment via performance.</i></p>	<i>Creative</i>	<p><i>Write up stock characters.</i></p> <p><i>Rehearse scene</i></p>
Autumn 2	<p>Stimulus:</p> <p><i>'Let him Have it!' - movie clip.</i></p> <p><i>Negotiating, debating, characterisation, reported action, flash back, flash forward, alter ego, role on the wall.</i></p> <p><i>Assessment via performance.</i></p>	<i>Critical</i>	<p><i>Rehearse scene</i></p> <p><i>Complete character profile</i></p> <p><i>Learn lines</i></p>
Spring 1	<p>Page to stage:</p> <p><i>Too Much Punch for Judy – Mark Wheeler</i></p> <p>Explore and understand the whole text rehearsing and staging extracts. Developing technical skills, lighting and sound.</p> <p><i>Assessment via performance of extract.</i></p>	<i>Collaboration</i>	<p><i>Research the play</i></p> <p><i>Read the extract each week.</i></p> <p><i>Complete resource task of evaluation.</i></p>

Spring 2	<p>Performance:</p> <p><i>Monologues focusing on the theme of Crime and Punishment.</i></p> <p><i>Assessment via performance of monologue.</i></p>	<i>Critical</i>	<p><i>Write a monologue</i></p> <p><i>Learn the monologue</i></p> <p><i>Bring props and costume.</i></p>
Summer 1	<p>Devising:</p> <p>Stimulus—Protest</p> <p>Verbatim theatre, Creating theatre, collaboration and combining theatre platforms from independent research.</p> <p><i>Assessment via group performance.</i></p>	<i>Caring Collaboration</i>	
Summer 2	<p><i>Assessment for learning:</i></p> <p><i>Written Exam to assess the students on skills, knowledge and understanding throughout the year.</i></p> <p><i>Summative Assessment</i></p>	<i>Critical</i>	