

Drama Curriculum Overview

Links to KS2		At KS2 Drama skills are integrated through the English Speaking and Listening curriculum. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.					
Intent	Statement of Intent	Drama provides opportunities for students to discover talents and fulfil their potential to be creative, assured and reflective individuals through inspired learning. We enhance experiences for all with an extensively & culturally rich curriculum where emphasis is placed on building knowledge in growing complexity through practical learning, to develop skills to empower pupils to be curious, ambitious and a passion for performing arts. We are passionate about the transferrable skills that Drama embeds and building a confident individual that will thrive through their whole school experience. Drama is closely entwined with the 3 school values; Integrity, Challenge and Excellence. We reward and assess the development of the pupil as a whole from KS3 to KS4.					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
Implementation Year 7	Year Overview	The aim is to give Year 7 the skills and knowledge required to perform and create theatre with confidence. Retrieval of key terminology and use of written structure is weaved through during milestone assessments from Term 3.					
	SOW	Drama Skills	Pantomime	Physical Theatre	Shakespeare Stories	Silent movies	The Manor House
	Unit Focus	In this unit pupils will explore a variety of drama skills as a starting point. Each lesson will focus on a different skill that they will need throughout the next 3 years in drama with an assessment performance at the end which combines all the skills. Mime, Voice, Still Images, Improvisation, Narration.	To understand how to evaluate a performance To identify appropriate acting skills for Pantomime.	To understand the technique Physical Theatre. To explore how we can use our bodies to communicate ideas.	To understand the plot of Romeo and Juliet, and the characters. To explore Shakespearean language and understand a Prologue, applying skills and techniques.	This unit will establish firmly in students' minds that Drama exists in many different places in the world, on film as well as on stage and TV, and help them to see the relevance of this subject, as well as improving personal skills of team building, social skills, communication, and the exploration of issues, as well as the development of acting skills.	Pupils will explore how sound and voice (pitch, pace, pause, tone and volume) are important in creating a suitable mood and atmosphere for stories that require tension.
Implementation Year 8	Year Overview	Over the year the aim is to build on the creativity skills and encourage independence. Working with Stimuli and asking the pupils to be the creator of the drama is key. Exploring other types of theatre and building up to looking the works of Shakespeare by Term 4.					
	SOW	The Investigation	Romeo & Juliet	Theatre in Education	Theatre in Education	Mugged by Andrew Payne	Mugged by Andrew Payne
	Unit Focus	Pupils will analyse and respond to a variety of stimuli to create a devised performance. They will use structured and unstructured improvisation to devise their piece. Pupils will develop and create a character suitable for the performance and develop their physical and vocal traits through a variety of activities.	To understand the story of Romeo and Juliet. To identify key characters. To apply techniques and skills to communicate sections of the story.	To explore a new style of theatre, Theatre in Education. To demonstrate your understanding through application of techniques.	To understand themes and issues within a stimuli. To explore character types. To apply acting skills to communicate your character.	To explore a play that is based on a true event. Understand themes such as peer pressure, knife crime and shared responsibility. Apply acting skills to create accurate characterisation.	To explore a play that is based on a true event. Understand themes such as peer pressure, knife crime and shared responsibility. Apply acting skills to create accurate characterisation.
Implementation Year 9	Year Overview	The aim of Year 9 is to expose the pupils to some of the content they could expect to see at GCSE. The Crucible by Arthur Miller is a complex set text to help the pupils experience how to interpret character and relationships through acting. This unit also has some written content that will give the pupils some insight into the GCSE Written paper. Introducing the influence of theatre practitioners is a hint of how the GCSE course begins.					
	SOW	The Crucible	The Crucible	Physical Theatre	Brechtian Theatre	Brechtian Theatre	Romeo & Juliet
	Unit Focus	o have an understanding of the play as a whole Apply intentions to chosen characters through acting skills. To understand and apply context to a short performance. (E.g.: apply witchcraft, religion, communism)	o have an understanding of the play as a whole Apply intentions to chosen characters through acting skills. To understand and apply context to a short performance. (E.g.: apply witchcraft, religion, communism)	To understand the style Physical Theatre To respond to a stimulus creatively To apply devising techniques to communicate meaning	This term you will workshop and apply a variety of Brechtian techniques in order to apply them independently next term to an educational topic.	This SoW requires students to be guided through techniques and applying them to creating a performance. They will then develop something new next term, demonstrating their understanding. It's a non-naturalistic style of theatre that requires the audience to be active members, considering themes and issues.	To create and inform an audience about the plot of Romeo & Juliet To apply prior knowledge about Shakespeare and his language.
Implementation Year 10	Year Overview	In the first Year of the GCSE course the student will study Component 1: Understanding Drama. They will explore genre, structure and styles of theatre practically and in a written capacity to prepare them for the written exam. We will then move on to our study of the Set Text in the Sprint Term - Blood Brothers by Willy Russell. This is also in preparation for Component 1. In the Summer term we will begin our first piece of practical coursework - Component 2, The Devising Project.					
	SOW	Component 1: Understanding Drama (The written exam)	Component 1: Understanding Drama (The written exam)	Component 1: Understanding Drama (Set Text Study) *If the opportunity arises to watch a live performance, this unit may be brought forward*	Component 1: Understanding Drama (Set Text Study)	Component 2: The Devising Project	Component 2: The Devising Project
	Unit Focus	Section A: Theatre Roles and Terminology Theatre Practitioners. Hopefully we will see a live piece of theatre and be able to analyse it.	Characteristics of performance and dramatic works How meaning is interpreted and communicated	Blood Brothers by Willy Russell developing knowledge and understanding of the characteristics and context of the whole play exploring ideas for how the play may be interpreted practically.	Blood Brothers by Willy Russell Applying practical skills and preparing for written exam answers (Section B)	Teacher presents students with a range of stimuli then students select one or more on which to base their devised piece. All rehearsals are logged with progress and challenges documented.	Each student is required to complete a Devising log documenting the creation and development of their ideas to communicate meaning through a devised piece and analysing and evaluating their individual contribution to the devising process and the final devised piece.
Implementation Year 11	Year Overview	In the second Year of the GCSE course the pupils will prepare for the mock examinations from Sept to Nov. After these are over they will prepare and complete Component 3: Texts in practice. This piece of practical coursework is external marked by AQA. After this piece is complete the pupils will return to finalise written coursework and revise for the summer exam.					
	SOW	Component 1: Understanding Drama (The written exam) *Potential overlap from Devising project if time was allowed*	Component 1: Understanding Drama (The written exam)	Component 3: Texts in Practice (Externally marked)	Component 1: Understanding Drama (Revision)		
	Unit Focus	Revision for mock exam: Section A: Theatre roles and Terminology Section B: Blood Brothers Section C: Live Theatre	Mock exam Written coursework final draft (Devising Log)	Study of a text for performance. Student choose their own group and the text they will perform. An external examiner for AQA will visit and mark the performances.	Revision for summer exam.		
	Enrichment Opportunities	As part of the GCSE course pupils are taken on at least one theatre visit. This feeds into their written exam paper where they have to evaluate live theatre (Section C). Other school wide opportunities include being part of the technical team for the school shows and being a performer in the school musical.					
Impact	Assessment	t of work (milestone assessments) Pupils respond to feedback (WWW/HTI) and we collaborate to construct a MAC Action that they can take forward into the next unit of work. GCSE: Comp 2 & 3 are practical assessments that are either marked by or moderated by AQA. Comp 1 - Written paper - prepared for via mock exams and					
	Literacy and Numeracy links	Script reading and writing. The interpretation of texts and stage directions. Timing performances. Use of pause for dramatic tension. Tier 2 and 3 words are taught to allow pupils to access the language of the exam paper (command words and subject specific terminology).					
	How It Is Used / Skills Set Developed / Outcomes	The practice of drama enables children to develop oracy skills and promotes language development. It encourages children to learn actively and interactively across the curriculum. Drama enhances everything else on the school curriculum Drama improves literacy and vocabulary. It exposes students to different themes and perspectives. It hones critical, analytical and problem solving skills. It encourages practice (through rehearsal) and perseverance.					
	Careers in the Curriculum	Working as a director, producer, stage manager, technician, or administrator in theatres, production companies, or arts organisations. Working in talent and casting agencies to connect performers with job opportunities in the entertainment industry. The skills you gain from doing drama can lead to careers such as performing arts, media, business, law, advertising, sales, hospitality and tourism.					