

# Drama

## Curriculum intent:

In drama, we want to help students learn in a range of practical and creative ways. We are aiming to nurture and develop students' **Six C's**:

- Collaboration  
Through consistent group work, discussion and problem solving.
- Critique  
Through both giving and receiving feedback on performances.
- Communication  
Being able to express ideas and communicate effectively with their peers and teachers.
- Creativity  
Being encouraged to explore creative ideas.
- Curiosity  
We encourage students to want to ask questions and seek answers.
- Confidence  
We want students to build on confidence in all areas of drama and performance, as well as nurture their confidence in themselves as an individual.

## Literacy/Reading/Oracy opportunities:

- We access key words in lessons which we discuss and define
- Use of scripts once every term which are accessible and appropriate to each year group
- Opportunities for reading aloud
- Students encouraged to "Talk like an actor" and use Tier 3 vocabulary which is specific to the subject

| Curriculum rationale<br>Year 7 - 11 | Autumn  | Spring   | Summer   |
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| Year 7<br>"The Basics"              | Friendships<br><i>Devising</i>  | The Terrible Fate of Humpty Dumpty<br><i>Theatre Makers in Practice</i>                                      | Introduction to Acting<br><i>Text in Performance</i>   |
| Why?                                | Devising drama encourages creativity and development of original ideas. It also allows group work and | Theatre Makers in Practice focuses on the work of theatre makers and the theatrical choices that are made by | Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories |

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|  | <p>collaboration, as well as problem solving. It covers most of the skills we focus on in drama.</p> <p><u>In this scheme in year 7, we focus on building a basic “Drama skills toolkit” as a foundation for later years, knowing that lots of students won’t have done any drama at KS2.</u></p> <p>Devising drama is a key part of the GCSE</p> | <p>crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance. Students will explore practically how a complete performance text might be interpreted and realised from ‘page to stage’.</p> <p><u>In this scheme in year 7, students will learn the basics of working with a script by practically studying the text The Terrible Fate of Humpty Dumpty. They will explore the role of performers as well as have an introduction to technical theatre. This text was chosen as it follows on from the previous scheme of Friendship and covers PSHE topics such as bullying, peer pressure, and safety.</u></p> <p>Theatre Makers in Practice is a key part of the GCSE</p> | <p>has been fundamental to human development and for thousands of years, people have written, performed, watched and enjoyed innumerable plays. Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.</p> <p><u>In this scheme in year 7, students will focus on the basic physical and vocal skills which go together to create a character. They will work on duologues, exploring how to show relationships on the stage.</u></p> <p>Text in Performance is a key part of the GCSE</p> |
| <p><b>How parents / carers can support</b></p> | <p>Encourage your child to access the Knowledge Organiser<br/>If you can, enable your child to see theatre either live or pre-recorded</p>  | <p>Encourage your child to access the Knowledge Organiser<br/>If you can, enable your child to see theatre either live or pre-recorded</p>  | <p>Encourage your child to access the Knowledge Organiser<br/>If you can, enable your child to see theatre either live or pre-recorded</p>   |

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| Year 8<br>"Revisiting and building on skills" | The Woman in Black<br><i>Theatre Makers in Practice</i>  | Making a Positive Change – TIE<br><i>Devising</i>  | Developing a monologue/duologue<br><i>Text in Performance</i>  |
| Why?  | <p>Theatre Makers in Practice focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance. Students will explore practically how a complete performance text might be interpreted and realised from 'page to stage'.</p> <p><u>In this scheme in year 8, students will be practically studying the text <i>The Woman in Black</i>. They will explore the role of performers as well as have an introduction to technical theatre. This year students will build on skills from year 7, focusing on how to bring a classic ghost story to life and build tension.</u><br/><u>For technical theatre, they will focus on lighting and set.</u></p> | <p>Devising drama encourages creativity and development of original ideas. It also allows group work and collaboration, as well as problem solving. It covers most of the skills we focus on in drama.</p> <p><u>In this scheme in year 8, we focus on using skills learnt in previous devising lessons to build on a new topic of Theatre In Education. Students will develop their skills while tackling PSHE topics and creating pieces of theatre to educate a certain audience.</u></p> <p>Devising drama is a key part of the GCSE and forms 40% of the GCSE qualification</p> | <p>Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories has been fundamental to human development and for thousands of years, people have written, performed, watched and enjoyed innumerable plays.</p> <p>Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.</p> <p><u>In this scheme in year 8, students will focus on building on their physical and vocal skills which go together to create a character. They will work on duologues, exploring how to show relationships on the stage. They will be going further into detail and researching and building context for the characters and situations they are portraying.</u></p> |

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|  | Theatre Makers in Practice is a key part of the GCSE   |  | Text in Performance is a key part of the GCSE   |
| <b>How parents / carers can support</b>                          | Encourage your child to access the Knowledge Organiser<br>If you can, enable your child to see theatre either live or pre-recorded   | Encourage your child to access the Knowledge Organiser<br>If you can, enable your child to see theatre either live or pre-recorded   | Encourage your child to access the Knowledge Organiser<br>If you can, enable your child to see theatre either live or pre-recorded  |
|  | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>   |
| <b>Year 9<br/>“Sustaining creativity and preparing for GCSE”</b> | Crime and Punishment<br><i>Devising</i>  | Noughts and Crosses<br><i>Theatre Makers in Practice</i>   | Contemporary Performance<br><i>Text in Performance</i>  |
| <b>Why?</b>  | <p>Devising drama encourages creativity and development of original ideas. It also allows group work and collaboration, as well as problem solving. It covers most of the skills we focus on in drama.</p> <p><u>In this scheme in year 9 we start to work towards GCSE skills in devising and responding creatively to a stimulus. Students explore different theatre practitioners and styles, while tackling a range of challenging stimuli, culminating in a focus on the novel <i>Crime and Punishment</i> and its moral and ethical questions.</u></p> <p>Devising drama is a key part of the GCSE and forms 40% of the GCSE qualification</p> | <p>Theatre Makers in Practice focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance. Students will explore practically how a complete performance text might be interpreted and realised from ‘page to stage’.</p> <p><u>In this scheme in year 9, students will be practically studying the text <i>Noughts and Crosses</i>. They will explore the role of performers as well as have an introduction to technical theatre. This year students will delve into</u></p> | <p>Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories has been fundamental to human development and for thousands of years, people have written, performed, watched and enjoyed innumerable plays.</p> <p>Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.</p> <p><u>In this scheme in year 9, students will focus on the basic physical and vocal skills which go together to create a</u></p> |

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|   |  | <p><u>interpretation and how the text can be translated to stage in different ways with a focus on audience.</u></p> <p><u>For technical theatre, they will focus on a variety of areas, like lighting, set, sound or costume.</u></p> <p>Theatre Makers in Practice is a key part of the GCSE</p>   | <p><u>character. They will work on contemporary duologues, exploring how to show relationships on the stage.</u></p> <p><u>They will also be developing their intentions for their characters and using this and context to add meaning to performance.</u></p> <p>Text in Performance is a key part of the GCSE</p>  |
| <b>How parents / carers can support</b> | <p>Encourage your child to access the Knowledge Organiser</p> <p>If you can, enable your child to see theatre either live or pre-recorded</p>  | <p>Encourage your child to access the Knowledge Organiser</p> <p>If you can, enable your child to see theatre either live or pre-recorded</p>  | <p>Encourage your child to access the Knowledge Organiser</p> <p>If you can, enable your child to see theatre either live or pre-recorded</p>   |
|   | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>   |
| <b>Year 10</b>                          | <p>C1 Devising</p> <p>C3 An Inspector Calls</p>  | <p>C1 Devising - Examination</p> <p>C3 An Inspector Calls</p> <p>C3 Live theatre trip</p>  | <p>C3 Live Theatre Evaluation notes</p> <p>C1 Portfolio</p>   |
| <b>Why?</b>                             | <p>Component 1 is worth 40% of the GCSE</p> <p><i>Devising is essential for the development of new theatre and performance; it allows for personal development and exploration. It allows both performer and designer the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience.</i></p> <p><i>Students will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. Students will consider</i></p> | <p>Component 1 is worth 40% of the GCSE</p> <p><i>Students will finalise and perform their devised performance.</i></p> <p><i>The performance will be filmed by the drama department and marked internally.</i></p> <p><i>Students should then be reflecting on their performance to prepare to write their portfolio.</i></p> <p>Component 3 is worth 40% of the GCSE</p> | <p>Component 3 is worth 40% of the GCSE</p> <p><i>Having seen a live theatre production, students will focus on consolidating their viewing into note form. They will end up with 500 words maximum which can be taken into the final examination.</i></p> <p><i>They will also be introduced to Section B of the exam paper, which focuses on analysing and evaluating the show they went to see, using their notes.</i></p> <p>Component 3 is worth 40% of the GCSE</p> |

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|  | <p><i>the impact that they can make on an audience, as they develop the ideas that they want to communicate.</i></p> <p>Component 3 Section A (An Inspector Calls) is worth 30% of the GCSE</p> <p><i>As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance.</i></p> <p><i>Students will explore practically how a complete performance text might be interpreted and realised from 'page to stage'. This exploration will give students an insight into how texts may be brought to life for an audience and the creative roles within this process.</i></p> <p><b>Students will study a mixture of practical lessons on C1 and more theory-led lessons on C3.</b></p> | <p><b>Students will study a mixture of practical lessons on C1 and more theory-led lessons on C3.</b></p>  | <p><i>Alongside this, students will be working on their component 1 written portfolio, reflecting on their devising process.</i></p> <p>Component 1 is worth 40% of the GCSE</p> <p><b>The lessons in this term will be theory based and less focused on practical exploration.</b></p> |
| <p><b>How parents / carers can support</b></p> | <p>Encourage student to make notes on workshop lessons in their drama notebook.</p> <p>Encourage research on physical theatre companies such as Frantic Assembly and DV8.</p>  | <p>C1 - Encourage student to make notes on workshop lessons in their drama notebook.</p> <p>Encourage research on physical theatre companies such as Frantic Assembly and DV8.</p> | <p>C1 - Encourage students where possible to continue with their portfolio work at home.</p> <p>C3 - Students can be researching the piece of live theatre they saw to help with the notes.</p>   |

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|   | If you can, enable your child to see theatre either live or pre-recorded as inspiration for their own work.   | If you can, enable your child to see theatre either live or pre-recorded as inspiration for their own work.   | If you can, enable your child to see theatre either live or pre-recorded as inspiration for their own work.   |
|   | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>   |
| <b>Year 11</b>                          | C2 Performance from Text  | C2 Performance from Text Examination<br>C3 Revision   | Component 3 GCSE Examination  |
| <b>Why?</b>                             | Component 2 is worth 20% of the GCSE  | The component 2 examination is worth 20% of the GCSE and is assessed by a visiting examiner.<br>During lessons students will also be  | The final component 3 exam is worth 40% of the GCSE.  |
| <b>How parents / carers can support</b> | C2 - Test students on lines to ensure they know their own lines and their cues very well.<br>C2 - Record students performing their monologues/duologues and watch back.<br>C2 - Question students on what their character is like and what their <b>intentions</b> are for the performance. | C2 - Test students on lines to ensure they know their own lines and their cues very well.<br>C2 - Record students performing their monologues/duologues and watch back.<br>C3 - Ensure students are sticking to a revision timetable and during drama slots, use knowledge organisers and revision guides to revise both performance and technical theatre. | Ensure students are sticking to a revision timetable and during drama slots, use knowledge organisers and revision guides to revise both performance and technical theatre. |