



| Term                                           | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                     | Spring Term                                                                                                                                                                                                                                                                                                                                                                                             | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                          | Drama Terminology                                                                                                                                                                                                                                                                                                                                                                                               | Silent Film                                                                                                                                                                                                                                                                                                                                                                                             | A Midsummer Night's Dream                                                                                                                                                                                                                                                                                                                                                                                   |
| Content                                        | Core drama skills and vocabulary, applied through a short student-created performance.                                                                                                                                                                                                                                                                                                                          | Exaggerated performance style and stock characters of the Silent Film era; planning and recording a short silent film.                                                                                                                                                                                                                                                                                  | Rehearsal and performance of key scenes, building on English study; power dynamics and understanding Shakespearean text.                                                                                                                                                                                                                                                                                    |
| Skills                                         | <ul style="list-style-type: none"> <li>• Use core drama terminology accurately</li> <li>• Apply basic performance skills in practice</li> <li>• Collaborate to create a brief performance</li> <li>• Rehearse and refine performance choices</li> <li>• Reflect on how performance choices communicate meaning</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• Use exaggerated physicality and facial expression</li> <li>• Communicate without spoken dialogue</li> <li>• Explore stock characters and clear characterisation</li> <li>• Plan action for a camera-based performance</li> <li>• Sustain clarity and focus in a recorded scene</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• Interpret Shakespearean text through performance</li> <li>• Show status and power dynamics physically and vocally</li> <li>• Use character objectives to shape choices</li> <li>• Rehearse a short scripted scene</li> <li>• Respond to direction and refine performance</li> </ul>                                                                                |
| Key questions                                  | <ul style="list-style-type: none"> <li>• What makes a performance clear to an audience?</li> <li>• How can drama vocabulary help us discuss performance?</li> <li>• How does collaboration improve a scene?</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• How can an actor communicate without words?</li> <li>• Why did silent-film performers exaggerate movement?</li> <li>• How can stock characters be made instantly recognisable?</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• How can performance reveal power between characters?</li> <li>• How can actors make Shakespearean language understandable?</li> <li>• How do rehearsal choices change the meaning of a scene?</li> </ul>                                                                                                                                                           |
| Assessment                                     | Short performance - practical application of core drama skills                                                                                                                                                                                                                                                                                                                                                  | Short silent film - planned and recorded physical performance                                                                                                                                                                                                                                                                                                                                           | A Midsummer Night's Dream - short scene performance                                                                                                                                                                                                                                                                                                                                                         |
| Literacy / SMSC / Character / Cultural Capital | <p><b>Concepts:</b> performance, character, audience, collaboration.</p> <p><b>Subject vocab:</b> freeze-frame, thought-track, mime, movement, facial expression, gesture, levels, proxemics.</p> <p><b>General vocab:</b> communicate, collaborate, focus, refine, evaluate.</p> <p><b>Cultural capital:</b> foundational theatre-making conventions; learning to discuss live performance with precision.</p> | <p><b>Concepts:</b> physical theatre, exaggeration, stock character, visual storytelling.</p> <p><b>Subject vocab:</b> mime, gesture, facial expression, posture, pace, reaction, stock character.</p> <p><b>General vocab:</b> exaggerated, precise, expressive, recognisable, comedic.</p> <p><b>Cultural capital:</b> silent-film performance traditions; early screen acting and visual comedy.</p> | <p><b>Concepts:</b> power, status, character, objective, Shakespearean performance.</p> <p><b>Subject vocab:</b> blocking, objective, status, vocal delivery, gesture, proxemics, rehearsal.</p> <p><b>General vocab:</b> authority, hierarchy, conflict, intention, interpretation.</p> <p><b>Cultural capital:</b> Shakespeare in performance; links with English study of A Midsummer Night's Dream.</p> |

Curriculum progression: practical performance, collaboration, theatrical vocabulary, interpretation and reflection develop with increasing independence and sophistication.