

YEAR 7 DRAMA CURRICULUM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4
Unit Title/skills	Freeze Frames (Starting, Finishing and Marking the Moment - climax Plot Mime Characterisation Narration Audience Awareness Evaluate and analyse your own work and the work of others.	Showing Status, Characterisation (gesture/movement/voice/ Facial expression/stance) Thought Tracking and Unseen Characters. Drama with a message. Evaluate and analyse your own work and the work of others	Physical Theatre and Greek Chorus, movement, slow motion Evaluate and analyse your own work and the work of others	Multirole/script work/Spontaneous Improvisation Evaluate and analyse your own work and the work of others
Overview	Learning to work in a group, developing confidence. Devising (making) drama. Using Mime/Freeze Frames/narration to create characters and tell stories.	Learning to use the existing skills and new skills of thought tracking and unseen character /thought tracking together in a devised piece of work.	Using your body to help tell stories. Make shapes/objects with your bodies. Add a greek chorus (choral speaking for effect) Explore origins of theatre.	Changing your facial expressions, gestures, voice, stance and movement to become many different characters different to yourself. Using all skills from start of year in imaginative ways.
Assessment	Create a piece of Drama 'The day trip' that uses a Starting/ Finishing Freeze Frames and a marking the moment. It will not use your voice and will use your body and facial expressions through mime.	Creating a devised piece that has a clear message to the audience. Using all the skills learnt so far.	Someone is looking to buy a house. However the house is haunted. Create the story and be the characters and be the house using your body. Use all known skills so far.	Creating three scenes all set in a school. In each scene play a different character making them all different.

YEAR 8 DRAMA CURRICULUM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4
Unit Title / skills	<p>Horror Costume/Lights/sound/music/props Atmosphere/Building tension Monologue Hot-seating Natralistic/Surreal/Non-naturalistic Evaluate your own work and the work of others using drama terminology</p>	<p>Bullying / to coincide with antibullying week Theatre in education – create a performance suitable for year 7’s. The best will perform in assembly. Types of staging (Open end/Thurst/in the round/proscenium arch etc) Blocking/Directing Flashback Cross cutting Evaluate your own work and the work of others using drama terminology</p>	<p>Genre Explore different styles of performance. Evaluate your own work and the work of others using drama terminology</p>	<p>Script work Learn lines Blocking Characterisation – role on the wall. Hot heating. Use of space Evaluate your own work and the work of others using drama terminology</p>
Overview	<p>Create/Devise your own atmospheric horror play, use narration, props, makeup and costume, lighting and sound to make it more effective.</p>	<p>Understand stereotypes of a bully and victim. Use your body and voice to show which character you are and your status. Choose a type of staging giving reasons. Perform a script about the effects of bullying. Add drama skills and create your own additional scene.</p>	<p>Examine the different Genres of television shows. Make your own kids tv show/adverts/soap opera/ news report and a film extract. Use props and costumes to show time/genre.</p>	<p>Preparation for GCSE. Learn lines/ Block a script. Conduct rehearsals Prepare a play for performance. Think about props and costumes and music/sound effects.</p>
Assessment	<p>Make your own horror story using all the skills you know. Make sure it is scary and you create lots of tension! We want to be scared!</p>	<p>Be assessed on remembering a script, creating a character, following stage directions, showing status. Using space and blocking scenes.</p>	<p>Using 3 contrasting genres above. Devise a 6 minute performance. 2 mins per genre. With adverts</p>	<p>Perform the script to an audience.</p>

YEAR 9 DRAMA CURRICULUM

	Half Term 1	Half Term 2	Half Term 3 (5 weeks)	Half Term 4 (6 weeks)	Half term 5	Half term 6
Unit Title/ Skills	<p>Group bonding and trust. Developing relationships. Baseline assessment Then 'The Home Bully' tackling serious issues.</p> <p>Introduce exam type question practise on the script</p>	<p>Using various stimuli Focus / inside outside on the edge Creating work from Music Pictures Poems Newspaper Articles</p>	<p>Script work and characterisation. Blue Remembered Hills extract. place and space Consider social/cultural/historical aspects of the performance Health and safety Introduce exam type question practise on the script</p>	<p>Language/movement and Communication</p>	<p>Devising – Component 1</p> <p>Create a performance for component one</p> <p>Using Voice Movement Characterisation Plot – audience</p> <p>Practise writing a portfolio</p>	<p>Devising – Component 1</p> <p>Create a performance for component one</p> <p>Using Voice Movement Characterisation Plot – audience</p> <p>Practise writing a portfolio</p>
Overview	<p>Basic staging and positions. Stage types. Subtext. Forum Theatre. Learn a script. Play a serious emotional character. Learn to work independently. Show case all the skills you remember from years 7 and 8.</p> <p>Keep a log book of rehearsals. Record on paper / diagrams how your characters / play develops. Research the topics / characters. Analyse and evaluate your own / groups work referring to the</p>	<p>Work in varying group sizes and combinations making short devised pieces, making sure you document how the stimuli influences and feeds in to your work.</p>	<p>Learn the process from script to stage. Learn Lines. Block a play. Perform to an audience. The focus of a performance On the edge/outside or inside. Setting – open or closed</p>	<p>Language and communicate – words/face/body/gestures Language register – place/era/relationships Language economy Subtext It's how you say it Tone colour Silence/sound Contrasts Pace Pitch Volume Emphasis/ Intonation</p> <p>Introduction to movement Movement/stillness-contrasts Movement repetition Rhythm Pave</p>	<p>Work with a group to make a play based on a given theme and stimuli.</p> <p>Decide on who is your audience and the genre and style.</p> <p>Perform at the end of the unit and write up a portfolio of 2000 words</p>	<p>Work with a group to make a play based on a given theme and stimuli.</p> <p>Decide on who is your audience and the genre and style.</p> <p>Perform at the end of the unit and write up a portfolio of 2000 words</p>

	research you have completed.			Physical levels Directions Proxemics Expressive movement Movement patterns Exaggerated movement Symmetry Balance		
Assessment	Perform and be recorded your script. Have you learnt all your lines? Blocked your play? Do you play a believable character? Do you create atmosphere/tension and evoke emotion in the audience?	You will be given three different stimuli around a current topic that is/has been on the news. Use the stimuli to create a performance. Document and analysis/evaluation of performance.	Perform a scripted play. Have you learnt lines/blocked, created characters. Have you used props and costumes effectively. Written assessment – exam type questions and portfolio	3 scene devised performance Scene 1 - Mime Scene 2 - Combined communication Scene 3 - Voice only	Devised performance 10% portfolio 30% (final mark)	Devised performance 10% portfolio 30% (final mark)

YEAR 10 DRAMA CURRICULUM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Drama techniques revised and devised work/research Symbols	Scripted work. An Inspector calls (comp 3)	Scripted work. An Inspector calls (comp 3)	Component 1 - Devised	Component 1 Devised	Unit 1 completion Component 3 – An Inspector calls revisited
Overview	<p>Practical sessions, to develop their underpinning knowledge, understanding and skills from KS3. On-going development process.</p> <p>Symbols – in the form of gestures/objects/lights/music / costume</p> <p>Using the topic of What is beauty and stimuli of a song/poem and picture create a performance. Develop a log book showing analysis and evaluation of development and final piece</p> <p>Students developing skills for recording the development of their ideas for performance as well as underpinning skills such as analysis and evaluation.</p>	<p>Class read/perform. Learn extracts in groups and perform</p> <p>Gather research re historical cultural background of the writer/play/era</p> <p>Go watch a live performance</p> <p>Practise answering live performance and set text questions with regards to performance - acting</p>	<p>Class read/perform. Learn extracts in groups and perform – concentrate on the</p> <p>Gather research re historical cultural background of the writer/play/era</p> <p>Practise answering live performance and set text questions with regards to set/lighting/costume/era/props/music/sfx</p>	<p>Component 1: Devising In groups, students explore a range of stimuli and begin developing their devising skills.</p> <p>A portfolio for recording the creation and development of their devised work is introduced and they begin to record their ideas and how they have been developed as part of their exploration.</p> <p>Students are given the stimuli that their assessment will be based on.</p> <p>In groups students devise their own piece of work based on the stimulus. Students begin their portfolio of evidence detailing their devising process.</p>	<p>Component 1: Devising In groups, students explore a range of stimuli and begin developing their devising skills.</p> <p>A portfolio for recording the creation and development of their devised work is introduced and they begin to record their ideas and how they have been developed as part of their exploration.</p>	<p>Component 1: (continued)</p> <p>The performances /design realisations for the piece are finalised and performed.</p> <p>These are assessed by the teacher.</p> <p>Students analyse and evaluate the devising process and the performance in their portfolio.</p> <p>Component 3: Theatre makers in practice</p> <p>Students start looking at an overview of their chosen set text, practically exploring extracts from it.</p>

Assessment	Final devised piece and log book	Perform an extract and answer questions on extracts And live performance	Perform an extract and answer questions on extracts And live performance	Devised work shown so far and grade given		
-------------------	----------------------------------	---	---	---	--	--

YEAR 11 DRAMA CURRICULUM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Scripted component 2	Scripted component 2	Scripted component 2	Component 3	Component 3	Component 3
Overview	<p>Component 2: (continued) Students continue to develop their performances or designs for their chosen extracts.</p> <p>Component 3: Theatre makers in practice Students begin to revise their exploration of the set text.</p>	<p>Component 2: (continued) Students continue to develop their performances or designs for their chosen extracts.</p> <p>The performances /design realisations for the pieces are finalised and performed. These are assessed by a visiting examiner.</p>	<p>Component 2: (continued) Students continue to develop their performances or designs for their chosen extracts.</p>	<p>Component 3: An Inspector calls (continued) Students continue looking at their set text and develop skills for interpreting the text as a director, performer and designer.</p> <p>Read the script of Blood Brothers. Students go to see a piece of live theatre. (Blood Brothers)</p>	<p>Component 3: (continued) Students continue looking at their set text and develop skills for interpreting the text as a director, performer and designer.</p> <p>Theatre visit evaluation notes prepared.</p> <p>Component 2: Performance from</p>	<p>Internally assessed work is sent for moderation.</p> <p>Students prepare their live theatre evaluation notes.</p> <p>Students continue to revise the set text they have studied.</p> <p>Students sit the external examination in May/June.</p>

		<p>Component 3: Theatre makers in practice</p> <p>Students begin to revise their exploration of the set text.</p>		<p>Theatre visit evaluation notes prepared.</p> <p>.</p>	<p>text</p> <p>Students explore their chosen text and select their extracts for performance.</p> <p>Students develop their performances or designs for their chosen extracts.</p>	
<p>Assessment</p>	<p>Assessment of scripted – progress</p> <p>And</p> <p>Written exam for component 3 practise</p>	<p>Assessment of scripted – progress</p> <p>And</p> <p>Written exam for component 3 practise</p>	<p>Component 2 actual performance exam</p>	<p>Written exam for component 3 practise</p>	<p>Written exam for component 3 practise</p>	<p>Written exam for component 3 practise</p>