



DRAMA CURRICULUM PLAN

BIG IDEAS: Drama improves self-confidence/self-esteem and interpersonal skills; giving opportunity for individual growth and development to increase the ability to think and respond creatively. Drama empowers students to develop literacy and oracy skills as well as their ability to analyse and evaluate in both written and practical work. Drama provides a safe environment to explore and understand social and moral issues that nurtures empathetic skills, viewing events from multiple perspectives; the arts make us feel connected to one another and less isolated. Through experience of theatre, students connect to their cultural heritage and we encourage them to be engaged and active theatre participants. Drama builds resilience in the face of challenge; it changes the lives of our students in the present and prepares them for their future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 7	<p>Baseline written assessment: Write and evaluate theatre, acting communication: top to toe of the actor.</p> <p>Bullying: Basic Drama techniques, still image, thought tracking, hot seating, improvise from a stimulus (PHSE), opportunity to create/perform monologue.</p>	<p>Roald Dahl Theatre visit Matilda Writing skills Evaluation of live performance learn and perform scripted piece (time management, memory) stage types positions/blocking. Opportunities for group work/duologue and monologue.</p>	<p>Roald Dahl Theatre visit Matilda</p> <p>Written evaluation of live performance Learn and perform scripted piece (time management, memory)</p>	<p>The Tempest Cultural heritage, Different language and theatricality, status and character, use of voice, physicality of character. <i>(link to English: Midsummer Night's Dream)</i></p>	<p>Physical Theatre Using the body creatively, non-naturalistic drama. Creativity using the body to provide a narrative. Devising a piece of theatre in response to a stimulus (fairy tale/myth). Time management, interpersonal skills, team building. Greek theatre elements.</p>	
Yr 8	<p>Written Piece: analyse clip from Woman in Black: focus on design</p> <p>Ghost Stories Design: suspense building, soundscapes, conflict and contrast, evaluation and analysis. Looking at the relationship between technology and theatre.</p>	<p>Ghost Stories: Create own story, theatre design, total experience of drama and theatre, immersive theatre (ref back to physical theatre/characterisation). Written evaluation and analysis of the stories. The relationship between audience and actor and performance space. (Art and Technology, Music)</p> <p>Melodrama: History of theatre and styles of theatre and acting: key features (stereotypes)</p>	<p>Mugged: Naturalism, Stanislavski, Method acting. Characterisation, staging, approaching a text as a director and actor. Including performance and workshops on practitioner and text. Deals with current social issues surrounding knife crime, gangs and moral responsibility. (PSHE)</p> <p>Brecht: non naturalism Theatre as a political tool, issue based theatre. Learning non naturalistic techniques. Exploring the purpose and impact of theatre in society. (History and politics)</p>	<p>Brecht: non naturalism Techniques: audience experience, still image, in and out of role, prop, how the role of the audience has changed.</p> <p>Physical Theatre Devising, modern theatre companies approaches and elements of others Arts. Link to contemporary practitioners: Frantic Assembly, DV8 <i>(link to PE)</i></p>	<p>Devised Pieces Building on all of previous styles and devices: focus on intent and building in styles of staging, theme, choices, contextual understanding.</p>	
Wider/Super Curriculum	<p>Junior Drama Club for year 7 and Improvisation Club for year 8; Year 7 trip to see Matilda; Lunch time showing of digital theatre performances (mainly National Theatre); Opportunities to watch KS4 performances; Enrichment week - opportunity to participate in a devising workshop with professional theatre company and develop work into a performance; School production</p>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr9 (2 year)	Teach Set Text: Blood Brothers. Prepare for written exam. Practical and written exploration.	Teach Set Text: Blood Brothers. Prepare for written exam. Practical and written exploration.	Devising Introduction to stimulus and devising technique workshops. Written log preparation.	Devising Devising rehearsals and refining for final performance. Written log.	Devising Performance of devised pieces. Written log.	Written log. Live theatre preparation of how to analyse/evaluate acting.
Yr 10 (2 year)	Live theatre trip preparation with focus on section C of written exam. Preparation for Nov Mocks.	Revisit Section B of written exam: Blood Brothers. Preparation for Nov Mocks. Modelling and timed practise of questions. Introduction to scripted performance.	Scripted performance rehearsals and externally assessed performances.	Preparation for written exam. Modelling of answers. Modelling of extracts. Timed practise questions.	Final written exam preparation.	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y9 (3 year)	Teach Set Text: Blood Brothers. Prepare for written exam. Practical and written exploration.	Teach Set Text: Blood Brothers. Prepare for written exam. Practical and written exploration.	Teach Set Text: Blood Brothers. Prepare for written exam. Practical and written exploration.	Teach Set Text: Blood Brothers. Prepare for written exam. Practical and written exploration.	Devising Introduction to stimulus and devising technique workshops.	Devising rehearsals and refining for mock performance.
Yr 10 (3 year)	Devising: Devising rehearsals and refining for final performance. Written log.	Devising: Devising rehearsals and refining for final performance. Written log.	Devising: Devising rehearsals and refining for final performance. Written log.	Devising: Devising rehearsals and refining for final performance. Written log.	Devising Performance of devised pieces. Written log.	Revisit Section B of written exam: Blood Brothers. Modelling and timed practise of questions.
Yr 11 (3 year)	Live theatre trip preparation with focus on section C of written exam.	Revisit Section B of written exam: Blood Brothers. Modelling and timed practise of questions. Introduction to scripted performance.	Scripted performance rehearsals and externally assessed performances.	Preparation for written exam. Modelling of answers. Modelling of extracts. Timed practise questions.	Final written exam preparation.	
Wider/Super Curriculum	Opportunities to watch KS4 performances in other groups or years; Opportunities to watch KS5 performances; Lunch time showing of digital theatre performances; Opportunities to work with professional actors and alumni students who volunteer to support student's practical work; Theatre visits; Enrichment week - opportunity to participate in a devising workshop with professional theatre company and develop work into a performance; School production; Support with National Youth Theatre auditions					

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Yr12	Teach Set Text: Equus. Prepare for written exam. Practical and written exploration	Teach Set Text: Equus. Prepare for written exam. Practical and written exploration Introduce play and practitioner for devised piece. Practitioner workshops - teacher to student led.	Devising workshops and rehearsals. Written log preparation.	Devising rehearsals, developing and refining ideas	Devising performance and written log.	Read Faustus and workshop chosen practitioner for written exam Develop concept summer holiday
Yr13	Theatre visit and prep for theatre question in exam Workshops on every page of Faustus and develop and refine ideas for individual concepts	Revise Equus Prepare for mocks in January	Mocks Rehearsals of scripted group pieces and monologues	Performances of scripted group pieces and monologues and Exam preparation	Final exam preparation	
Wider/Super Curriculum	Opportunities to work with professional directors; Opportunities to work with professional actors and alumni students who volunteer to support student's practical work; Theatre visits; Opportunities to watch performances at other schools; School production; Support with National Youth Theatre or Drama School auditions					