

Year 7 Drama

In year 7 students will develop the key skills and behaviours needed to create a perform. They will look at scripted and devised work across the year along with performing a production.

Year 7 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	Introduction to Drama Introducing key behaviours needed for drama through a range of games and practical tasks	First Year Using drama to address issues that students will encounter in Y7.	Terrible Fate of Humpty Dumpty Exploring performing sections of script. Performing to an audience	Titanic Using drama techniques to explore the issues on board the titanic	Human Zoo Developing characterisation through a range of drama techniques and explorations	Matilda Exploring the production of Matilda through drama, song and dance.
Assessment	Verbal assessment throughout the lesson Summative assessment of behaviours	Verbal assessment throughout the lesson Summative assessment of Characterisations and Techniques PRP 1	Verbal assessment throughout the lesson Summative assessment of behaviours	Verbal assessment throughout the lesson Summative assessment of Characterisations and Techniques	Verbal assessment throughout the lesson Summative assessment of behaviours PRP2	Verbal assessment throughout the lesson Summative assessment of Characterisations and Techniques

Year 8 Drama

In year 8 students will develop the key skills needed to create, perform and analyse Drama. They will be assessed on their behaviour as well as their use of techniques and characterisations. They will create scripted and devised work.

Year 8 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	<p>Three Wishes</p> <p>Learning group work skills. Key drama strategies and how to devise using drama strategies</p>	<p>Blood Brothers</p> <p>Learning how to create a performance of a character and present a scene to the class</p>	<p>Darkwood Manor</p> <p>Students become immersed with the story of an estate agent and the village of Darkwood. They create characters and learn how non-naturalistic strategies can be used to build tension in performance</p>	<p>Silent Movies</p> <p>Students learn about the importance of non-verbal communication. We work on physicality and communication to an audience.</p>	<p>Great Mouse Plot</p> <p>Students use production values to enhance the performance of a script</p>	<p>Fairy Tales</p> <p>Students create their own interpretation of a fairy tale</p>
Assessment	<p>Verbal assessment throughout the lesson</p> <p>Summative assessment of behaviours</p>	<p>Verbal assessment throughout the lesson</p> <p>Summative assessment of Characterisations and Techniques</p> <p>PRP 1</p>	<p>Verbal assessment throughout the lesson</p> <p>Summative assessment of behaviours</p>	<p>Verbal assessment throughout the lesson</p> <p>Summative assessment of Characterisations and Techniques</p>	<p>Verbal assessment throughout the lesson</p> <p>Summative assessment of behaviours</p> <p>PRP2</p>	<p>Verbal assessment throughout the lesson</p> <p>Summative assessment of Characterisations and Techniques</p>

Year 9 Drama

In Year 9 Drama we continue to develop the key skills from Year 8 but the focus now becomes on knowing and being able to use key terminology confidently, being able to select strategies to create longer and more creative pieces of theatre AND creating more meaningful characterisations. In year 9 we encourage creativity and risk taking.

Year 9 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	<p>Find Me</p> <p>Students read and study the play Find Me by Olwen Wymark. They select a monologue, duologue or group piece to prepare a full performance of in front of a paying audience at Monologue evening in November.</p>	<p>A different state of Mind</p> <p>Students explore this topic using non-naturalistic strategies. They examine the practitioner Artaud and create non-naturalistic pieces responding to a stimulus.</p> <p>Students will write a written evaluation of their practical work using the WHY structure.</p>	<p>Commedia De'll Arte</p> <p>Students explore the Italian art form of Commedia learning about the stock characters, stock plots and lazzi.</p> <p>Students then go on to examine and perform scenes from the play 'One Man, Two Guvnors'</p>	<p>Mobile Phone</p> <p>Students develop their own response to the play. They will learn about physical theatre and how they can piece together a play when there are no set characters or set.</p> <p>Students will also learn about how lighting and sound can be used to effectively create atmosphere and plan this in their</p>	<p>Frantic Assembly</p> <p>Exploring physical theatre via script and devising techniques</p>	<p>Theatre in Education</p> <p>Students work in groups to create an educational piece suitable for a younger audience. They will learn about Brechtian chorus and try to involve this in their work.</p>

				work.		
Assessment	Verbal assessment throughout the lesson Summative assessment of behaviours	Verbal assessment throughout the lesson Summative assessment of Characterisations and Techniques PRP 1	Verbal assessment throughout the lesson Summative assessment of behaviours	Verbal assessment throughout the lesson Summative assessment of Characterisations and Techniques	Verbal assessment throughout the lesson Summative assessment of behaviours PRP2	Verbal assessment throughout the lesson Summative assessment of Characterisations and Techniques

Year 10 Drama

Students continue with the key skills learned in Y8 and 9. They will now, in particular focus on the devising and performance aspects of the course as well as becoming more familiar with key terminology and the requirements of the component 3 written paper. Most reference to comp 3 at this point will be through Brain in Gears to encourage interleaving throughout the course.

Component 1 - Devising a piece of theatre in a group and a written portfolio. Students are assessed on their performance of the devised piece (15 marks) and a written portfolio answering 6 questions (45 marks) - 40% of GCSE. Internally marked, externally moderated.

Component 2 - Performance of text. Students complete a performance exam to an external examiner. They have to perform two scenes from the same play - these can be monologues, duologues or group pieces. 20% of GCSE. Externally marked.

Component 3 - Written paper. 7 questions - 5 questions are on An Inspector Calls and how they would approach the text as a performer, director and designer. 2 questions are based on a piece of live theatre and the students must analyse then evaluate the performance skills and production values they have seen.

GCSE Links:

Comp 1: Targets 1, 2, 3, 4, 5

Comp 2: Targets: 1, 4, 5

Comp 3: 1, 3, 5

1: To be an actively engaged in all aspects of the lesson

2: Confidently know and be able to select different Drama Strategies

3: Know and be able to use key terminology

4: To be able to create Characters and Perform them with confidence

5: To be able to create performances which show you have made decisions about performance skills and production values

Year 10 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	<p>Comp 1: Practitioners</p> <p>Students learn about different practitioners and different styles of theatre. They work in different groups to develop their group work skills</p> <p>Comp 2: Preparation for Mock. Students will take part in a whole class performance of a play which will take place in front of a paying audience in</p>	<p>Comp 2 Mock:</p> <p>Students complete their performance and self assess their work.</p> <p>Comp 1: Students are given the stimulus for their component 1. They will begin initial explorations of each stimulus and produce small evaluations of their work.</p>	<p>Component 1</p> <p>Students are put into groups and begin to devise their work.</p> <p>During this term students will also have the opportunity to watch live theatre and take part in a workshop to develop their ideas.</p>	<p>Component 1</p> <p>Students continue to develop their devising work.</p>	<p>Component 1 Performances.</p> <p>Component 1 pieces are finalised and performed to an audience.</p> <p>Students create questionnaires and analyse their devising and performance work.</p> <p>Students begin to write portfolios.</p>	<p>Component 1:</p> <p>Portfolios first drafts and second drafts are completed and handed in.</p> <p>Component 2: Students select performance pieces for their component 2 exam.</p>

	November.					
Assessment	Initial baseline assessment. Ability to work in small/large groups Performance ability.	Component 2 Mock assessment. Formative assessments of initial explorations.	Mini deadlines are set for work throughout where mini assessments will take place.	Mini deadlines are set for work throughout where mini assessments will take place.	Performances of Comp 1 are assessed.	Marking of Portfolios.

Independent Work

Details of what types of activities will be set to do as independent work (homework), no need to list every task specifically

Term 1: Line learning, Practitioner research, Written Intentions

Term 2: Research and ideas, evaluation of explorations

Term 3: Research, Comp 1 Portfolio questions, script writing and learning

Term 4: Research, Comp 1 Portfolio questions, script writing and learning

Term 5: Portfolio Questions

Term 6: Portfolio questions, Character research

Year 11 Drama

In Year 11 students focus on the completion of the course. They will develop their knowledge of how to create characterisations and how to perform them. They will also develop skills in terms of analysing a text for performance and know how they would approach a text from the point of view of a performer, director and designer.

Component 1 - Devising a piece of theatre in a group and a written portfolio. Students are assessed on their performance of the devised piece (15 marks) and a written portfolio answering 6 questions (45 marks) - 40% of GCSE. Internally marked, externally moderated.

Component 2 - Performance of text. Students complete a performance exam to an external examiner. They have to perform two scenes from the same play

- these can be monologues, duologues or group pieces. 20% of GCSE. Externally marked.

Component 3 - Written paper. 7 questions - 5 questions are on An Inspector Calls and how they would approach the text as a performer, director and designer. 2 questions are based on a piece of live theatre and the students must analyse then evaluate the performance skills and production values they have seen.

GCSE Links:

Comp 1: Targets 1, 2, 3, 4, 5

Comp 2: Targets: 1, 4, 5

Comp 3: 1, 3, 5

1: To be an actively engaged in all aspects of the lesson

2: Confidently know and be able to select different Drama Strategies

3: Know and be able to use key terminology

4: To be able to create Characters and Perform them with confidence

5: To be able to create performances which show you have made decisions about performance skills and production values

Year 11 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	<p>Component 2</p> <p>Students rehearse their scenes. They will learn how to present their character to the audience confidently using voice, physicality and stage space. They will learn how to get into the heart of a character and</p>	<p>Component 2</p> <p>Continuation of rehearsal of their piece.</p> <p>Component 3</p> <p>Students are introduced to the written paper and learn how to answer questions</p>	<p>Component 2</p> <p>Continuation of rehearsal of their piece.</p> <p>Component 3</p> <p>Students learn how to approach the text focusing on the production values of: Set, Costume,</p>	<p>Component 2</p> <p>Exam takes place marked by the external examiner.</p> <p>Component 3</p> <p>Students learn how to effectively answer 2bii. They complete a</p>	<p>Component 3</p> <p>Students complete a walking talking mock</p> <p>Revision</p> <p>Comp 3 written paper will take place mid May.</p>	<p>Course Complete</p>

	be able to portray this on stage.	2ai and 2aii - how to approach An Inspector Calls as a performer.	Lighting and Props and Stage furniture. They learn how to answer questions 2bi and 2c.	mock of An Inspector Calls Questions. They see live theatre and analyse what they have seen.		
Assessment	Mini assessment of work will be on-going this term.	Mini assessments of comp 2 are on going Comp 3 - marking of questions 2ai and 2aii.	Mini assessments of comp 2 are on going Comp 3 - marking of questions 2bi and 2c.	Component 2 Exam Comp 3 Mock of Section A	Component 3 exam.	

Independent Work

Details of what types of activities will be set to do as independent work (homework), no need to list every task specifically

Line learning and Comp 2 rehearsal
 Completion of practice questions
 Set Design, Costume design
 Live Theatre notes
 Live theatre evaluation.