



# Ansford Academy

**Drama**

**Curriculum Booklet for 2024 - 2025**

**Subject Lead: Mr Joshua Newbury**

## **Drama Curriculum Intent:**

Drama provides the opportunity to be creative, evaluative and develop many life skills. Drama builds communication skills, supports the ability to be critical in a positive way, allows students to collaborate and build resilience as well as build confidence in their oracy skills. Students will be encouraged to explore a variety of topics that will provide insights into the ways others think, feel or behave. The process for Drama is commonly: idea forming, rehearsal, performance and evaluation.

Students will develop their use of dramatic techniques and performance skills throughout years 7-9 and gain a wider knowledge of theatre. Allowing the students to experiment with a range of techniques and performance skills will strengthen the creative mind and enable the exploration of real world issues. Moreover, this will equip the students that wish to continue with the subject at GCSE where theatre styles, characters and texts are explored further.

In Drama you can expect the following learning environment:

- A risk taking culture that enables and equips students to challenge and to think critically about their learning.
- To develop an appreciation of the wide diversity of human experience and challenge to explore motivations behind actions (character development).
- Equipping students with the understanding of set text, theatre conventions and performance skills.
- A curriculum which challenges preconceived assumptions about stereotypes (Archetypes)
- Many transferable life skills.
- Develop the mastery of literacy and oracy to gain strong public speaking and performing abilities.
- Demonstrate the confidence and versatility that enables them to thrive as individuals as well as collaborators.
- To be analytical and evaluative in order to move forward.
- The opportunity to have fun and develop team building skills with their peers

Our GCSE course provides the opportunity to develop skills from KS3 as well as showcase them. The course provides a great foundation in which to continue to study the subject at a higher level with coverage of a wide variety of dramatic techniques, performance skills and text based study. Our GCSE in Drama provides opportunities for students to understand and create drama as a practical art form. They develop a range of theatrical skills and work collaboratively to generate and communicate ideas and meanings through informed artistic choices.

## Drama Curriculum Implementation:

Drama is delivered to tutor groups in Year 7 and mixed ability groupings for Years 8 and 9. Progress is measured across 3 areas:

1. Teamwork and ideas (rehearsal) that links to the GCSE criteria of A01
2. Performance (skills and techniques) linking to A02 and A03
3. Evaluation and Analysis that links with A04

As Drama does not have a discrete National Curriculum, the GCSE specification is used to spiral down the skills and knowledge required to be successful in the subject.

GCSE specification is structured in the following format:

Devised = 30%      Scripted presentation = 30%      Exam including a live review = 15% and an Exam studying a set text with questions focused on acting, directing and designing = 25%  
These themes are repeated throughout the KS3 curriculum, corresponding to its percentage worth. Students are assessed once a term with 1 grade encompassing all of the 3 progress measures (Rehearsal/Performance/Evaluation). Students are provided formative verbal feedback throughout the process. With a summative assessment at the end of the topic.

### Key Stage 3

In Drama, KS3 students alternate between devising their own pieces of creative performances and working with text to develop deeper understandings of character, context, styles as well as interpretations of a variety of texts. Performance skills and dramatic conventions are introduced from Year 7 and developed throughout the Key Stage.

Students are encouraged to develop their collaborative skills, communication skills and their leadership skills throughout, to build the ability to work well within a group.

An example of typical lesson content would be:

- Using a range of performance skills with confidence
- A focus on learning or developing a dramatic convention or rehearsal technique
- Devising skills or Interpretation of a text (with the possibility of exploring social issues)

Some lessons stand alone to support the design elements of Drama- Set, lighting, sound, costume as well as a whole topic on writing a live review in Year 8.

### Key Stage 4

GCSE students must demonstrate both practical skills and an understanding of written texts. In Component 1, they devise original pieces from a given stimulus, supported by a written portfolio documenting planning, research, the creative process, and an evaluation of their performance.

In Component 2, students perform two extracts from one play for a visiting examiner.

Rehearsals occur in class, but significant independent line learning and practice are also required.

Finally, students study a set play for a summer written exam, answering analytical and evaluative questions on plot, characters, and themes. They will also watch and review a live theatre performance.

### Allocated Curriculum Time:

Lessons per fortnight	Year 7	Year 8	Year 9	Year 10	Year 11
	2	2	2	5	5

## Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<b>Life as an...Actor/Drama student</b> Students will explore the following using various stimuli: <ul style="list-style-type: none"> <li>• Character and emotions</li> <li>• Staging</li> <li>• Vocal and physical performance skills</li> <li>• Dramatic techniques- Soundscapes/Montage/Mime/Role Play/ Freeze Frames/ Montage/Bleeding/ Soundscapes</li> </ul>	<b>Drama Skills</b>  <b>Creating and developing ideas</b>  <b>Marks: D/R/M</b>
2	<b>Pantomime</b> Students will explore the following: <ul style="list-style-type: none"> <li>• Conventions of Pantomime and the Stock Characters</li> <li>• Writing Scripts / Blocking a script</li> <li>• Rehearsing/ Performing a Scripted Pantomime- Cinderella</li> <li>• Breaking the 4th Wall</li> <li>• Exaggerated performance style</li> <li>• Interpretation of plot, characters and stage directions. Looking at key ingredients to genres as well as exploring naturalistic and non-naturalistic acting styles</li> <li>• Exploring stage directions, interpretations, dramatic pause, slapstick, audience participation, storytelling</li> </ul>	<b>Summative assessment</b>  <b>Pantomime- Cinderella script</b>  <b>Time: 2 hours of rehearsal</b>  <b>Marks: D/R/M</b>
3	<b>Theatre History</b> Students will explore the following: This unit is structured where a new period in Theatre History is explored and taught with the following lesson being used to showcase and perform the new skill. <ul style="list-style-type: none"> <li>• Greek theatre- Choral speech, Staging in an Amphitheatre</li> <li>• Medieval Theatre- Morals- Morality plays (Devil and Angel technique)</li> <li>• Elizabethan Theatre- Shakepeanian texts- exploring language</li> </ul>	<b>Morality plays</b>  <b>Creating and developing ideas</b>  <b>Marks: D/R/M</b>
4	<b>Theatre History continued</b> Students will explore the following: <ul style="list-style-type: none"> <li>• Victorian theatre- Linking to Silent Movies</li> <li>• Modern TV- Soap Operas</li> <li>• Creation of Modern Theatre where all skills from history are incorporated together.</li> </ul>	<b>Summative assessment</b>  <b>Theatre history performance</b>  <b>Time: 2 hours of rehearsal</b> <b>Marks: D/R/M</b>
5	<b>Genre- Ghost horror</b> Students will explore the following: <ul style="list-style-type: none"> <li>• Introduction to the gothic horror genre- exploration of key ingredients, storytelling</li> <li>• Whole Class improvisation/ mime/ character development</li> <li>• Physical theatre- creation of objects</li> <li>• Soundscape- Creating vocal collages</li> <li>• Role play scenario- Night at Hestercombe Manor</li> <li>• To explore intent on their audience.</li> </ul>	<b>SUMMERATIVE</b>  <b>Ghost stories Performance</b>  <b>Time: 2 hours of rehearsal</b> <b>Marks: D/R/M</b>
6	<b>Genre- Physical comedy</b> Students will explore the following: <ul style="list-style-type: none"> <li>• Mime and exaggeration</li> <li>• Slapstick</li> <li>• Clown Types</li> <li>• Creation of a devised Physical comedy scene</li> <li>• Rules of the mask</li> </ul>	<b>Physical comedy</b>  <b>Creating and developing ideas</b>  <b>Marks: D/R/M</b>

## Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<b>Stimulus response</b> Students will explore the following: Devise from a: <ul style="list-style-type: none"> <li>• Photograph/ music- mind mapping</li> <li>• Picture- writing in role/conscious stream of writing</li> <li>• Prop- given circumstances</li> <li>• Poem- role play</li> <li>• News Report- Tableau/ thought tracking</li> <li>• Story extract- how to write script</li> </ul>	<b>Stimulus response</b>  <b>Creating and developing ideas (Devised)</b>  <b>Marks: D/R/M</b>
2	<b>Stimulus response- continued</b> Students will explore the following: <ul style="list-style-type: none"> <li>• Students are provided with a booklet of Stimuli and will work over the course of the half term to create a developed role</li> <li>• Each lesson will provide a new rehearsal technique- eg. Hot seating, forum theatre, role reversal</li> </ul>	<b>Summative assessment</b>  <b>Stimulus response Performance</b>  <b>Time: 3 hours of rehearsal</b> <b>Marks: D/R/M</b>
3	<b>Brecht- Theatre practitioner</b> Students will explore the following: <ul style="list-style-type: none"> <li>• Political theatre</li> <li>• Verfandungseffect</li> <li>• Spass/ gestus</li> <li>• Montage</li> <li>• To understand Brechtian theatre and the purpose of educating/empowering an audience.</li> </ul>	<b>Verfandungseffect</b>  <b>Creating and developing ideas (Devised)</b>  <b>Marks: D/R/M</b>
4	<b>Brecht- Theatre practitioner continued</b> Students will explore the following: <ul style="list-style-type: none"> <li>• Parody</li> <li>• Archetypes</li> <li>• Multi Rolling</li> <li>• Epic theatre with all skills combined for final project</li> </ul>	<b>Summative assessment</b>  <b>Brecht- social class Performance</b>  <b>Time: 3 hours of rehearsal time</b> <b>Marks: D/R/M</b>
5	<b>“Hamilton”- Live review</b> Students will explore the following: <ul style="list-style-type: none"> <li>• Role of the performer</li> <li>• Role of the designer- lighting and sound</li> <li>• Role of a designer- costume/props</li> <li>• The role of the director</li> <li>• Structure of response</li> </ul>	<b>Summative assessment</b>  <b>Hamilton Live Review Evaluation</b> <b>Time: 40 minutes</b> <b>Marks: D/R/M</b>
6	<b>Home from the war</b> Summary <ul style="list-style-type: none"> <li>• Visualisation</li> <li>• Split stage and Cross cutting</li> <li>• Marking a moment</li> <li>• Contrast- Ability to represent juxtaposition through dramatic techniques and performance skills.</li> </ul>	<b>Creating and developing ideas (Devised)</b>  <b>Home from the War</b>  <b>Marks: D/R/M</b>

## Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<b>Identity</b> Students will explore the following: <ul style="list-style-type: none"> <li>Each lesson the students are provided with a small piece of information about a family and a main character.</li> </ul> Skills explored: <ul style="list-style-type: none"> <li>Still image, Narration, Cross cutting, Thought tracks, Role play</li> <li>Abstract techniques- Nightmare scene (Ability to use semiotics to aid artistic intention)</li> </ul>	<b>Summative assessment</b>  <b>The Nightmare Performance</b> <b>Time:</b> 2 hours rehearsal time <b>Marks:</b> D/R/M
2	<b>Identity continued</b> Students will explore the following: <ul style="list-style-type: none"> <li>A new focus is provided each lesson. The final 2 lessons involve the big revelation of the truth that explains the mysterious instructions provided over the weeks.</li> </ul> Skills explored: <ul style="list-style-type: none"> <li>Dramatic Irony</li> <li>Physical theatre</li> <li>TIR- the reveal</li> </ul>	<b>Creating and developing ideas</b>  <b>Identity</b>  <b>Time:</b> 2 hours <b>Marks:</b> D/R/M
3	<b>'Blood Brothers' Script</b> Students will explore the following: <ul style="list-style-type: none"> <li>Each lesson looks at a different aspect of the script and the students explore different interpretations of the roles.</li> </ul> Skills explored: <ul style="list-style-type: none"> <li>Contrast of character (link in with performance skills)</li> <li>Interpreting roles/ dialogue/ context</li> <li>Narration- Tableau</li> </ul>	<b>Summative assessment</b>  <b>Blood Brothers- Duologues</b> <b>Time:</b> 2 hours rehearsal time <b>Marks:</b> D/R/M
4	<b>'Joyride' script</b> Students will explore the following: <ul style="list-style-type: none"> <li>Students work with a short script that explores artistic vision</li> </ul> Skills explored: <ul style="list-style-type: none"> <li>Blocking a text, line learning</li> <li>Inferred meaning of text</li> <li>Performance skills- Voice/ Body Language/ Gesture/ Movement and facial expressions</li> <li>Dramatic convention of cross-cutting</li> </ul>	<b>Creating and developing ideas</b>  <b>Joyride</b>  <b>Marks:</b> D/R/M
5	<b>'Bugsy Malone'</b> Students will explore the following: <ul style="list-style-type: none"> <li>a new scene from the play (each lesson) with various focuses, such as: Characterisation, movement to music, directing and devising.</li> </ul> Skills explored: <ul style="list-style-type: none"> <li>Identifying similarities and differences between stage and screen</li> <li>Exploring and using forum theatre and physical theatre to create performance</li> <li>Blocking/characterisation</li> </ul>	<b>Creating and developing ideas</b>  <b>Bugsy Malone</b>  <b>Marks:</b> D/R/M
6	<b>Gone Missing</b> Students will explore the following: <ul style="list-style-type: none"> <li>The disappearance of someone. We explore plot development and character development. They will consider character reactions and best placed times for revelations regarding plot.</li> </ul> Skills explored: <ul style="list-style-type: none"> <li>Multi-rolling</li> <li>In role hotseating</li> <li>Contrast of performance skills.</li> </ul>	<b>Summative assessment</b>  <b>Gone Missing</b>  <b>Time:</b> 2 hours of rehearsal time <b>Marks:</b> D/R/M

**Year 10 Drama Programme of Study**  
**Exam Board: OCR**  
**Exam Specification: GCSE**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<b>Introduction to Course</b> <ul style="list-style-type: none"> <li>Students will be introduced to the course and take part in a variety of skill based workshops including rehearsal techniques and performance skills.</li> <li>Students will complete an evaluative and analytical account of the practical explorations as well as show knowledge of stage types.</li> </ul>	<b>Documenting Drama</b> Stage types and evaluations on devised performances  <b>Time:</b> 40 minutes <b>Marks:</b> Grading criteria 9-1
<b>2</b>	<b>Component 1 (Devising Mock)</b> <ul style="list-style-type: none"> <li>The students will be provided with a mock stimuli pack and be asked to devise a short performance</li> <li>They will start working on their mock portfolio. This portfolio documents the journey from the stimulus to the final performance.</li> </ul>	<b>Mock Devising</b> Devised performance Portfolio  <b>Time:</b> 5-15 minutes performances <b>Marks:</b> out of 20- performance Out of 40- Portfolio Total 60
<b>3</b>	<b>Component 2: (Mock Presenting and Performing)</b> <ul style="list-style-type: none"> <li>Students will begin reading and exploring the text Blood Brothers. (This is a component 3 set text and will support the students in knowing the play) The students will select 2 extracts from the play and rehearse these extracts in pairs or groups.</li> <li>The student will complete a 2 page document (Concept Pro Forma) with a total of 4 questions.</li> </ul>	<b>Mock Presenting and Performing</b> Performance of extracts Completion of a Concept Proforma.  <b>Time:</b> between 5-10 minutes per performer <b>Marks:</b> out of 40- Performance Out of 20- Concept pro-forma Total 60
<b>4</b>	<b>Short Live review unit-Peter Pan</b> <ul style="list-style-type: none"> <li>The students will explore component 5 and complete a mock Live review of a pre-recorded play.</li> </ul>	<b>Live Review</b>  A short Live Review assessment <b>Time:</b> 35 minutes <b>Marks:</b> 30 marks
<b>5</b>	<b>Component 1- REAL Devising Unit</b> <ul style="list-style-type: none"> <li>Students will be introduced to the real Stimulus pack and repeat the same process as they did in their mock devised unit at the start of the year. Students will incorporate costumes, lighting and sound to add to their final performance.</li> <li>Students will spend time on rehearsal techniques such as Hot Seating , Forum theatre and emotion memory.</li> </ul>	<b>REAL- Devising Unit</b> Peer assessment <b>Time:</b> 5-15 minutes performances <b>Marks:</b> out of 20- performance Out of 40- Portfolio
<b>6</b>	<b>Component 1 continued</b> <ul style="list-style-type: none"> <li>During this term the students will be putting their devised pieces together and completing updating their portfolios.</li> <li>Students will prepare for an end of Year exam that outlines all of the skills explored during the year.</li> </ul>	<b>End of Year exam</b> <b>Time:</b> 40 minutes performances <b>Marks:</b> out of 40



**Year 11 Programme of Study**  
**Exam Board: OCR**  
**Exam Specification: GCSE**

Term	Curriculum Foci	Formal Assessment
1	<b>Completion of Component 1/2</b> <ul style="list-style-type: none"> <li>Student will be video delivering their final performances and will have opportunities to work on their portfolio</li> </ul>	Component 1- Devised performance  <b>Mark - Out of 20</b>
2	<b>Lessons will be a combination between Component 3: Presenting and Performing and Component 4: Blood Brothers.</b> Presenting & Performing Texts (30%) <ul style="list-style-type: none"> <li>Students will explore a variety of plays and then select 2 extracts from their chosen play. You will perform two extracts from one play to a visiting examiner during Feb/March/April</li> <li>You will complete an accompanying concept pro forma document which outlines your intentions for the performance</li> </ul> Performance and response exam (40%) <ul style="list-style-type: none"> <li>Practical exploration of acting, directing and design.</li> </ul>	Mock exam paper. Component 4 - 'Blood Brothers'. <b>Time - 40 minutes</b> <b>Mark - Out of 40</b>  <b>NEA- submission of portfolio - out of 40 marks</b>
3	<b>Lessons will be a combination between Component 3: Presenting and Performing and Component 4 and 5</b> <ul style="list-style-type: none"> <li>To understand the layout for the exam from either an Actors/Directors or Designers viewpoint by taking part in practical workshops.</li> <li>To explore the Live review section of the Drama exam</li> <li>Continue with Component 2 and Component 3</li> </ul>	<b>Component 4 -</b> Blood Brothers <b>Component 5 -</b> Live review <b>Time:</b> 1 hour 30 minute <b>Marks:</b> out of 80  <b>Component 3</b> <b>Time:</b> between 5-10 minutes per performer <b>Marks:</b> out of 40- Performance  <b>NEA-</b> Out of 20- Concept pro-forma
4	<b>Lessons will be a combination between Component 3: Presenting and Performing and Component 4 and 5</b> <ul style="list-style-type: none"> <li>To understand the layout for the exam from either an Actors/Directors or Designers viewpoint by taking part in practical workshops.</li> <li>Continue with Component 3 (If examiner hasn't already visited) and Component 4.</li> <li>Complete Presenting and Performing unit to examiner.</li> </ul>	<b>Component 3 -</b> visiting examiner.  <b>Mock Exam</b> <b>Time:</b> 1 hour 30 minute <b>Marks:</b> out of 80
5	<b>Component 3 Exam- Set Text / Live Review</b>  Revision of Component 3: Set text and live performance review <ul style="list-style-type: none"> <li>Students will revise all elements of the GCSE drama course by completing past papers and exam style questions with particular focus on correct usage of terminology and the advantages and disadvantages of different types of staging, including why it might be used for particular scenes in the play.</li> <li>Revisit the technical terminology and its usage in Live Performance and its correct usage in exam style questions.</li> </ul>	Past exam papers in preparation for components 4 and 5.



## Revision and Support:

There are many ways in which you can support your child in the study of (Drama) such as:

- Helping them learn their lines or revise key subject specific vocabulary
- Encourage engagement and participation in lessons
- Watch as much live theatre as possible
- Use the exam booklet- made by Mr Newbury specifically for the final exam (GCSE)
- GCSE revision guide - GCSE Drama- For the Grade 9-1 Course
- Blood Brothers study guide- York notes
- Use the following website <https://www.bbc.co.uk/bitesize/examspecs/zbpwd6f>

## Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
(01/02)	30%	<b>Title- Devising drama</b> Description Students research and explore a stimulus, work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process, give a final performance of their drama, and write an evaluation of their own work.	Summer term (Year 10 <b>or</b> Autumn term (Year 11)
(03)	30%	<b>Title- Presenting and performing texts</b> Description Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. The chosen extracts must allow sufficient exploration of dialogue, plot and/or subplot, and characterisation for students to work in depth on their acting or design skills.	March/April (Year 11)
(04)	40%	<b>Title- Drama: Performance and response</b> Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. The chosen extracts must allow sufficient exploration of dialogue, plot and/or subplot, and characterisation for students to work in depth on their acting or design skills.  <b>Component 04: Drama: Performance and response</b> Students explore practically a whole performance text, and demonstrate their knowledge and understanding of how drama is developed, performed and responded to. They also analyse and evaluate a live theatre performance.  Section A, students study one performance text ' <i>Blood Brothers</i> ' – Willy Russell..  Section B, students analyse and evaluate the work of others through watching live drama and theatre.	May (Year 11)

Please see exam board websites for up to date information:

<https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/>