

Term	Year 7	Year 8	Year 9 (2019-20 only)
Autumn Term 1	<p>Exploring Stories (Key Skills) Using a range of stimuli to introduce a range of explorative strategies and establish basic expectations for creating, performing and being a supportive audience</p> <p>Key Concepts -Explorative strategies (still image, hot-seating, thought-tracking, narration, cross-cutting) -Non-verbal communication (facial expression, body language, gestures, levels, proxemics) -Tension (climax and anti-climax) -Performance strategies (voices in the head, slow motion, angel and devil)</p> <p>Threshold Concepts -Audience awareness -Marking the moment</p>	<p>World War One (Key Skills) Developing sensitive, detailed performance work in response to a range of stimuli based on World War One</p> <p>Key Concepts -Historical accuracy -Empathetic sensitivity -Revisiting explorative strategies (thought-tracking, still image) -Revisiting performance strategies (slow motion, mime) -Exploring chronology of structure</p> <p>Threshold Concepts -Contextual research -Naturalism -Transitions aid fluency</p>	<p>World War One (Key Skills) Developing sensitive, detailed performance work in response to a range of stimuli based on World War One</p> <p>Key Concepts -Historical accuracy -Empathetic sensitivity -Revisiting explorative strategies (thought-tracking, still image) -Revisiting performance strategies (slow motion, mime) -Exploring chronology of structure</p> <p>Threshold Concepts -Contextual research -Naturalism -Transitions aid fluency</p>
Autumn Term 2	<p>The Grinch (Performance Skills) Developing and rehearsing work for a performance which has clear purpose whilst considering voice and movement skills to develop a character.</p> <p>Key Concepts -Use of Voice (projection, tone, pace, language) -Stage locations -Rehearsing and refining</p> <p>Threshold Concepts Performance intentions</p>	<p>There's a Leak (Script work) Practical exploration of a satirical play text considering how to achieve the playwright's intentions when moving ideas from page to stage.</p> <p>Key Concepts -Exaggerated characterisation -Comic timing -Revisiting Choral work -Revisiting Learning script</p> <p>Threshold Concepts -Satire to challenge the audience -Direct address</p>	<p>Music Carousel</p>
Spring Term 1	<p>Greek Theatre (Genre)</p>	<p>Peter Pan (Evaluation)</p>	<p>There's a Leak (Script work) Practical exploration of a satirical play text considering how to achieve the playwright's</p>

	<p>Exploring the performance practices of Greek Theatre and how they were appropriate for their time.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> -Choral work (voice and movement) -Mask work -Protagonist/antagonist -Structure -Theatre as debate <p>Threshold Concepts</p> <ul style="list-style-type: none"> -Suspension of disbelief -Possibilities of audience configuration 	<p>Analysing and evaluating how a range of theatre makers have collaborated to create the world of a play.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> -Revisiting visual design elements -Revisiting audio design elements -Revisiting Identify-describe-explain <p>Threshold Concepts</p> <ul style="list-style-type: none"> -Performance and design mediums do not work in isolation 	<p>intentions when moving ideas from page to stage.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> -Exaggerated characterisation -Comic timing -Revisiting Choral work -Revisiting Learning script <p>Threshold Concepts</p> <ul style="list-style-type: none"> -Satire to challenge the audience -Direct address
Spring Term 2	<p>The Cat in the Hat (Evaluation)</p> <p>Evaluating how meaning is communicated by a range of theatre makers in the National Theatre production.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> -Visual design elements (lighting, costume, set, props) -Audio design elements (music, sound effects) -Identify-describe-explain <p>Threshold Concepts</p> <ul style="list-style-type: none"> -Evaluation measures efficacy -Everything you see and hear on stage is designed to communicate. 	<p>Melodrama (Genre)</p> <p>Exploring the performance style, narratives and conventions of melodrama and how they were appropriate for their time.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> -Exaggeration -Convention of overhearing -Stock characters <p>Threshold Concept</p> <ul style="list-style-type: none"> -gestus 	<p>Music Carousel</p>
Summer Term 1	<p>Millions (script work)</p> <p>Working with script to transform the world of a play from page to stage.</p> <p>Key concepts</p> <ul style="list-style-type: none"> -Transitions -Mime -Learning script -Characterisation -Using stage directions 	<p>Devising</p> <p>Developing work in response to stimulus in a range of different theatrical styles</p> <p>Key Concepts</p> <ul style="list-style-type: none"> -Mirroring -Repetition -Abstract and non-naturalistic styles -Foreshadowing -Flashback 	<p>Melodrama (Genre)</p> <p>Exploring the performance style, narratives and conventions of melodrama and how they were appropriate for their time.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> -Exaggeration -Convention of overhearing -Stock characters

	Threshold Concepts -Multifunctional Set -Dramatic irony -Defining characters through contrast	Threshold Concepts -Symbolism -Reoccurring motifs and repetition	
Summer Term 2	Millions (script work) continued...	Devising continued....	Music Carousel