

Drama Curriculum Overview

Curriculum Intent

- Develop resilience through group work, taking risks and developing an understanding of their own personal values and abilities.
- Understand a variety of theatre and its forms.
- Reflect on their own work and that of others and become astute in analysing theatre and its dramatic forms.
- Develop an understanding for society and the issues arising in a modern society through a safe and focused drama led exploration.
- Gain confidence and build self-esteem enabling them to present themselves in a positive manner in any situation.
- Develop an appreciation for Drama and its place in society and the curriculum.
- Be inquisitive and engaged in theatrical developments through time.

At Year 7 and 8 Drama is a compulsory subject with a clear focus on developing their presentation, storytelling, comprehension, personal confidence and expressive skills. At GCSE and A-Level their learning becomes far more specialised and covers stagecraft, production, naturalistic and non-naturalistic performance styles.

Alongside our co-curricular school productions, theatre trips and drama clubs, we believe our programme enriches our students by giving them the opportunity to explore their own creativity, challenging them to become independent thinkers and promoting a greater understanding and appreciation of the arts.

Year 7 Drama Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition: Baselineto assess prior learning					
Introduction to Drama – key terms and rehearsal techniques <ul style="list-style-type: none"> • To explore drama through a variety of stimuli. • To develop understanding of rehearsal techniques and the basics on drama. • To evaluate the process of creating drama and rehearsing. 	The Ship- Devising <ul style="list-style-type: none"> • Explore storytelling through the use of drama. • Apply a variety of drama strategies within a performance. • Consider technical theatre in creating a performance. • Develop skills in creativity and the development of a performance. • Reflect upon the creation of character. 	Theatre review- Shrek the Musical <ul style="list-style-type: none"> • To understand the creation of theatre • To evaluate and analyse a performance. • Introduction to theatre performance and performance forms • Links to GCSE written examination 	Ernie's Incredible illucinations- play <ul style="list-style-type: none"> • To explore the use of narration and other drama strategies <p>To stage the play with a consideration for the style.</p>	Shakespeare introduction: playwright /genre <p>Plays explored: Macbeth, Twelfth Night, Midsummer Night's dream, The Tempest.</p> <ul style="list-style-type: none"> • Explore the life and works of Shakespeare. • To understand the language and performance style of Shakespearean theatre. • To reflect upon the relevance of Shakespeare's plays in today's society 	
	Deeper learning <ul style="list-style-type: none"> • Theatre visit 				

Year 8 Drama Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Transition: Baseline assess prior learning</u></p> <p><u>Explorative strategies and rehearsal techniques-</u></p> <ul style="list-style-type: none"> To explore the use of explorative strategies with a workshop. To use rehearsal techniques to develop a piece of theatre. 	<p><u>Identity- Devising</u></p> <ul style="list-style-type: none"> Explore a variety of stimuli through group work, explorative strategies and rehearsal techniques. Explore social issues through drama exploration. 	<p><u>Theatre review- The Railway Children</u></p> <ul style="list-style-type: none"> To understand the creation of theatre To evaluate and analyse a performance. To evaluate and analyse the use of staging and set in relation to the play Evaluate the dramatic forms Impact on the audience 	<p><u>Naturalism- theatre style and practitioner</u></p> <ul style="list-style-type: none"> Explore Stanislavski's style and techniques Apply techniques to a script. 	<p><u>ASBO- play</u></p> <ul style="list-style-type: none"> To understand social issues through performance To stage and explore the themes and issues within the play. Impact on the audience. Role of a director in a performance 	<p><u>Horror: Genre</u></p> <ul style="list-style-type: none"> To understand the style and genre of horror. To use the techniques of horror within a performance. To develop understanding of the role of a designer and the impact on a performance To devise a horror performance using the conventions of the genre.
<p>Deeper Learning</p>	<p>Deeper Learning</p> <ul style="list-style-type: none"> Research on own identity / heritage 	<p>Deeper Learning</p>	<p>Deeper Learning</p> <ul style="list-style-type: none"> Memorizing lines 	<p>Deeper Learning</p> <ul style="list-style-type: none"> Research local area Anti-social behaviour 	<p>Deeper Learning</p>

Year 9 Drama Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition: check prior learning and refresh					
Introduction to GCSE- Course requirements	Let Him Have it- Devising <ul style="list-style-type: none"> ● Exploring through stimuli ● Using rehearsal techniques to develop a piece of drama. ● To develop an understanding of the historical influences on a piece of theatre. ● To make critical judgements on factors in society. 	Theatre review <ul style="list-style-type: none"> ● Evaluating a performance using all performance techniques ● Analysis of director's decisions and impact. ● Understand the impact of the audience of a performance. 	Too Much Punch for Judy-TIE <ul style="list-style-type: none"> ● Study of a full play ● Explore the role of the director and the vision ● Understanding the influence of a variety of theatre. ● Devising own TIE on the issue of drink driving. 	Monologue unit. <ul style="list-style-type: none"> ● Explore performing a monologue. ● Explore the use of voice, body language and creating a character. ● Evaluating own performance and justify creative decisions. 	Blood Brothers-Drama <ul style="list-style-type: none"> ● Exploring a text ● Understanding the societal influence of a play ● Performing from a text
Deeper Learning Developing key skills: <ul style="list-style-type: none"> ● Team building ● Performance skills ● Devising skills ● Written response 	Deeper learning <ul style="list-style-type: none"> ● Right and wrong opinion project 			Deeper learning <ul style="list-style-type: none"> ● Characterisation and monologue project 	

Year 10 Drama Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Prep for component one:</p> <p>Devising (40% of grade)</p> <p>Creation from stimulus and process diary. c/w:</p> <p>1500-2000-word written document</p>		<p><u>Duologue</u></p> <ul style="list-style-type: none"> • Explore performing a duologue. • Explore the use of voice, body language and creating a character. • Make creative decisions based on the knowledge and research of character. 	<p><u>Theatre review</u></p> <ul style="list-style-type: none"> • Evaluating a performance using all performance techniques • Analysis of directors' decisions and impact. • Understand the impact of the audience of a performance. • Introduction of practitioner design influence. • Understanding of staging and set 	<p><u>Study of set play: DNA</u></p> <ul style="list-style-type: none"> • Study of a play's themes and issues • Study of writer's intentions and influences • Exploration of personal vision for performance • Exploration of designer, director and actors' roles • Critical evaluation of the performance's forms. 	

Year 11 Drama Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Component 2: performance of a text</u></p> <ul style="list-style-type: none"> • Explore and stage the play • Reflect on use of characterisation and development • Explore the use of performance skills within the play • Analyse the intent for performance for each character. 		<p><u>Recap of set text:</u></p> <ul style="list-style-type: none"> • Study of a play's themes and issues • Study of writers' intentions and influences • Exploration of personal vision for performance • Exploration of designer, director and actors' roles • Critical evaluation of the performance's forms. 	<p><u>Recap of Theatre review:</u></p> <ul style="list-style-type: none"> • Evaluating a performance using all performance techniques • Analysis of directors' decisions and impact. • Understand the impact of the audience of a performance. • Introduction of practitioner design influence. • Understanding of staging and set 	<p>Exam Preparation</p>	

Key Stage 5 Art Curriculum Overview

Year 12 Drama Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition: Prior knowledge and development on KS4 skills</p> <p>Baseline assessment:</p> <p>Key skills: Team work Research Critical thinking Evaluation Creativity and development of theme/issue.</p>	<p>Practitioner exploration:</p> <ul style="list-style-type: none"> • Exploration of the key practitioners in theatre and the influence of their work of theatre of today. • Using key techniques of practitioner 	<p>Devising unit: Stimulus given and students begin to create a performance for examination.</p>		<p>Explore set text: Explore Woyzeck and That Face in preparation for written examination in year 13</p>	

Year 13 Drama Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Component 1</p> <p>Mop up</p>	<p>Component 3</p> <p>Practical exploration of 'That Face'/woyzeck</p>	<p>Component 2</p> <p>Scripted text/monologues</p>	<p>Component 2</p> <p>Monologues/scripted text</p>	<p>Component 3</p> <p>Exam technique</p>	<p>Component 3</p> <p>Revision</p>