



Year 7 Drama

AUTUMN TERM

Anti bullying Poem: 'Four O'Clock Friday'

- Characterisation
- Still Image
- Thought Track
- Improvisation
- Role Play
- Evaluating performance.

WW2 Evacuation:Script 'The Evacuees'

- Page to stage techniques
- Still Image & Thought track
- Mime
- Narration
- Evaluating performance

SPRING TERM

Horror: Darkwood Manor

- How characterisation can be used to create tension.
- Improvisation
- Mime
- Narration
- Hot Seating
- Role Play
- Evaluation of performance

'The Tempest' by William Shakespeare

- Page to stage techniques.
- Decoding Shakespearean text
- Cross- Cutting
- Forum Theatre
- Evaluating performance.

SUMMER TERM

Environmental Issues: Script 'The Tree'

- Physical theatre
- Working as an ensemble, using techniques such as cannon/ repetition/ choral speaking.

Live Production Evaluation

- Identifying strengths and weaknesses of an actor's performance and starting to analyse the effect of their performance within production.

YEAR 7 CURRICULUM OVERVIEW

Students are introduced to a wide variety of drama strategies which they revisit throughout the year building confidence in their application. They will explore a wide variety of different topics making cross-curricular links and connections to British Values in every topic. Throughout year 7 we look at building communication and creative skills as well as pushing students outside their comfort zone in a safe and secure environment in order to build confidence.



Year 8 Drama

AUTUMN TERM

Significant events from 1968:

- Characterisation
- Montage
- Mime
- Narration
- Slow Motion
- Role play

Crime

- Conveying emotion through characterisation
- Improvisation
- Narration
- Cross-Cutting
- Hot seating

SPRING TERM

Soap Opera

- Creating tension through characterisation.
- Page to stage techniques
- Script writing .

SUMMER TERM

Script 'The Last Resort':

- Creating Comedy through characterisation.
- Page to Stage Techniques
- Physical Theatre
- Cross- Cutting.

Live Production Evaluation

- Evaluation of actors performance and design elements.

YEAR 8 CURRICULUM OVERVIEW

In year 8 students build upon their application of drama strategies with more consideration about the impact on the audience and what they want them to feel when watching a performance. Topics cover a wide range of issue and contain a lot of emotive content. This year we work on building empathy and understanding the importance of this when creating drama or playing a character. Students continue to work in groups building their communication skills in and out of role.



Year 9 Drama

AUTUMN TERM

Devising drama: Identification

- Using the drama medium, skills & strategies they have already developed in an imaginative context as part of a group. Analysing & evaluating the process in a written log book.

Script 'Noughts and Crosses'

- Applying 'Page to Stage' techniques. Learning about technical theatre and use in live performance (Introduction to stage lighting, set design & sound)

SPRING TERM

The Hillsborough Disaster:

- Student work to blend devising strategies to create a piece of drama based on this disaster. Pupils are expected to complete written tasks alongside their practical work which analyse and evaluate the process they go through as they work toward their final performance.

SUMMER TERM

Live Production Evaluation of Billy Elliot.

- Students watch and evaluate production elements focusing on actors performance/ set design/costume design/ lighting design.
- Practical exploration of the text physical skills/ vocal skills/ spacing.

YEAR 9 CURRICULUM OVERVIEW

The focus of year 9 is to explore the three key areas of drama; devising, performing and evaluating. Students will continue to develop their communication and creative skills but with greater emphasis being placed on their knowledge of theatre and their ability to analyse and evaluate it. Students will work with more independence and creative freedom and are expected to use the knowledge and application they have developed in years 7&8.



Year 10 Drama

AUTUMN TERM

Knowledge of Theatre

- Theatre specific terminology, performance spaces & roles/responsibilities of theatre makers.

Component 1: 'Blood Brothers'

- Students explore the text practically from the point of view of performer, director and designer. They then apply this knowledge to written interpretation & analysis in response to 4, 8, 12 and 20 mark exam questions.

SPRING TERM

Devising from stimulus 'Tell Tale Heart'

- Students use this Edgar Allan Poe text as a starting point for devising their own interpretation of this classic tale. They should select and apply appropriate drama strategies.

Component 1: 'Blood Brothers':

- Continued exploration of set text.

SUMMER TERM

GCSE Component 2: Devising 40% GCSE

- Students use knowledge of devising strategies gathered since year 7 and apply them to a given stimulus in order to create a short performance. This is accompanied with a written piece of evaluative coursework

YEAR 10 CURRICULUM OVERVIEW

Much of the work this year focuses on preparation for Component 1, the written exam. Students continue to explore the set text practically and to develop their ability to answer the range of exam questions. This work is interspersed with preparation for the devised unit. Students will do a short practice module that guides them through the process and encourages them to be creative with form and style. They will begin the research phase of the actual GCSE unit in the summer term before starting to work practically on their initial ideas.



Year 11 Drama

AUTUMN TERM

GCSE component 2: Devising 40% GCSE

- Students use knowledge of devising strategies gathered since year 7 and apply them to a given stimulus in order to create a short performance. This is accompanied with a written piece of evaluative coursework.

Live Theatre Review

- Students watch a live performance and then describe analyse and evaluate performance, set, lighting design and costume design.

SPRING TERM

Component 3: Live Performance 20% GCSE

- Students rehearse and perform 2 extracts from a published play to a visiting examiner. Focus is in on vocal and physical skills.

SUMMER TERM

Revision for Component 1 Written Exam 40% GCSE

- Students explore the set text practically from the point of view of performer, director and designer. They then apply this knowledge to written analysis in response to 4, 8, 12 and 20 mark exam questions. Live Theatre Review: Evaluating performance/ set/ lighting design/costume design (32 Mark response)

YEAR 11 CURRICULUM OVERVIEW

The focus this year shifts onto the practical components. Students complete the devised unit in the Autumn term with a performance in Early October. They develop their skills of analysis and evaluation as they complete their written devising logs. Students then work individually, in pairs or groups to rehearse and perform two scripted extracts from the same play. At the end of the course, students complete guided revision tasks as preparation for the written exam.



Year 12 Drama

AUTUMN TERM

Combined Arts

- Students work to combine two theatrical skills within one performance. This can include acting, singing, dance. Or design elements such as set, lighting or costume.

Prepare to work in the Performing Arts Sector.

- Students gain an understanding of the range and diversity of this industry. You will learn about the jobs and organisations that make up the industry, how it is funded and how companies are supported and regulated.

SPRING TERM

Prepare to work in the performing arts sector.

- Students explore strategies, attitudes and survival skills for sustaining a career in the performing arts industry. Pupils learn to self-promote and respond to current employment opportunities.

Proposal for a commissioning brief

- Students develop a project proposal that responds to a given brief. We will explore issues around funding, employment law and licensing as well as taking a creative approach to planning a large scale event.

SUMMER TERM

Exploration of Theatre Practitioners.

- Students explore the origins of theatre as well as its influences. We explore practically the methods of practitioners including Brecht, Stanislavski, Frantic assembly and Paper Birds. Students also watch and evaluate performances making direct comparisons.

YEAR 12 CURRICULUM OVERVIEW

Students are introduced to the work of playwrights and practitioners through the study of texts and the experience of live theatre. They will develop the ability to explore and interpret more complex texts than at GCSE and will look at texts from the point of view of a director, designer and performer. Plays will be drawn from different historical periods and genres to increase students' breadth of theatrical knowledge. Students focus on the performing arts as an industry and develop skills that would help them succeed in a professional setting.



Year 13 Drama

AUTUMN TERM

Performing Repertoire

- Students will learn how to observe and define features of repertoire and apply them to performances. Students will use their knowledge of practitioners and to replicate key elements of repertoire

SPRING TERM

Influential performance practise

- Students become familiar with a range of different styles and periods, e.g. Classical, Modern and Postmodern, within their social, cultural and historical contexts and will be able to select, adapt and apply elements of your research into your performance concept and practical performance.

SUMMER TERM

Revision/ Resits

YEAR 13 CURRICULUM OVERVIEW

Students develop a greater breadth of knowledge of theatrical practitioners and performance styles and continue to apply this to their practical work. Students are assessed through controlled assessment windows and moderations. Students work is evidenced through video workshops, portfolios and performances.

Students are encouraged to be highly creative and work collaboratively which should emulate professional work.