

Year 7	Year 8	Year 9
Unit 1: Acting Skills	Unit 1: Greek Theatre	Unit 1: Blood Brothers Act 1
Students build foundational performance skills, confidence, and ensemble awareness. This unit establishes expectations and introduces the building blocks of acting. - Develop vocal skills: projection, clarity, pace, tone. - Use physicality: posture, gesture, movement. - Understand stagecraft: stage positions, audience awareness. - Build teamwork and trust within an ensemble. - Apply characterisation through simple scenarios.	Students explore the origins theatre, focusing on the role of the Greek chorus, mask work, and the tragic narrative of Oedipus. - Understand features of Greek theatre: amphitheatres, masks, chorus. - Use choral techniques: unison, canon, echo, physical synchronisation. - Explore tragedy conventions including fate and dramatic irony. - Develop storytelling through narration and ensemble movement. - Interpret scenes from the Oedipus myth using chorus and character work.	Students explore the social, historical, and theatrical context of <i>Blood Brothers</i>, focusing on character, themes, and staging in Act 1. Key Learning Objectives - Understand the plot, characters, and themes of Blood Brothers. - Analyse Act 1 character development (Mickey, Eddie, Mrs Johnstone, Mrs Lyons). - Explore narration techniques used by the Narrator. - Develop naturalistic and musical theatre performance skills. - Interpret text through vocal expression and physicality.
Unit 2: Haunted House	Unit 2:	Unit 2: Blood Brothers Act 2:
Students apply foundational skills to a themed unit that encourages creativity, tension, and imaginative storytelling. - Use improvisation to create spontaneous scenes. - Build tension using sound, movement, and pacing. - Develop ensemble atmosphere through group work. - Explore character reactions in high-stakes situations. - Apply narrative structure in improvised scenes.	Students explore the physical, exaggerated, and improvised world of Commedia dell'Arte, focusing on stock characters and mask performance. - Identify stock characters: Arlecchino, Pantalone, Il Dottore, Columbina, etc. - Use lazzi (comic routines) to build humour. - Develop exaggerated physicality and gesture. - Perform using half-masks and clear character intentions. - Improvise scenes using Commedia scenarios.	Students deepen their understanding of the play by analysing the escalation of conflict, tragedy, and character journey's in Act 2 - Analyse Act 2 themes: fate, violence, class inequality. - Explore character progression from childhood to adulthood. - Use textual interpretation to shape performance choices. - Develop ensemble staging for key moments. - Understand how tension builds towards the climax.
Unit 3: Scripted performance	Unit 3: Shakespeare	Unit 3: Naturalistic Theatre
Students learn how to interpret, rehearse, and perform scripted text, developing discipline and understanding of theatrical conventions. Understand script conventions: stage directions, dialogue, cues.	Students perform Shakespeare by exploring language, character, and performance techniques through accessible scenes. Explore Shakespearean language: iambic pentameter, imagery, rhythm.	Students explore naturalistic acting and staging through the contemporary play <i>DNA</i>, focusing on realism, character psychology, and moral ambiguity.

- Develop text interpretation and character motivation. - Rehearse using blocking and stage positions. - Apply vocal expression to scripted lines. - Work collaboratively to produce polished performances.	- Explore character motivation in key scenes. - Use text-based performance skills: emphasis, pace, gesture. - Analyse themes such as ambition, conflict, love, and power. - Perform short extracts from plays such as <i>Macbeth</i> and <i>A Midsummer Night's Dream</i>.	- Understand features of naturalism: believable characters, realistic dialogue, subtle performance. - Analyse DNA characters (Leah, Phil, Jan, Mark, Cathy). - Explore moral dilemmas and group dynamics. - Develop subtext in performance. - Use Stanislavskian techniques to build character truthfully.
Unit 4: Devising	Unit 4: Stanislavski/Brecht	Unit 4: Physical Theatre
Students use devising techniques to reimagine classic fairytales, building creativity, structure, and ensemble storytelling. - Use devising techniques: improvisation, tableaux, narration. - Explore genre conventions of fairytales (heroes, villains, magic). - Develop ensemble storytelling through movement and narration. - Create original scenes inspired by traditional tales. - Apply structure: beginning, conflict, resolution.	Students compare two contrasting practitioners: Stanislavski (naturalism) and Brecht (epic theatre), exploring how style shapes performance. - Use Stanislavski techniques: Circles of attention, objectives, given circumstances. - Use Brechtian techniques: direct address, placards, narration, and breaking the fourth wall - Understand differences between naturalism and epic theatre. - Apply contrasting styles to the same scene. - Devise a piece of theatre in the style of Brecht or Stanislavski.	Students explore contrasting physical theatre styles; Frantic Assembly's collaborative, fluid movement; Berkoff's sharp, stylised physicality; and the physical storytelling techniques used in <i>Curious Incident</i>. They learn to communicate meaning through the body, ensemble work, and non-naturalistic staging. - Use Frantic Assembly techniques with a focus on chair duets and contact work. - Explore Berkoff's physical style: sharp gestures, chorus, mime, exaggeration. - Understand physical storytelling and how movement communicates emotion, environment, and narrative. - Apply techniques to scenes from The Curious Incident, especially Christopher's sensory world. - Develop ensemble precision, timing, and spatial awareness.