

**Drama at Compass School Southwark  
2022-2023**

Year 7						
	HT1 Topic/Unit: Prometheus	HT2 Topic/Unit: Prometheus	HT3 Topic/Unit: Fairy Tales	HT4 Topic/Unit: Fairy Tales	HT5 Topic/Unit; Romeo and Juliet	HT6 Topic/Unit: Romeo and Juliet
<b>Key Content:</b>	<ul style="list-style-type: none"> <li>Devising: Listening to story of Prometheus and identify key moments</li> <li>making them into freeze frames</li> <li>status (high and low status)</li> <li>voice and physicality to show character (movement, gesture, facial expression, and eye contact.</li> <li>Working in groups as a team to develop and make theatre through exploring the creation myth of Prometheus and Zeus.</li> </ul> <p>Physical Skills (movement and gesture), Vocal Skills (volume and pace)</p>		<ul style="list-style-type: none"> <li>Developing basic drama skills and storytelling skills through re-imagining the Fairy Tale Hansel and Gretel.</li> <li>Looking at key concepts including:               <ul style="list-style-type: none"> <li>backstory,</li> <li>origin damage,</li> <li>protagonist,</li> <li>narration, s</li> <li>soundscape,</li> <li>diegetic and non-diegetic sound,</li> </ul> </li> <li>thought tracking and the stakes.</li> </ul>		<ul style="list-style-type: none"> <li>Working on the basic plot of Romeo and Juliet with key aspects on understanding performance               <ul style="list-style-type: none"> <li>including stage fighting,</li> <li>the stakes,</li> <li>predicament,</li> <li>under poem,</li> <li>pronouns</li> <li>the iambic pentameter.</li> </ul> </li> </ul>	

Year 8						
	HT1 Topic/Unit: The Victorians	HT2 Topic/Unit: The Victorians	HT3 Topic/Unit:	HT4 Topic/Unit	HT5 Topic/Unit	HT6 Topic/Unit
<b>Key Content:</b>	<p>Students explore what it meant to be a child in Victorian England through process drama. They imagine what it would be like to live in the workhouse and then go on to work as a chimney sweep.</p> <p>Introduce students to:</p> <ul style="list-style-type: none"> <li>biography exercise</li> <li>review status</li> <li>flashback</li> <li>deepen thought tracking</li> <li>forum theatre</li> </ul>		<p>Students explore the genre of Comedy through understanding the Italian genre of Commedia del'arte.</p> <p>Including key ideas of:</p> <ul style="list-style-type: none"> <li>stereotypes</li> <li>improvisation</li> <li>stock characters</li> <li>mistaken identity</li> <li>misplaced objects</li> <li>slap-stick</li> </ul>		<p>Students explore the techniques of Russian Theatre Director Constantin Stanislavski through the Arthur Miller's play <i>All My Sons</i>.</p> <p>They are introduced to:</p> <ul style="list-style-type: none"> <li>given circumstances</li> <li>emotion memory</li> <li>objectives</li> <li>magic if</li> <li>objectives</li> <li>4<sup>th</sup> wall</li> <li>Naturalism</li> </ul>	

Year 9						
	HT1 Topic/Unit: Brecht	HT2 Topic/Unit: Brecht	HT3 Topic/Unit: Katie Mitchell	HT4 Topic/Unit Katie Mitchell	HT5 Topic/Unit Macbeth	HT6 Topic/Unit Macbeth
<b>Key Content:</b>	<p>Students explore and examine the techniques of Brecht through the prism of a story for children (myth/fairy story/legend).</p> <p>Introducing them to key aspects of his Epic Theatre including:</p> <ul style="list-style-type: none"> <li>archetypes</li> <li>direct address</li> <li>placards</li> <li>gesture</li> <li>montage</li> <li>multi-role</li> </ul>		<p>Students explore and examine the techniques of Katie Mitchell through the play text <i>Let the Right One</i> using her six-step approach:</p> <ul style="list-style-type: none"> <li>biography</li> <li>immediate circumstances</li> <li>time</li> <li>place</li> <li>events</li> <li>intention</li> </ul>		<p>Students working on Macbeth looking at the plot and key scenes with the approach of practitioners Cheek by Jowl including:</p> <ul style="list-style-type: none"> <li>status</li> <li>space</li> <li>predicament</li> <li>stakes</li> <li>identity</li> <li>underpoem</li> <li>pronoun</li> </ul>	

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Year 10					
	HT1 Topic/Unit: Introduction to devising	HT2 Topic/Unit: Introduction to devising	HT3 Topic/Unit: Unit 3 set text with practitioner review pending text and live theatre review	HT5 Topic: Component 1	HT6 Topic/Unit: Component 1
<b>Key Content:</b>	<p>Working with a stimulus to develop and create theatre using a range of devising skills looking at:</p> <ul style="list-style-type: none"> <li>○ structure</li> <li>○ cause</li> <li>○ effect</li> </ul> <ul style="list-style-type: none"> <li>• building character using key research exercises</li> <li>• use of time and space</li> <li>• Utilising practitioner Stanislavski</li> <li>• Recording and reflecting on making theatre</li> </ul>		<p>Component 3 set text study. Understanding set text:</p> <ul style="list-style-type: none"> <li>• themes</li> <li>• structure</li> <li>• staging</li> <li>• characters etc.</li> </ul> <p>Students remind and refresh Brechtian Epic Theatre techniques including:</p> <ul style="list-style-type: none"> <li>• archetypes</li> <li>• gestus</li> <li>• direct address</li> <li>• narration</li> <li>• alienation through the key text students are going to be studying</li> </ul>	<p>Working with a stimulus to develop and create theatre using a range of devising skills looking at:</p> <ul style="list-style-type: none"> <li>• structure</li> <li>• cause</li> <li>• effect</li> <li>• building character</li> <li>• use of time and space</li> <li>• Utilising practitioner Stanislavski/Beccht Recording and reflecting on making theatre</li> </ul>	

Year 11						
	HT1 Topic/Unit: Complete Evaluation and then C2	HT2 Topic/Unit: C2	HT3 Topic/Unit:	HT4 Topic/Unit	HT5 Topic/Unit	
<b>Key Content:</b>	<p>Students complete Evaluation and Portfolio in preparation for submission to exam board. Students rehearse, prepare and perform their text pieces for component 2</p>		<ul style="list-style-type: none"> <li>• Responding,</li> <li>• reflecting and review on the set text's structure, themes and characters.</li> <li>• Developing a production concept for the play</li> <li>• Designing set,</li> <li>• lighting,</li> <li>• costume</li> <li>• sound for the production</li> <li>• Reviewing, reflecting and writing about live theatre production in preparation for exam</li> </ul>		<p>Blend of scene study with practical work in preparation for examination mid-May Focus on exam questions and exam practice.</p>	