

Key Stage 3:

Subject: Design and Technology

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	Project: Identification Badge – Resistant Materials and Graphics  Project – High Visibility Jacket Textiles	Project – Technical Drawing Skills Graphic Products  Project – Christmas Stocking Textiles	Project – Recycling Graphics and Resistant Materials  Project – Apron and Logo Textiles and Graphics
<b>Term 2</b>	Project – Acrylic Animal Coasters Resistant Materials	Project – Periodic Jigsaw Puzzle Resistant Materials	Project – Cake Shop Food  Project – Packaging Graphic products
<b>Term 3</b>	Project – Food- Pizza Project	Project – Biscuit Product Development Food	Project – Acrylic Jewellery

## Key Stage 3: Subject: Art & Design

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	<p style="text-align: center;"><i>Self-image</i></p> <p>In this unit students start by exploring their own identity. They create images that reflect ideas about themselves, and work from observation, memory and imagination. They develop skills in using traditional materials and processes that can later be combined with 3D re-cycled materials. They learn about approaches made by artists who have images of themselves and others.</p>	<p style="text-align: center;"><i>Objects and viewpoints.</i></p> <p>In this unit students explore familiar objects from different viewpoints as the starting point for their work. They develop ideas by selecting and abstracting qualities of objects to use as the basis for a collage. They learn about the ideas and approaches of the Cubist painters and their influences and make connections with other artists who worked from still life.</p>	<p style="text-align: center;"><i>Life Events.</i></p> <p>Students explore an event in their own life as a starting point for image making. They analyse paintings, prints, photographs and digital images, including examples of photojournalism, to learn how visual qualities can be manipulated to evoke strong reactions and to represent ideas, beliefs and values. They make connections between 18C and 19C paintings and contemporary visual culture.</p>
<b>Term 2</b>	<p style="text-align: center;"><i>What's in a building?</i></p> <p>In this unit, students explore ideas and feelings about buildings and their experiences of walking through spaces. They record interesting features such as doorways, arches, windows, porches and courtyards, using 2D media and photography. They develop designs for 3D work based on their studies and produce a piece of work using re-cycled materials. They look at the work of architects, designers and sculptors.</p>	<p style="text-align: center;"><i>Shared view.</i></p> <p>In this unit students explore and use natural and other materials to construct a temporary, site-specific work that represents a shared view of their locality. They work in groups to make a collective response. They analyse works from different times and cultures where ideas, values and beliefs are shared and communicated through art, craft and design. IT is also used in the group powerpoint presentation.</p>	<p style="text-align: center;"><i>Personal places, public spaces.</i></p> <p>In this unit students explore examples of public art in their locality. They research the different ways in which ideas, beliefs and values are represented and shared in their local area and in different times and cultures, including those of today. They explore ways of representing their own ideas and then collaborate with others to make a mural or a 3D form for a specific location.</p>
<b>Term 3</b>	<p style="text-align: center;"><i>Recreating landscapes.</i></p> <p>In this unit students explore landscape as the starting point for 2D and 3D work. They collect visual and other information by visiting a landscape and by studying the methods, approaches and intentions of artists and craftspeople who use the environment as inspiration. They manipulate the visual and tactile qualities of materials to convey mood and feeling about landscape.</p>	<p style="text-align: center;"><i>Animating art.</i></p> <p>In this unit, students are encouraged to explore the moving image to communicate ideas about particular genres or styles of art. They analyse a variety of different techniques from painting, drawing, collage, photography, illustration and digital imagery. They should learn how to represent ideas using the moving image, and make connections between this and their chosen artist or style.</p>	<p style="text-align: center;"><i>Change your style.</i></p> <p>In this unit, students explore contemporary design and the ways in which artists take ideas from the work of others and synthesise these into a new creative forms. They develop their own ideas and design and make a body adornment. They investigate the influence of art from different cultures and traditions on fashion and design and the use of re-cycled materials. This will culminate in a fashion show.</p>

Cyfnod Allweddol 3: Pwnc: Cymraeg Ail Iaith  
Key Stage 3: Subject: Welsh Second Language

<b>Thema Astudiwyd</b> <b><i>Themes to be studied</i></b>	<b>Blwyddyn 7</b> <b><i>Year 7</i></b>	<b>Blwyddyn 8</b> <b><i>Year 8</i></b>	<b>Blwyddyn 9</b> <b><i>Year 9</i></b>
<p style="text-align: center;"><b>Dros y flwyddyn</b>  <b><i>Over the year</i></b></p>	<p>They will focus on use of the present tense and the conditional tense. They will revise and learn key question words and patterns for answering. They will learn basic mutation rules and how to express and justify opinion. They will also study the set poems for the Urdd Eisteddfodau.</p>	<p>They will continue to use the present tense, and the conditional tense. They will study the short form past tense and irregular verbs. They will revise key question words and patterns for answering. They will build upon their understanding of grammar and mutation rules. They will be encouraged to develop and extend answers. Opinions will be given and supported with valid reasoning. They will also study the set poems for the Urdd Eisteddfodau.</p>	<p>They will continue to use the present tense, conditional tense and the short form past tense and irregular verbs. They will focus upon using the imperfect tense and the future tense. They will revise key question words and patterns for answering. They will continue to develop their understanding of grammar and mutation rules. They will be encouraged to develop and extend answers. Opinions will be given and supported with valid reasoning. They will also study the set poems for the Urdd Eisteddfodau.</p>
<p style="text-align: center;"><b>Tymor 1</b>  <b><i>Term 1</i></b></p>	<p style="text-align: center;">Fi fy hun  <i>Introducing myself</i>                      Ysgol, pynciau, gwisg, rheolau  <i>School – subjects, uniform, rules</i>                      Amser  <i>Time</i></p>	<p style="text-align: center;">Yr Ardal  <i>The area</i>                      Cyfarwyddiadau  <i>Directions</i>                      Anifeiliaid anwes  <i>Pets</i></p>	<p style="text-align: center;">Amser Hamdden  <i>Leisure Time</i>                      Cadw'n Heini  <i>Keeping fit</i></p>
<p style="text-align: center;"><b>Tymor 2</b>  <b><i>Term 2</i></b></p>	<p style="text-align: center;">Y Teulu &amp; Disgrifio Pobl  <i>The Family &amp; Describing people</i>                      Y Cartref  <i>The Home</i></p>	<p style="text-align: center;">Chwedlau / straeon lleol  <i>Legends / Local stories</i></p>	<p style="text-align: center;">Delwedd  <i>Image</i>                      Gwyliau  <i>Holidays</i></p>
<p style="text-align: center;"><b>Tymor 3</b>  <b><i>Term 3</i></b></p>	<p style="text-align: center;">Arian ac arian poced  <i>Money &amp; pocket money</i>                      Ffair Ysgol  <i>School Fair</i></p>	<p style="text-align: center;">Technoleg/ffonau symudol/iaith tecstio  <i>Technology/mobile phones/text language</i></p>	<p style="text-align: center;">Y Brif ddinas  <i>The Capital City</i>                      Y Wladfa - Patagonia  <i>The Welsh colony</i></p>

Key Stage 3:

Subject: Mathematics

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	Properties of numbers Sequences and Patterns Whole numbers and decimals Area and perimeter Fractions and percentages Grouped data and simple statistics Angles	Properties of numbers Angles and shapes Linear sequences Probability Expressions and formulae Measures and mensuration	Powers and roots Sequences and graphs Measures and mensuration Proportional reason Equations and formulae 2D and 3D shapes
<b>Term 2</b>	Probability Decimals and measure Equations and formulae Functions and graphs Transformations Percentages ratio and proportion Properties of shapes	Functions and graphs Percentages Proportional reasoning Transformations Equations and formulae Whole numbers decimals and fractions	Calculations and calculators Probability Functions and Graphs Transformations Using algebra Angles and constructions
<b>Term 3</b>	Investigations Constructions Using algebra More probability Solving number problems	Investigations Constructions Using algebra Solving problems	Investigations Equations, formulae and graphs More Probability Problem solving

Key Stage 3:

Subject: Geography

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	<ol style="list-style-type: none"><li>1. <u>Map Skills</u> - free map from O.S.</li><li>2. <u>Inside the Earth</u> - model volcano * Assessment 1.</li></ol>	<ol style="list-style-type: none"><li>1. <u>The Population Explosion</u> – class survey on country of birth.</li><li>2. <u>Settlement Patterns</u> – mapping home region.</li></ol>	<ol style="list-style-type: none"><li>1. <u>Global Climate</u> – Climate Change – questionnaire.</li><li>2. <u>Indigenous People</u> – the Brazilian Amerindians (enquiry based work) Assessment 1.</li></ol>
<b>Term 2</b>	<ol style="list-style-type: none"><li>3. <u>The Tsunami Hazard</u> – perception, emergency aid. Assessment 2.</li><li>4. <u>Our Nation – the United Kingdom</u> – citizenship.</li></ol>	<ol style="list-style-type: none"><li>3. <u>New Trends in Shopping</u> – the Internet Revolution. Assessment 1.</li></ol> <p><u>Transport Problems</u> – congestion and solution</p>	<ol style="list-style-type: none"><li>3. <u>The European Union</u> -</li><li>4. <u>About Italy</u> – “Planning a holiday” leaflet.</li></ol>
<b>Term 3</b>	<ol style="list-style-type: none"><li>5. <u>Our Home – Wales</u> : Croeso i Gymru. Cultural identity.</li><li>6. <u>Farming</u> – research.</li></ol>	<ol style="list-style-type: none"><li>4. <u>St Brigid’s Traffic Survey</u>- an investigation. Assessment 2.</li><li>5. <u>Weather</u> - model weather instrument *- data recording, poetry.</li></ol>	<ol style="list-style-type: none"><li>5. <u>Tourism</u> - Mallorca travel brochure *</li><li>6. <u>Rivers</u> – lead into GCSE.</li></ol>

Key Stage 3:

Subject: Music

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	Bridging Unit: Music Express Graphic Scores and/or Winter Production	Samba Music/Ensemble Skills Keyboard Skills and/or Winter Production	Blues Music Musical Devices and/or Winter Production
<b>Term 2</b>	Musical Elements Music Theory	Music and Mood Composition	Musical Structure Dance Music
<b>Term 3</b>	The Orchestra Music of Wales – (Vocal Project)	Chords/Love Song World Music – (Vocal Project)	Film Music Musical Theatre – (Vocal project)

Key Stage 3:

Subject: Science

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	Tissues and Transplants Acids and Alkalis Energy and Sustainable Living	Food Glorious Food Water Heat Transfers	Pollution Energy Elements, Mixtures and Compounds
<b>Term 2</b>	Sex and Science Bubbles, Bangs and Burning Forces and their effects	Materials and Recycling The Way of the Dodo Light	Health Using Forces Matter
<b>Term 3</b>	Ecology Matters What a Waste Electrical Circuits	Going for Gold All that Glitters Sound and Hearing	Variation Chemical Reactions Electricity and Magnetism

## Key Stage 3:

## Subject: History

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	<ul style="list-style-type: none"><li>• Introduction – What is History?</li><li>• What was life like in Britain and Wales before the Normans?</li><li>• Why was there a crisis in 1066?</li><li>• Why did William win the Battle of Hastings in 1066?</li><li>• How did the Normans attempt to gain control of England and Wales?</li></ul>	<ul style="list-style-type: none"><li>• What was Britain and Wales like in the 1500s?</li><li>• Were there important changes in people's private lives between 1500 and 1750?</li><li>• What was the Reformation and why did it occur?</li><li>• Why did Henry VIII dissolve the monasteries in Britain and Wales?</li></ul>	<ul style="list-style-type: none"><li>• How did Slavery help cause an Industrial Revolution in Britain?</li><li>• Why was there an Industrial Revolution in Britain between c. 1750 and 1900?</li><li>• How did Industrialisation impact on British society?</li></ul>
<b>Term 2</b>	<ul style="list-style-type: none"><li>• What was life like for ordinary people in the Middle Ages?</li><li>• The Clash of Church and Monarchy?</li><li>• What do we know about Robin Hood and Twm Sion Cati?</li></ul>	<ul style="list-style-type: none"><li>• How did the church change during Edward VI's reign?</li><li>• Did Mary 1 deserve her reputation as Bloody?</li><li>• Why was Elizabeth's reign seen as a 'Golden Era'?</li></ul>	<ul style="list-style-type: none"><li>• How did the government react to the industrialisation of Britain?</li><li>• How did Britain export its Industrial Revolution and Political ideas, and how did other countries react to this?</li><li>• What were the causes of the First World War?</li><li>• Why was the war such a bloody and drawn out conflict?</li></ul>
	<ul style="list-style-type: none"><li>• How bad was King John</li></ul>	<ul style="list-style-type: none"><li>• Who were the Puritans and</li></ul>	<ul style="list-style-type: none"><li>• How was war to be avoided in</li></ul>



# Term 3

- The Conquest of Wales
- The Black Death

what did they believe?

- Was the Gunpowder Plot genuine or a set up?
- Why was there civil war in Britain and Wales from 1642?
- Why did Charles 1 lose the Civil war?
- How fair was the execution of Charles 1?
- Oliver Cromwell – was he a hero or a villain?

the future?

- How was the Holocaust made possible in 20th Century Europe?

## Key Stage 3:

## Subject: FRENCH

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	<p>Bienvenue:</p> <ol style="list-style-type: none"><li>1. Comment tu t'appelles</li><li>2. Mes affaires</li><li>3. Comment ça s'écrit</li><li>4. Quel age as-tu</li><li>5. L'anniversaire</li><li>6. Les couleurs</li><li>7. La Francophonie</li><li>8. Special Noël</li></ol>	<p>Mes loisirs:</p> <ol style="list-style-type: none"><li>1. Les sports</li><li>2. Que fais-tu?</li><li>3. Jouer</li><li>4. Qu'est ce que tu aimes faire?</li><li>5. Le week end</li><li>6. Le temps et les activités</li><li>7. Special Noël</li></ol>	<p>Salut :</p> <ol style="list-style-type: none"><li>1. Je me présente</li><li>2. Le passé composé</li><li>3. Qu'est ce que tu as fait hier</li><li>4. Le week end dernier</li><li>5. La semaine dernière</li><li>6. Les vacances dernières</li><li>7. Special Noël</li></ol>
<b>Term 2</b>	<p>Toi et moi:</p> <ol style="list-style-type: none"><li>1. Où habites-tu?</li><li>2. La famille</li><li>3. Les animaux</li><li>4. Les yeux et les cheveux</li><li>5. Tu es comment?</li><li>6. Special Pâques</li></ol>	<p>Chez moi:</p> <ol style="list-style-type: none"><li>1. Nous habitons...</li><li>2. Les directions</li><li>3. Les types de maisons</li><li>4. Le plan de la maison</li><li>5. Chez moi</li><li>6. Dans ma chambre</li><li>7. Special Pâques</li></ol>	<p>Ma vie:</p> <ol style="list-style-type: none"><li>1. La routine quotidienne</li><li>2. Les verbes pronominaux</li><li>3. Qu'est ce qu'on pourrait faire ce soir?</li><li>4. Ce soir...</li><li>5. Ma famille et copains</li><li>6. Special Pâques</li></ol>
<b>Term 3</b>	<p>A college:</p> <ol style="list-style-type: none"><li>1. Les matières</li><li>2. L'heure</li><li>3. L'emploi du temps</li><li>4. Une journée au college</li><li>5. Les vêtements</li><li>6. Le defile de mode</li></ol>	<p>Les vacances:</p> <ol style="list-style-type: none"><li>1. Où vas-tu?</li><li>2. Qu'est ce que tu vas faire?</li><li>3. Aller en ville/tourisme</li><li>4. Acheter des souvenirs</li><li>5. Au quick</li><li>6. Le film</li></ol>	<p>Divers :</p> <ol style="list-style-type: none"><li>1. J'ai mal docteur !</li><li>2. A table</li><li>3. Le petit déjeuner</li><li>4. La nourriture et les magasins de bouffe</li><li>5. L'invitation</li><li>6. A Paris !</li></ol>

Key Stage 3:

Subject: ICT

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	Introduction to ICT - About Me presentation task.  Databases - making a Christmas shopping database.	Presenting Information - Reliability, Validation and Bias - presentation on a contentious issue whilst considering sources of information.	Safe Social Networking. Producing a podcast about how to use social media safely.
<b>Term 2</b>	Presenting Information - Producing a Newspaper - a collaborative task with links to Year 7 English.	Spreadsheet modelling - analysing the class sports performance using spreadsheets.	Digital photography. How to plan, capture and edit a portfolio of digital images.
<b>Term 3</b>	Spreadsheet Modelling - creating an Edwardian castle in Google Sketchup using a spreadsheet price list.	Handling Information - using databases to explore genetic inheritance.	Digital Video. Pupils plan, shoot and edit a short video. This takes place on collaboration with Drama and English.

Key Stage 3:

Subject: PHYSICAL EDUCATION

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	<b>Invasion games:</b> Understanding the principles of attacking and defending in all invasion games including rugby, netball, football and hockey.  <b>Creative:</b> Gymnastics  <b>Health, fitness and well-being:</b> Circuit training/ healthy eating target books	<b>Competitive activities:</b> Netball – girls Football – boys Hockey – girls Rugby – Boys  <b>Creative:</b> Gymnastics  <b>Health Fitness and Well-being:</b> Fitness training, circuit training	<b>Competitive Activities:</b> Netball  <b>Creative:</b> Dance 1960's genre
<b>Term 2</b>	<b>Competitive Activities:</b> Hockey – Girls Rugby / Football – Boys  <b>Adventurous Activities:</b> Problem Solving activities Orienteering Bouldering	<b>Competitive Activities</b> Rugby – Boys Tag Rugby – Girls  <b>Adventurous Activities:</b> Problem Solving activities Orienteering Bouldering	<b>Competitive:</b> Hockey  <b>Health, Fitness &amp; well-being:</b> Core circuit training and fitness testing – flexibility/stamina/speed
<b>Term 3</b>	<b>Competitive:</b> Athletics Striking and fielding games: Tennis and Rounders	<b>Competitive:</b> Athletics Tennis Cricket	<b>Competitive:</b> Athletics Tennis Rounders

## Key Stage 3:

## Subject: English

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	<p>Pupils will be completing work on their Transition Project initially, which will be used for a display.</p> <p>Poetry booklet – reading and writing poetry from the <i>St. Brigid's Anthology</i>, which covers a range of styles and themes.</p> <p>Short stories and travel writing – pupils will write their own versions, having read and discussed a range of examples.</p> <p>Autobiography project.</p>	<p>War theme: class reader–<i>Private Peaceful</i>.</p> <p>WW1 poetry – developing analytical skills.</p> <p>Class reader: <i>The Boy in Striped Pyjamas</i>, accompanied by film adaptation</p> <p>Advertising focus: study of moving and still image.</p>	<p>Fiction based unit: e.g. <i>Lord of the Flies</i></p> <p>20<sup>th</sup> Century poetry e.g. Ted Hughes</p> <p><i>Northanger Abbey/ Jane Eyre/ Great Expectations</i></p> <p>Pre- 1914 poetry: e.g. Emily Dickinson</p> <p>Non-narrative unit: non- fiction analysis and writing – speeches, letters, reports, advertisements etc.</p>
<b>Term 2</b>	<p>Storytelling focus – <i>Creation Myths, Greek Myths, Welsh legends and Beowulf</i>.</p> <p>Poetry from other cultures and traditions.</p> <p>Instructions</p> <p>Individual presentation on a topic of interest.</p> <p>Novel: <i>Underground to Canada</i></p> <p>Newspaper and screenplay writing.</p>	<p>School theme: reading range of extracts from <i>Jane Eyre</i> and <i>Tom Brown's Schooldays</i> to <i>Cider With Rosie</i>.</p> <p>Poetry on school theme.</p> <p>Argument and discussion – teenage issues.</p> <p>Drama: <i>Our Day Out</i></p> <p>Persuasive writing – analysis and own work.</p>	<p><u>Introduction to GCSE:</u></p> <p>Narrative writing – GCSE style tasks</p> <p>ESB preparation – leading to formal examination in summer, which may be used as GCSE Speaking and Listening assessment piece.</p>
<b>Term 3</b>	<p>Contemporary novel: e.g. <i>Skellig</i></p> <p>Pre-1914 poetry: e.g. William Blake selection.</p> <p>Shakespeare: <i>The Tempest</i> project and associated drama and design work.</p> <p>Research skills: biographical/historical contexts.</p>	<p>Persuasion: speech writing and delivery</p> <p>Stories about imagined worlds – extracts and film adaptations; hero's journey format.</p> <p>Shakespeare: <i>A Midsummer Night's Dream</i> project – drama, design and research work.</p>	<p>ESB preparation continued</p> <p>Descriptive writing – GCSE style tasks</p> <p>Shakespeare play – GCSE preparation.</p>

'Students should see their English teacher in respect of possible changes to the course content and/or structure.'

Key Stage 3:      Subject: Religious Education

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	<p>An Introduction to World Religions; Worship – Holy Communion; Festivals – Advent and Christmas</p>	<p>Identity and Belonging: Rites of Passage.  Creation and the Environment</p>	<p>The Five Pillars of Islam;  Pilgrimage - Hajj</p>
<b>Term 2</b>	<p>Special Places: The Church and the Synagogue.  Lent and Easter.</p>	<p>Judaism – Beliefs and Practices</p>	<p>The Work of Charities  Good and Evil  Prejudice and Discrimination</p>
<b>Term 3</b>	<p>Sacred Writings – The Bible</p>	<p>Festivals – Pentecost  Prayer  Faith in Action</p>	<p>GCSE; Topic 1: Relationships</p>

Key Stage 3:

Subject: Dance

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	<p>In this unit pupils focus on popular dance styles of different eras. They explore a range of dances, using step and gesture patterns, body shape, contact work and contrast in dynamic and rhythmic patterning.</p> <p>In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their feelings. As they work, they develop an awareness of the historical and cultural origins of different dance.</p>	<p>In this unit pupils explore the different types of dance and focus specifically on developing their knowledge and understanding of composition. They develop their understanding of communicating the choreographic intention as performers and choreographers.</p> <p>School Days – expressive arts</p>	<p>In this unit, pupils develop their knowledge of dance styles and forms, focusing on a range of themes that give rise to different types of dance, e.g. abstract, comic, dramatic and narrative.</p> <p>Strictly Ballroom – strictly competitive.</p> <p>Salsa, Cha cha cha and Jive</p>
<b>Term 2</b>	<p>1970s Dance - Disco Dance</p> <p>Saturday Night Fever</p> <p>Pupils perform at the Urdd competition with Disco Dancing.</p>	<p>Headlines</p> <p>Using newspaper headlines of the recent events.</p> <p>Creative Dance.</p>	<p>Chaos and Conflict</p> <p>West Side Storey</p> <p>Street Jazz, Hip Hop.</p>
<b>Term 3</b>	<p>1950s Dance – Rock n roll</p> <p>Fun Day Performance</p>	<p>World of work – Cultures and eras</p> <p>Creative &amp; Clog Dancing – Wales</p> <p>Llangollen, International Eisteddfod Dance Trip.</p>	<p>Social Events, Political issues, Chaos.</p> <p>Creative Dance</p> <p>Fun Day performance</p>

## Key Stage 3:

## Subject: Drama

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>	<p>In the first term students will be introduced to some basic drama concepts; Freeze, Still Image, Focus etc...</p> <p>They will also explore characterisation through an improvised structured drama based on <i>evacuees</i></p>	<p>In the Winter term of this year students explore Physical Theatre and look at the performer as a non-human. With the actor at the heart of the theatrical experience students use expression and communication of body language, focussing on gesture and space to create performances that tell the dramatic story in a physical way.</p>	<p>In the first term students will complete a Theatre Staging and Set Design unit, where they explore the artistic and practical demands of set design and apply ideas of atmosphere, symbolism and entertainment with their own design ideas.</p>
<b>Term 2</b>	<p>In the second term students will complete a Story Teller unit. They will explore the art and history of telling stories. And look at the story circle as a performance space. They will use this format to present their own supernatural or ghost story</p>	<p>In the Spring Term students looked at Greek Theatre, Melodrama and Pantomime as a springboard to creating their own 'larger than life' performances.</p>	<p>In the Spring Term students will explore how filmic language applies to the dramatic form exploring units of action, shot story board, visual imagery, mis en scene, practical filming requirements, scenic development, framing, camera skills, shot style and techniques, 180 degree rule and continuity, all important for the creation of film and television.</p>
<b>Term 3</b>	<p>In the Summer Term students learn to work with a script, culminating in a short performance. They will explore the poem 'Overheard On a Saltmarsh' and a selection of scenes from 'A Midsummer Night's Dream' to create an open air performance.</p>	<p>In the Summer term students complete a Mask unit and look at the rules and techniques of wearing masks on stage. They will explore 'Trestle theatre Company' and Commedia D'elle Arte to develop skills in mime, how to frame the mask, facing front and bringing the mask to life.</p>	<p>In the Summer Term students will complete a 'Devising' unit. Students will explore the skills and techniques involved in devising their own drama and put apply this practically in their own dramatic creation.</p>