



<p><u>Year 7 Overall Curriculum Goal & Intent</u></p> <p>Students will cover a range of topics and skills in Year 7; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play. Students develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this.</p>		<p><u>Key prior knowledge and skills</u></p> <p>Very little in terms of practical work done at primary school, unless drama has been incorporated into other lessons, or the student has been involved in extra-curricular drama.</p>	
	<p>Terms 1 & 2</p>	<p>Terms 3 & 4</p>	<p>Terms 5 & 6</p>
<p>Topic Focus</p>	<p>Introduction to Drama, covering basic skills, leading to performances on the theme of bullying.</p>	<p>Production of performances inspired by storytelling – ‘Jacqueline Hyde’ by Robert Swindells.</p>	<p>Scripted work – performance of a whole play, by small groups taking different sections of the play.</p>
<p>Summary of key knowledge & skills</p> <p>What do you want students to know and learn?</p> <p>What are the opportunities for repetition and over-learning?</p>	<p>Appreciation of different style/genres of theatre.</p> <p>Key skills are embedded by incorporating them into different performances.</p> <p>Key skills are utilised, whatever the mechanism, for emphasis in line with the performance.</p> <p>Theatre-in-education – links with audience getting a message from performance.</p>	<p>Physical theatre – how to create setting/props using a student’s physicality.</p> <p>How to create abstract drama - nightmares.</p> <p>How to bring characters to life – page to stage.</p> <p>Using all elements of key performance skills to create devised performances.</p> <p>Using imagination to translate a story into a performance. Off-script work allows students to think outside the box.</p>	<p>Script work – choice of play to be performed. Gives students the opportunity to learn lines; this will also help in other subjects.</p> <p>Page to stage – using stage directions, playwright’s intent.</p>
<p>Main common assessments</p>	<p>Non-recorded baseline assessment and written evaluation.</p>	<p>Recorded assessment and written evaluation of devised performance – recordings uploaded to Drama shared area to enable students to self-evaluate effectively and in detail.</p>	<p>Recorded assessment and written evaluation of scripted performance – recordings uploaded to Drama shared area to enable students to self-evaluate effectively and in detail.</p>



<u>Year 7 Overall Curriculum Goal & Intent</u>		<u>Key prior knowledge and skills</u>	
<p>Students will cover a range of topics and skills in Year 7; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play. Students develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this.</p>		<p>Very little in terms of practical work done at primary school, unless drama has been incorporated into other lessons, or the student has been involved in extra-curricular drama.</p>	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Extended writing tasks (at least two per long term)	Written self-evaluation (plus green pen feedback). Script-writing.	Written self-evaluation (plus green pen feedback).	Written self-evaluation (plus green pen feedback).
Examples of opportunities for challenge	Detailed written self-evaluation and areas for improvement in practical work. Creating real and convincing characters.	Detailed written self-evaluation and areas for improvement in practical work. Creating real and convincing characters.	Detailed written self-evaluation and areas for improvement in practical work. Creating real and convincing characters.
Links to numeracy, literacy and other subjects	Extended writing and green pen feedback. PSHE topics - bullying.	Extended writing and green pen feedback. Memory skills. PSHE topics – mental health issues.	Extended writing and green pen feedback. Memory skills. PSHE topics – knife crime and gangs.
Enrichment, clubs, trips and other extra-curricular activities	Year 7 Drama Club – rotation basis. Performance for Year 6 Parents’ Open Evening.	Year 7 Drama Club – rotation basis.	Year 7 Drama Club – rotation basis. Possible theatre trip for all students?



Year 7 Overall Curriculum Goal & Intent

Students will cover a range of topics and skills in Year 7; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play. Students develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this.

Key prior knowledge and skills

Very little in terms of practical work done at primary school, unless drama has been incorporated into other lessons, or the student has been involved in extra-curricular drama.

Terms 1 & 2

Opportunities for links to careers

Acting/theatre studies/musical theatre.
Skills relevant to any job – interviews, presentations, team-building, building confidence, action and reaction.

Terms 3 & 4

Opportunities for links to SMSC, PSHE, ethos and values

Topics covered link to values and ethos, as well as PSHE topics covered. Teamwork and supporting of others are vital in Drama, as well as an appreciation of others. Respect and support is embedded throughout KS3 and KS4.

Terms 5 & 6

How can parents support learning?

Take them to the theatre to see plays, not just musicals and pantomime.
Reading scripts as well as narrative stories.

Other comments



<p><u>Year 8 Overall Curriculum Goal & Intent</u></p> <p>Students will cover a range of topics and skills in Year 8; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students further experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play, and creating a whole short film. Students continue to develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this.</p>		<p><u>Key prior knowledge and skills</u></p> <p>Year 7 skills – these have been embedded throughout Year 7. Books detail technical terminology that has been learnt, as well as self-evaluation in Year 7. This terminology will be used throughout the year, and key words will be added as the year progresses.</p>	
	<p>Terms 1 & 2</p>	<p>Terms 3 & 4</p>	<p>Terms 5 & 6</p>
<p>Topic Focus</p>	<p>Re-cap of basic skills, leading to performances showing status. Pantomime leading to performances.</p>	<p>Scripted work – performance of a whole play, by small groups taking different sections of the play.</p>	<p>Movie script-writing task – final performance of short film.</p>
<p>Summary of key knowledge & skills</p> <p>What do you want students to know and learn?</p> <p>What are the opportunities for repetition and over-learning?</p>	<p>Appreciation of pantomime – creating characters that are stereotypical of the genre. Key skills are embedded by incorporating them into different performances. Key skills are utilised, whatever the mechanism, for emphasis in line with the performance of pantomime.</p>	<p>Script work – ‘Mugged’ by Andrew Payne. Gives students the opportunity to learn lines; this will also help in other subjects. Page to stage – using stage directions, playwright’s intent.</p>	<p>Students will have experience of bringing their ideas onto the stage, from beginning to end, creating a script for a short film.</p>
<p>Main common assessments</p>	<p>Non-recorded baseline assessment and written evaluation.</p>	<p>Recorded assessment and written evaluation of scripted performance – recordings uploaded to Drama shared area to enable students to self-evaluate effectively and in detail.</p>	<p>Recorded assessment and written evaluation of performance of students’ own scripts – recordings uploaded to Drama shared area to enable students to self-evaluate effectively and in detail.</p>



<u>Year 8 Overall Curriculum Goal & Intent</u>		<u>Key prior knowledge and skills</u>	
<p>Students will cover a range of topics and skills in Year 8; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students further experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play, and creating a whole short film. Students continue to develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this.</p>		<p>Year 7 skills – these have been embedded throughout Year 7. Books detail technical terminology that has been learnt, as well as self-evaluation in Year 7. This terminology will be used throughout the year, and key words will be added as the year progresses.</p>	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Extended writing tasks	Written self-evaluation (plus green pen feedback).	Written self-evaluation (plus green pen feedback).	Written self-evaluation (plus green pen feedback). Script-writing.
Examples of opportunities for challenge	Detailed written self-evaluation and areas for improvement in practical work. Creating real and convincing characters.	Detailed written self-evaluation and areas for improvement in practical work. Creating real and convincing characters.	Detailed written self-evaluation and areas for improvement in practical work. Creating real and convincing characters.
Links to numeracy, literacy and other subjects	Extended writing and green pen feedback. Memory skills.	Extended writing and green pen feedback. Memory skills. PSHE topics – knife crime and gangs.	Extended writing and green pen feedback. Script-writing. Memory skills.
Enrichment, clubs, trips and other extra-curricular activities	Year 8 Drama Club – performing a play.	Year 8 Drama Club – performing a play.	Year 8 Drama Club – performing a play. Possible theatre trip for all students?



<u>Year 8 Overall Curriculum Goal & Intent</u>		<u>Key prior knowledge and skills</u>	
<p>Students will cover a range of topics and skills in Year 8; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students further experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play, and creating a whole short film. Students continue to develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this.</p>		<p>Year 7 skills – these have been embedded throughout Year 7. Books detail technical terminology that has been learnt, as well as self-evaluation in Year 7. This terminology will be used throughout the year, and key words will be added as the year progresses.</p>	
Terms 1 & 2		Terms 3 & 4	
<u>Opportunities for links to careers</u>		<u>Opportunities for links to SMSC, PSHE, ethos and values</u>	
<p>Acting/theatre studies/musical theatre. Skills relevant to any job – interviews, presentations, team-building, building confidence, action and reaction.</p>		<p>Topics covered link to values and ethos, as well as PSHE topics covered. Teamwork and supporting of others are vital in Drama, as well as an appreciation of others. Respect and support is embedded throughout KS3 and KS4.</p>	
<u>How can parents support learning?</u>		<u>Other comments</u>	
<p>Take them to the theatre to see plays, not just musicals and pantomime. Reading scripts as well as narrative stories.</p>			



<p><u>Yr 9 Overall Curriculum Goal & Intent</u></p> <p>Students will re-cap a range of topics and skills in Year 9; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play. Students develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this. In Year 9, students are given an idea of what is to be expected if they decide to take Drama as a GCSE option, by way of more detailed evaluation and longer performances. Topics become more ‘mature’ and relevant to their age.</p>		<p><u>Key prior knowledge and skills</u></p> <p>Performance skills will have been embedded in students throughout Years 7 and 8. Books detail technical terminology that has been learnt, as well as self-evaluation in Year 7 and 8. This terminology will be used throughout Year 9, and key words will be added as the year progresses. Teamwork is vital – this carries through to KS4 where group work is mandatory.</p>	
	<p>Terms 1 & 2</p>	<p>Terms 3 & 4</p>	<p>Terms 5 & 6</p>
<p>Topic Focus</p>	<p>Re-cap techniques – introduce theme of sub-text into drama and how this can be presented in different ways.</p>	<p>Study of a play – ‘DNA’ by Dennis Kelly. Students will perform a whole play, with groups taking on different sections of the play.</p>	<p>Using a stimulus to devise drama. Creation of a Theatre in Education piece to perform to classes in Year 7.</p>
<p>Summary of <u>key knowledge & skills</u></p> <p>What do you want students to <i>know and learn</i>?</p> <p>What are the opportunities for <i>repetition and over-learning</i>?</p>	<p>Key skills are embedded by incorporating them into different performances. These skills become more subtle and impressive. How sub-text is shown in performance, using a variety of techniques. Key skills are utilised, whatever the mechanism, for emphasis in line with the performance.</p>	<p>How to bring characters to life – page to stage. Using all elements of key performance skills to create scripted performances. Off-script work allows students to consider depth of characters in the play.</p>	<p>Theatre-in-education – links with audience getting a message from performance. Builds confidence further as skills are embedded and enhanced for a third year.</p>



<u>Yr 9 Overall Curriculum Goal & Intent</u>		<u>Key prior knowledge and skills</u>	
<p>Students will re-cap a range of topics and skills in Year 9; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play. Students develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this. In Year 9, students are given an idea of what is to be expected if they decide to take Drama as a GCSE option, by way of more detailed evaluation and longer performances. Topics become more 'mature' and relevant to their age.</p>		<p>Performance skills will have been embedded in students throughout Years 7 and 8. Books detail technical terminology that has been learnt, as well as self-evaluation in Year 7 and 8. This terminology will be used throughout Year 9, and key words will be added as the year progresses. Teamwork is vital – this carries through to KS4 where group work is mandatory.</p>	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Main common assessments	Non-recorded baseline assessment and written evaluation.	Recorded assessment and written evaluation of scripted performance – recordings uploaded to Drama shared area to enable students to self-evaluate effectively and in detail.	Recorded assessment and written evaluation of Theatre-in-Education performances – recordings uploaded to Drama shared area to enable students to self-evaluate effectively and in detail.
Extended writing tasks	Written self-evaluation (plus green pen feedback).	Written self-evaluation (plus green pen feedback).	Written self-evaluation (plus green pen feedback).
Examples of opportunities for challenge	Detailed written self-evaluation and areas for improvement in practical work. Creating real and convincing characters.	Detailed written self-evaluation and areas for improvement in practical work. Creating real and convincing characters.	Detailed written self-evaluation and areas for improvement in practical work. Creating real and convincing characters.



<u>Yr 9 Overall Curriculum Goal & Intent</u> Students will re-cap a range of topics and skills in Year 9; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play. Students develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this. In Year 9, students are given an idea of what is to be expected if they decide to take Drama as a GCSE option, by way of more detailed evaluation and longer performances. Topics become more 'mature' and relevant to their age.		<u>Key prior knowledge and skills</u> Performance skills will have been embedded in students throughout Years 7 and 8. Books detail technical terminology that has been learnt, as well as self-evaluation in Year 7 and 8. This terminology will be used throughout Year 9, and key words will be added as the year progresses. Teamwork is vital – this carries through to KS4 where group work is mandatory.	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Links to numeracy, literacy and other subjects	Extended writing and green pen feedback. English – inference in texts.	Extended writing and green pen feedback. Memory skills. 'DNA' is in the English Literature specification for Modern Texts.	Extended writing and green pen feedback. Memory skills. PSHE topics relevant to Year 7 students, and how to deal with them.
Enrichment, clubs, trips and other extra-curricular activities	Year 9 Drama Club – performance of a play.	Year 9 Drama Club – performance of a play.	Year 9 Drama Club – performance of a play. Possible theatre trip for all students. Auditions for Shakespeare Schools Festival.
<u>Opportunities for links to careers</u> Acting/theatre studies/musical theatre. Skills relevant to any job – interviews, presentations, team-building, building confidence, action and reaction.		<u>Opportunities for links to SMSC, PSHE, ethos and values</u> Topics covered link to values and ethos, as well as PSHE topics covered. Teamwork and supporting of others are vital in Drama, as well as an appreciation of others. Respect and support is embedded throughout KS3 and KS4.	
<u>How can parents support learning?</u> Take them to the theatre to see plays, not just musicals and pantomime. Reading scripts as well as narrative stories.		<u>Other comments</u>	