

Curriculum Overview – DRAMA					
	Year 7	Year 8	Year 9	Year 10	Year 11
TERM ONE	<p><u>GETTING TO KNOW YOU</u> Students will develop their understanding of the key principles of collaborative working in Drama.</p> <p>They will also begin to develop an understanding of key drama terminology, mediums and elements to enable them to approach practical drama tasks, knowledge and awareness of success criteria.</p> <p>Students will specifically experiment with the Explorative Strategies Still Image and Role Play.</p> <p>Students will use the Drama Mediums of Physical Theatre and Proxemics.</p> <p>Students will use Drama Elements of vocal skills and physical skills.</p>	<p><u>SWEENEY TODD/ MOBSTERS & GALS</u> Students will study elements of the musical theatre production of Sweeney Todd exploring the genre, character, plot and themes. They will use their knowledge of the play to initiate devised performance work.</p> <p>Students will specifically experiment with the Explorative Strategies Marking the Moment and Role Play.</p> <p>Students will use the Drama Mediums of Sound & Music and Proxemics.</p> <p>Students will use Drama Elements of vocal skills and physical skills.</p>	<p><u>DNA</u> Students will study the text DNA by Dennis Kelly – Thorough the scheme students will analyse Themes, Historical context and characters including Character motivation, Physical & vocal performance.</p> <p>The aim of the scheme will be eventually to bring ‘page to stage’ encompassing all the skills & knowledge introduced.</p> <p>Students will specifically experiment with the Explorative Strategies Narration, Marking the Moment, Still Image and Thought Tracking.</p> <p>Students will use the Drama Mediums of</p>	<p><u>MONOLOGUE ASSESSMENT</u> Students undertake an individual MONOLOGUE performance assessment with a short rehearsal period and final performance. This MONOLOGUE performance will be used as a GCSE baseline assessment and will inform additional teacher planning, text choices for component 2 and establish confidence and ability levels of students at the start of their KS4 journey.</p> <p>The assessment will mirror Component 2 and will use Component 2 marking criteria.</p>	<p><u>COMPONENT THREE – THE IT – PAGE TO STAGE</u> Students must consider how the text is constructed and how performances create meaning through:</p> <ul style="list-style-type: none"> • the characteristics of the performance text, including <ul style="list-style-type: none"> - genre - structure - character (including interpretation and function within an extract) - form and style - language/dialogue - stage directions • the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created

			<p>Proxemics, Lighting & Special FX, Sound & Music and Set & Props.</p> <p>Students will use Drama Elements of Plot & Themes and Contrasts, Vocal Skills & Physical Skills and Genre/Style.</p>	<p>Students will be assessed on acting skills. Students will participate in a performance of a monologue from a text of their choice. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions. Learners are assessed on the final performance alone and must demonstrate their ability to:</p> <ul style="list-style-type: none"> • Apply performing skills to realise artistic intentions in live performance • Interpret their chosen text • Contribute as an individual to the live performance 	<ul style="list-style-type: none"> • how meaning is interpreted and communicated through <ul style="list-style-type: none"> o performance conventions <ul style="list-style-type: none"> - use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene - relationships between performer and audience - the design of lighting, sound, set (including props) and costume, hair and make-up - the actor's vocal and physical interpretation of character.
TERM TWO	<u>PANTOMIME</u>	<u>SILENT MOVIES</u>	<u>DNA</u>	<u>THEATRE IN EDUCATION</u>	<u>COMPONENT TWO</u>

	<p>Students will develop knowledge and understanding of the genre of Pantomime and be able to recognise and understand the key principles and ingredients of a successful Pantomime performance.</p> <p>They will continue to develop their ability to work successfully as collaborative group workers, honing their skills as both performers and directors through a variety of practical tasks.</p> <p>They will also continue to develop understanding of key drama terminology, mediums and elements to enable them to approach practical drama tasks, knowledge and awareness of success criteria.</p> <p>Students will specifically experiment with the Explorative Strategies Narration and expanding knowledge of Role Play.</p>	<p>Students will be introduced to the historical context of the genre of Silent movies. They will use the highly physicalised style of iconic actors such as Charlie Chaplin to inspire their own performance work which will culminate in silent movie inspired small group performances devised by the students.</p> <p>Students will specifically experiment with the Explorative Strategies Still Image and Role Play.</p> <p>Students will use the Drama Mediums of Sound & Music and Physical Theatre.</p> <p>Students will use Drama Elements of performance techniques and physical skills.</p>	<p>Students will study the text DNA by Dennis Kelly – Thorough the scheme students will analyse Themes, Historical context and characters including Character motivation, Physical & vocal performance.</p> <p>The aim of the scheme will be eventually to bring ‘page to stage’ encompassing all the skills & knowledge introduced.</p> <p>They will also begin to develop understanding of key drama terminology, mediums and elements to enable them to approach practical drama tasks, knowledge and awareness of success criteria.</p> <p>Students will specifically</p>	<p>To undertake a whole class Theatre in Education project to be performed in front of a live audience. This project will involve all group members. The project will be half teacher directed and half devised by students involved. Students will take on roles as performers, directors, lighting and costume designers, stage/set designers, facilitators and educators. Students will work collaboratively and creatively as an ensemble cast, regularly reflecting upon work produced through teacher IAC feedback alongside peer assessment and feedback. They will continue to develop their ability to</p>	<p>Students will begin component 2: ‘Performing from a Text’ This is a non-exam assessment and is externally assessed by a visiting examiner</p> <p>It is worth 60 marks and makes up 20% of the GCSE qualification</p> <p>Learners are required to participate in a performance from a text.</p> <p>Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions</p> <p>Learners work in groups of between two and four actors.</p>
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	<p>Students will use the Drama Mediums of Set & Props and Costume, Hair and Make Up.</p> <p>Students will use the Drama Elements of Genre and SCHP Context.</p>		<p>experiment with the Explorative Strategies Narration, Marking the Moment, Still Image and Thought Tracking.</p> <p>Students will use the Drama Mediums of Proxemics, Lighting & Special FX, Sound & Music and Set & Props.</p> <p>Students will use Drama Elements of Plot & Themes and Contrasts, Vocal Skills & Physical Skills and Genre/Style.</p>	<p>effectively use physical and vocal skills whilst growing understanding of the the key elements and umbrella principles of the Theatre in Education style.</p>	<p>Each performance may have up to two designers, each offering a different design skill. Designers must contribute fully to the creation of the piece of theatre.</p> <p>The rehearsal process will be teacher supported with regular IACT feedback given to groups and individuals</p>
TERM THREE	<p><u>SIMON'S STORY – BULLY</u></p> <p>Students will develop knowledge and understanding of what is meant by the term bullying, exploring the potential consequences of such behaviour, both as a bully and as a victim.</p> <p>They will continue to develop their ability to work successfully as collaborative group</p>	<p><u>OUR DAY OUT</u></p> <p>Students will be introduced to the text 'Our Day Out' by playwright Willy Russell. They will develop knowledge of the social and historical context of the play before exploring on and off text scenes through performance and characterisation.</p>	<p><u>GODBER</u></p> <p>Using John Godber's plays and characters including SHAKERS, BOUNCERS & TEECHERS students will be introduced to exaggerated performance skills and characterisation through script work</p>	<p><u>PRACTITIONER WORKSHOPS</u></p> <p>Students will undertake a series of teacher led workshops which explore key aspects of influential theatre practitioners who have impacted theatre history. These include</p>	<p><u>COMPONENT THREE</u></p> <p>Students are required to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through</p>

	<p>workers, honing their skills as both performers and directors through a variety of practical tasks.</p> <p>Students will specifically experiment with the Explorative Strategies Still Image and Thought Tracking.</p> <p>Students will use the Drama Mediums of Sound & Music and Stage Type.</p> <p>Students will use the Drama Elements of Characterisation and Plot/Themes.</p>	<p>Students will specifically experiment with the Explorative Strategies Cross Cutting and Hot Seating.</p> <p>Students will use the Drama Mediums of Stage Type and Set & Props.</p> <p>Students will use Drama Elements of Characterisation and SCHP Context.</p>	<p>and 'off text' improvisation skills.</p> <p>Students will specifically experiment with the Explorative Strategies Narration and Cross Cutting and Hot Seating.</p> <p>Students will use the Drama Mediums of Costume, Hair & Make Up and Physical Theatre.</p> <p>Students will use Drama Elements of Characterisation and Style/Practitioner.</p>	<p>Berkoff, Frantic Assembly, Brecht, Artaud and Lecoq.</p> <p>The workshops will introduce the key principles of each practitioner alongside their social, cultural, historical, political context.</p> <p>These workshops will later inform and inspire students on devised work in GCSE Component 1.</p>	<p>responding to live theatre.</p> <p>Students must consider how the text is constructed and how performances create meaning through:</p> <ul style="list-style-type: none"> • the characteristics of the performance text, including <ul style="list-style-type: none"> - genre - structure - character (including interpretation and function within an extract) - form and style - language/dialogue - stage directions • the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created • how meaning is interpreted and
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					<p>communicated through</p> <ul style="list-style-type: none"> o performance conventions - use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene - relationships between performer and audience - the design of lighting, sound, set (including props) and costume, hair and make-up - the actor's vocal and physical interpretation of character.
TERM FOUR	<p><u>DARKWOOD MANOR</u></p> <p>Students will develop a knowledge and understanding of the genre of 'Horror/Ghost Stories' whilst exploring the</p>	<p><u>GEORG'S SUITCASE</u></p> <p>Students will develop a knowledge and understanding of what life may have been like for WW2 refugee</p>	<p><u>THEME BASED DRAMA</u></p> <p>Using relevant and time specific content and topics students will devise a Drama</p>	<p><u>COMPONENT ONE</u></p> <p>Students will be assessed on either acting or design. Students participate</p>	<p><u>COMPONENT THREE</u></p> <p>As Above</p>

	<p>principles of creating suspense and audience interest when producing this style of performance.</p> <p>They will continue to develop their ability to work as a large group, honing their skills as performers through a variety of practical tasks.</p> <p>Students will specifically experiment with Explorative Strategies Narration and Hot Seating.</p> <p>Students will use the Drama Mediums of Sound & Music and Lighting and Special FX.</p> <p>Students will use the Drama Elements of Genre and Contrasts.</p>	<p>children, using fictional stories linked with the era, as well as getting them thinking about current world issues.</p> <p>Students will specifically experiment with the Explorative Strategies Thought Tracking and Hot Seating.</p> <p>Students will use the Drama Mediums of Set & Props and Masks & Puppetry.</p> <p>Students will use Drama Elements of SCHP Context and Contrasts.</p>	<p>piece using 'Reportage' style drama including Verbatim theatre to explore a host of issues and Historical/cultural content.</p> <p>Students will specifically experiment with the Explorative Strategies Still Image and Hot Seating.</p> <p>Students will use the Drama Mediums of Sound & Music and Physical Theatre.</p> <p>Students will use Drama Elements of SCHP Context and Performance Techniques.</p>	<p>in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set the exam board.</p>	
TERM FIVE	<p><u>JABBERWOCKY</u></p> <p>Students will explore the nonsensical poem 'Jabberwocky' by Lewis Carroll, engaging the High 5 reading strategy to dissect</p>	<p><u>BLOOD BROTHERS</u></p> <p>Students will revisit the playwright Willy Russell through the text 'Blood Brothers'. They will develop</p>	<p><u>COOKIES</u></p> <p>Introducing the genre 'Theatre in education' Cookie's explore themes such as 'Sexting'</p>	<p><u>COMPONENT ONE EVALUATION</u></p> <p>As Above</p>	<p><u>COMPONENT THREE</u></p> <p>As Above</p>

	<p>and interpret the text. They will use the text as the stimulus for devised performance work that consolidates their knowledge of performance skills whilst exploring new strategies.</p> <p>Students will specifically experiment with the Explorative Strategies Marking the Moment and Cross Cutting.</p> <p>Students will use the Drama Mediums of Set & Props and Costume, Hair and Make Up.</p> <p>Students will use the Drama Elements of Genre and SCHP Context.</p>	<p>further knowledge of the musical theatre style, explore character, social historical context, and plot. They will devise their own off text scenes and use preexisting scenes from the text. Honing their performance skills.</p> <p>Students will specifically experiment with the Explorative Strategies Still Image, Cross Cutting, Narration and Marking the Moment.</p> <p>Students will use the Drama Mediums of Lighting & Special FX, Stage Types, Costume Hair & Make Up and Proxemics.</p> <p>Students will use Drama Elements of Characterisation, Plot & Themes, Vocal Skills, Genre & Style</p>	<p>‘Radicalisation’ and Knife crime. Students have the opportunity to watch the award-winning Unicorn Theatre and then explore the text and issues presented by the play.</p> <p>Students will specifically experiment with the Explorative Strategies Role Play and Thought Tracking.</p> <p>Students will use the Drama Mediums of Proxemics and Lighting & Special FX.</p> <p>Students will use Drama Elements of Performance Techniques and Plot/Themes.</p>	<p>During the Unit students undertake the evaluation phase.</p> <ul style="list-style-type: none"> • Evaluating: analyse and evaluate their own work (AO4, 15 marks). This is assessed through a written evaluation completed under supervised conditions. 	
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		and Performance Techniques.			
TERM SIX	<p><u>HARRY POTTER</u></p> <p>Students will use the Harry Potter world as a stimulus to explore dramatic strategies, mediums and elements to create and perform a piece of Drama, bringing together their learning throughout the year.</p> <p>Students will specifically experiment with the Explorative Strategies Thought Tracking and Marking the Moment.</p> <p>Students will use the Drama Mediums of Lighting and Special FX and Set & Props.</p> <p>Students will use the Drama Elements of Physical Skills and Vocal Skills.</p>	<p><u>BLOOD BROTHERS</u></p> <p>As Above</p>	<p><u>TASKMASTER</u></p> <p>Students will work in teams to undertake a variety of interactive, creative tasks which n encourage teamwork, cooperation and independent thinking skills to help to prepare them for the collaborative working style required at drama GCSE</p> <p>Students will specifically experiment with the Explorative Strategy Role Play.</p> <p>Students will use the Drama Mediums of Lighting and Special FX and Masks and Puppetry.</p> <p>Students will use the Drama Elements of Physical Skills and Vocal Skills.</p>	<p><u>COMPONENT THREE</u></p> <p><u>– THE IT –</u></p> <p><u>PAGE TO STAGE</u></p> <p>Students must consider how the text is constructed and how performances create meaning through:</p> <ul style="list-style-type: none"> • the characteristics of the performance text, including <ul style="list-style-type: none"> - genre - structure - character (including interpretation and function within an extract) - form and style - language/dialogue - stage directions • the social, historical and cultural context including the theatrical conventions of the period in which the 	<u>N/A</u>

				<p>performance text was created</p> <ul style="list-style-type: none"> • how meaning is interpreted and communicated through <ul style="list-style-type: none"> o performance conventions <ul style="list-style-type: none"> - use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene - relationships between performer and audience - the design of lighting, sound, set (including props) and costume, hair and make-up - the actor's vocal and physical interpretation of character. 	
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