

DRAMA curriculum overview

Curriculum intent:

The KS3 drama experience focuses on inspiring students to recognise that drama can equip them with the skills to participate effectively in original work they can be proud of. With creativity at its heart, the course aims to encourage students own individuality through a variety of dramatic styles and stimuli.

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The core aim of the curriculum is to develop independent, creative thinkers who can work collaboratively.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<u>Serious Fun/Drama Skills/Baseline assessment</u> Establishing group expectations <ul style="list-style-type: none"> Routines & Expectations Neutral position Improvisation Freeze Frames Spoken Thoughts Spotlighting 	<u>Pantomime</u> Theatrical conventions of pantomime <ul style="list-style-type: none"> Role Play Narration Audience interaction Direct address Exaggerated characters Theatrical skills 	<u>Live Review</u> How meaning is interpreted and communicated <ul style="list-style-type: none"> Costume Music & Sound 	<u>Archie Dobson's War</u> Staging configurations <ul style="list-style-type: none"> Character development Role on the wall Traverse staging End on staging Theatrical skills 	<u>Darkwood Manor</u> Devising Drama <ul style="list-style-type: none"> Conscience Alley Physical Theatre Soundscape 	<u>Charlie & the Chocolate Factory</u> Bringing together script work and devising techniques <ul style="list-style-type: none"> Hot-seating Cross-cutting Staging configurations Theatrical skills
Year 8	<u>Survival</u> Re-establishing group expectations	<u>Silent Movie</u> Conventions of Silent Movie	<u>Live Review</u> How meaning is interpreted and communicated	<u>Harry Potter</u> Staging configurations	<u>The Haunted School</u> Devising Drama	<u>Ernie's Incredible Illucinations</u> Scripted Drama

	<ul style="list-style-type: none"> Team work Flashback 	<ul style="list-style-type: none"> Exaggerated acting Music to support action Use of placards Stock characters Codified gestures 	<ul style="list-style-type: none"> Lighting Set 	<ul style="list-style-type: none"> Thrust staging In the round staging Theatrical skills 	<ul style="list-style-type: none"> Dramatic Tension Climax Conflict Stereotypical characters 	<ul style="list-style-type: none"> Developing the use of staging configurations Developing theatrical skills
Year 9	<u>Identity</u> A devised scheme of work where things are not as they seem..... <i>Motivation. Narrative hook. Contrast. Tension. Conflict.</i>	<u>Physical Theatre - Frantic Assembly</u> A look at the world renowned theatre company Frantic Assembly and how they develop their innovative work. <i>Chair duets. Hymns Hands. Round by Through.</i>	<u>Theatre Practitioners</u> Gaining a knowledge of some of the world's most famous theatre practitioners who changed the shape of theatre across the world <i>Stanislavski – Naturalism. Brecht - Non naturalistic theatre. Boal - Theatre of the oppressed.</i>	<u>Missing Dan Nolan</u> An in depth, practical study of critically acclaimed play by Mark Wheeller. <i>Refining theatrical skills. Understanding audience & character.</i>	<u>The Scream</u> Creative devising project using 'The Scream' as a creative stimulus. <i>Responding to stimuli in order to create your own original work. Developing ideas through extended rehearsal. Refining and polishing devising techniques and theatrical skills.</i>	<u>Scripted Performance</u> You will select and perform a substantial scene from a variety of texts on offer. <i>Enhancing use of stage configurations. Developing character. Refining theatrical skills.</i>
Year 10	<u>C1 Set Text – Study Blood Brothers</u> Practical Study of Blood Brothers by Willy Russell. <i>Understanding how set, costume, lighting and sound can be used to enhance a performance of this text. Understanding how actors interpret and perform a range of key characters from the play.</i>		<u>C1 Theatre Production</u> An in depth look at a variety of professional works focusing on the skill of the actor. <i>How to successfully evaluate the skill of the actor in a professional work. The effect that design can have on the overall realisation of a production.</i>		<u>C2 Devising Drama</u> Self-devised group work and devising log. Internal practical assessment (40%) <i>Selecting and responding to a wide variety of stimuli. Developing and refining creative, original work. Understanding the dramatic intentions of the group and the individual. Documenting the devising process with the aim of achieving dramatic goals. Evaluating the creative process & performance.</i>	
Year 11	<u>C2 Devising Drama</u> Self-devised group work and devising log. Internal practical assessment (40%) <i>Selecting and responding to a wide variety of stimuli.</i>	<u>C3 Scripted Drama</u> Scripted performance. External practical examination (20%) <i>The practical application of theatrical skills in two scenes from a published and</i>	<u>C1 Exam Preparation</u> An in depth look at the National Theatre's critically acclaimed production of Peter Pan directed by Sally Cookson. External written exam (40%)		Examination season	

	<p><i>Developing and refining creative, original work.</i></p> <p><i>Understanding the dramatic intentions of the group and the individual.</i></p> <p><i>Documenting the devising process with the aim of achieving dramatic goals.</i></p> <p><i>Evaluating process & performance.</i></p>	<p><i>substantial play text.</i></p> <p><i>Character interpretation.</i></p>	<p><i>Preparation for the written demands of the GCSE.</i></p>	
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Functional Skills:				
Literacy			Numeracy	
<ul style="list-style-type: none"> • Development of oracy skills through individual and group presentation of work. • Reading and interpreting a range of texts in all year group. • Written analysis and evaluation at KS4. 			<ul style="list-style-type: none"> • Timings of presentations and extended scripted and devised work. 	
Social	Moral	Spiritual	Cultural	Personal development & wellbeing
Different opinions and beliefs are encouraged to develop different viewpoints promoting healthy dialogue.	Pupils are encouraged to articulate their views on a range of moral issues in relation to character, textual analysis and a range of stimuli.	Pupils are regularly given the opportunity to use their imagination and develop creativity. Pupils reflect upon their own experiences and those of others.	Pupils are taught about theatre as an important cultural aspect of society. As they move through the curriculum they gain an appreciation of how theatre can shape conversations, ideas and beliefs.	Pupils are provided with a safe and supportive environment in which they are free to express themselves. They are encouraged to reflect upon the world in which we live and their place with it.
Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounters with further / higher education
Drama display in the department shows links to careers and further education. KS3- When discussing criteria links are made to soft skills needed for all industries. KS4 – Through 1:1 progress	Careers talk and Q&A with Barbican Box Artist Mentor.	Regular research by staff are undertaken to explore the changes in the Arts labour market and regularly inform pupils.	<p>London trip to visit back stage at the Theatre Royal seeing how it works with encounters of multiple roles within it. July 2020</p> <p>GCSE Pupils have worked with a professional theatre and performed at a professional venue as part of the Barbican Box project.</p>	Pupils are given practical support selecting and preparing audition pieces for further education institutions.

meetings time is given to
discuss future pathways
linking learning to their
future.

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Last updated January 2020