

Drama	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Introduction to the Physical Toolbox</p> <p>Introduction to the skills needed to be a successful Drama student. Starting with physical skills taught through improvisation activities.</p>	<p>Introduction to the Vocal Toolbox</p> <p>Exploring how our pitch, pace, accent, tone and volume can be utilised to portray character and meaning.</p>	<p>Melodrama</p> <p>Exploration of the melodramatic style, exploring how to apply physical and vocal skills to create over the top characterisation.</p>	<p>Commedia dell'arte</p> <p>Introduction to Commedia, using stock characters, and physical comedy to explore the text 'One Man, Two Guvnors. Again, developing students' ability to diversify their application of physical and vocal skills.</p>	<p>Commedia dell'arte</p> <p>Introduction to Commedia, using stock characters, and physical comedy to explore the text 'One Man, Two Guvnors. Again, developing students' ability to diversify their application of physical and vocal skills.</p>	<p>Horror</p> <p>Developing students' range of dramatic techniques and their ability to create tension and suspense in their devised work.</p>
Year 8	<p>Shakespearean Tragedy</p> <p>In this unit, students explore how to portray raw, believable human characters. They explore physical and vocal techniques to help audiences understand complex and unfamiliar language, understand the structure and themes of tragedy, and develop skills in creating atmosphere and intensity on stage.</p>		<p>Political Theatre</p> <p>Students explore how drama can be used to question power, justice, and social issues. Students explore Brechtian techniques that can provoke thought and challenge audiences.</p>		<p>Theatre of the Absurd</p> <p>Students use Artodion techniques, learning to create thought-provoking theatre through physicality, symbolism, and atmosphere, understanding how absurdist techniques question meaning and evoke strong emotional responses.</p>	
Year 9	<p>Ignite- County Lines</p> <p>Working as a company, building blocks of frantic assembly, movement as a metaphor to bring the words on the page to life on the stage.</p>		<p>Twisted tales (Short play)</p> <p>Applying the building blocks learned in term one to devising a piece of theatre, in the style of Frantic Assembly.</p>		<p>Ensemble scripted performance - full play</p> <p>A culmination of the skills learned across KS3. Students will apply all they have learned to this final project. Using a scripted as a starting point for their own devised ensemble work.</p>	



DREAM  
BIG



AIM  
HIGH



NORTHAMPTON  
SCHOOL

WORK  
HARD



ACHIEVE  
GREATNESS

