



4. Curriculum Plans

KEY STAGE 3

YEAR	1st Half of the year (Sept – January)	2nd Half of the year (Jan –July)
7	<p>1. Greek Theatre Introducing the origins of Western theatre, understanding the role of a Greek chorus, and learning to perform as an ensemble on different stage types.</p> <p>2. Pantomime Learning to identify different stock characters, features of a pantomime, and perform using a script.</p> <p>3. Sparkleshark Considering the impact character motivation has on the application of performance skills, proxemics, and stage positions.</p>	<p>Sparkleshark This half term sees the conclusion of Sparkleshark, ensuring a whole play text is studied in the year, and results in a final whole class performance.</p> <p>4. Mime Learning how to perform using physical skills, and exaggeration; using the influence of Sir Charlie Chaplin and Pina Bausch.</p> <p>5. Theatre History Learning to identify the key features of different theatre from history including Chinese, Japanese, and Indian theatre.</p>
	Mid-Year Assessment: A review of keywords learnt and an evaluation of practical performances.	End of Year Assessment: A review of keywords learnt and an evaluation of practical performances.
8	<p>1. Everyman (Morality Play) Examining how to perform this play adapted by Splendid Productions, using influence from Brecht.</p>	<p>Macbeth Devising a performance using extracts of Macbeth as a stimulus (inspiration).</p>



	<p>2. Naturalism Identifying how rehearsal techniques created by Konstantin Stanislavski can be used to develop a performance of Goodnight Mister Tom in a Naturalistic style.</p> <p>3. Macbeth Beginning the study of Macbeth and introducing the techniques of Theatre of Cruelty's Antonin Artaud.</p>	<p>4. Physical Theatre Introducing different physical theatre companies and Steven Berkoff, exploring their different techniques, and creating a physical theatre performance of Alice in Wonderland.</p> <p>5. Musical Theatre Each week students explore a different extract from a musical, looking at the three elements of singing, dancing, and acting.</p>
	<p>Mid-Year Assessment: A review of keywords learnt and an evaluation of practical performances.</p>	<p>End of Year Assessment: A review of keywords learnt and an evaluation of practical performances.</p>
<p>9</p>	<p>1. Repertoire Students explore and study 8 different plays of various genres and styles. Each lesson introduces a new component to staging a play for performance including character work, use of space, lighting, sound, and style. This unit concludes with students selecting their chosen play and applying the different component learned.</p> <p>2. Devising Theatre Examining the works of different theatre practitioners (Brecht, Artaud, Bausch, Berkoff, and Splendid) in weekly workshops.</p>	<p>3. Devising Theatre Students are given a choice of stimuli and will devise (create) their own performances, applying the staging elements learned in repertoire and techniques from a chosen practitioner.</p> <p>4. DNA Students study key extracts of DNA, considering the social anxieties faced by young people and the power of peer pressure. Students will consider how to perform this text using the skills learnt throughout Year 9.</p>
	<p>Mid-Year Assessment: A review of keywords learnt and an evaluation of practical performances.</p>	<p>End of Year Assessment: A review of keywords learnt and an evaluation of practical performances.</p>

KEY STAGE 4

YEAR	1 st Half of the year (Sept – Jan)	2 nd Half of the year (Jan – July)
10	<p>1. Devised Theatre Students begin this course by exploring by exploring the devised unit. Students are given a choice of 4 stimuli from the exam board and will devise (create) their own performances. Students will be marked on their performance, evaluations and logs of their development process.</p> <p>2. Written Paper (Macbeth and Live Theatre) Students explore the play Macbeth looking at the different elements to staging a play, using work from Year 8 and Year 9. In this component, students are learning to write their answers in the correct format for the GCSE written exam, using practical exploration of Macbeth for support. Students will also explore a piece of live theatre; going to the theatre and reviewing a performance that they have seen.</p>	<p>3. Scripted Theatre Students begin this course by exploring the page to stage component. In groups students perform an extract from a published play, applying the skills used in Year 9 to create a performance with clearly defined intentions for the audience.</p> <p>4. Written Paper (Macbeth and Live Theatre) Students will continue to explore the play Macbeth, using the work from unit 2 and their English lessons to explore the remainder of the play. Students will also recap the live theatre performance they watched, analysing and evaluating key moments from the performance.</p>



	Mid-Year Assessment: A mock paper of Macbeth, focusing only on Act 1 and 2 and live theatre.	End of Year Assessment: A full mock paper of Macbeth and live theatre.

YEAR	September – November	December – March	March - June
11	<p>1. Devised Theatre Students begin their first final submission of a component with devised theatre. Students are given a choice of 4 stimuli from the exam board and devise their own performances.</p> <p>This work is marked by the class teacher and is sent off for moderation.</p>	<p>2. Scripted Theatre Students complete their next component – scripted performances. In groups students perform an extract from a published play.</p> <p>Students perform this in front of an external examiner and is live marked.</p>	<p>3. Written Paper (Macbeth and Live Theatre) Students will practice mock papers until the final examination, readdressing any questions and misconceptions as needed.</p>
	November Mock Exam: Mock time is used to complete evaluations under exam conditions.	March Mock Exam: A full mock paper of Macbeth and live theatre.	ACTUAL GCSE EXAM



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