

## Drama Curriculum Overview 2022.2023

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Year 7 (taught once a fortnight)</b></p> <p>We know that students experience of Drama vary at KS2 so it is important to ensure all students are exposed to these fundamental principles. Year 7 is primarily a focus on the fundamental principles of acting, development of characters and theatrical explorative strategies as well as how theatre is made. The year is themed around various genres and styles of theatre alongside how we 'write' about theatre (a key skill needed at GCSE).</p>	<p><b>Introduction to Drama and Theatrical Devices</b></p> <p>In this unit, students will:</p> <p>Learn what theatrical devices are, why we use them and how to apply them to practical work.</p> <p>Learn how we develop characters.</p> <p>Develop skills in performance preparation and performance with a focus on our use of vocal and physical skills to communicate a meaning.</p> <p>Develop critical thinking and how we analyse and evaluate our own and others work.</p>		<p><b>Introduction to Scripts and character development; Evacuees</b></p> <p>In this unit, students will:</p> <p>Explore a range of dramatic play.</p> <p>Learn how we take a script from a page to stage; interpret scripts and communicate a meaning to an audience with a focus on context.</p> <p>Vocal development and physical development – how we interpret and portray characters from a script.</p> <p>Develop performance skills – how we apply previous knowledge and skills to performance.</p>		<p><b>Shakespeare</b></p> <p>In this unit, students will:</p> <p>Be introduced to the language of Shakespeare and performance techniques used.</p> <p>Explore themes of choice and consequence within Shakespearean texts.</p> <p>Develop improvisation skills to explore the themes and place them into a modern context.</p> <p>Learn how to analysis and evaluate live theatre performance</p>	
<p><b>Year 8 (taught once a fortnight)</b></p> <p>Our year 8 curriculum aims to build on the foundations of Year 7. Year 8 leads with the theme of Choice and Consequence which is relevant to our community and school context and has links to themes and context explored at GCSE. Alongside this, students will be introduced to Theatre History with a focus on Shakespeare (which links with their English curriculum) in order to understand how theatre has developed. More</p>	<p><b>Using Stimuli in Theatre</b></p> <p>In this unit students will:</p> <p>Refresh their performance skills</p> <p>Expand their knowledge of theatrical devices</p> <p>Explore the theme of Choices and Consequences with links to their own community and school context</p>		<p><b>Theatre History</b></p> <p>In this unit, students will:</p> <p>Be introduced to are seen as the key development points in Theatre History (Greek, Commedia, Melodrama and Naturalism).</p> <p>Explore the key techniques of these developments and apply these to a range of devised and scripted performances.</p>		<p><b>Devising – Injustice</b></p> <p>In this unit, students will:</p> <p>Learn how to devise</p> <p>Pull knowledge from their English curriculum around the theme of conflict and injustice.</p> <p>Learn how to research information that is relevant to their work and development of ideas.</p> <p>Collaborate to develop and refine a performance based on a stimulus</p> <p>Use techniques that they have learnt from pervious schemes to create and perform a piece of devised drama</p>	

<p>complex skills are introduced towards the end of the year with a focus on beginning to introduce students to further knowledge and skills that would be explored at GCSE.</p>			
<p><b>Year 9</b></p> <p>Year 9 builds on knowledge, ideas and skills established in the previous years and begins to prepare students for the requirements of GCSE. The year will focus on the three key components students would study at GCSE level with a strong focus on text exploration, how we interpret themes and develop characters along with analysis and evaluation. The chosen texts also explore complex themes such as Nature v Nurture, Racism and Morality. Throughout the year we aim to push students and there are opportunities to develop further with the introduction of LAMDA exams alongside and within their curriculum.</p>	<p><b>Exploration of Set Text; DNA</b></p> <p>In this unit, students will:</p> <p>Students will use a range of practical skills to explore the characters, themes &amp; plot of the play</p> <p>Explore the play DNA by Dennis Kelly and gain an understanding of the overall plot, themes and characters.</p> <p>Make decisions on how an actor would perform the characters in DNA</p> <p>Experiment with vocal skills (pitch, pace, pause, tone, volume, accent) and physical skills (gesture, posture/stance, facial expressions, body language) to portray various characters within DNA.</p> <p>Communicate the character they are playing through the use of specific techniques and skills and maintain their role throughout a performance.</p> <p>Evaluate their own work and accept the comments and ideas of others and use these to further develop their character development.</p>	<p><b>Devising – Current affairs</b></p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Rehearsal and refinement techniques</li> <li>- Collaboration</li> <li>- Structure</li> <li>- Character development</li> <li>- Introduction to Verbatim theatre</li> </ul>	<p><b>Theatre Makers in Practice / Performance from Text; Noughts and Crosses</b></p> <ul style="list-style-type: none"> <li>- Exploration of the play text</li> <li>- Exploration of themes, social, cultural and historical aspects of the text.</li> <li>- Portrayal of character</li> <li>- Development of technical ideas and aspects</li> <li>- Performance</li> </ul>

<p><b>Year 10</b></p>	<p><b>Introduction to GCSE Drama</b> (x1 per week)</p> <p>Students will learn the skills and knowledge of the GCSE course through practical exploration. This will be done through the use of a variety of scripts, devising and stimuli to show them the broad range of starting points.</p> <p><b>Practitioners</b> (x3 per fortnight)</p> <p>As a GCSE Drama student, it is important that students are introduced to a range of Theatre Practitioners, Styles and Genres. Students will practically explore a wide range of these during this SOW and develop knowledge and understanding about how each of these can work to enhance the practical work they produce.</p>		<p><b>Theatre Makers</b> (x1 per week)</p> <p>Students will be introduced to the main technical elements of Theatre and Drama and develop their knowledge and understanding of how these elements work on their own and with other theatre makers. Through both practical and theory work, various scripts, interviews with theatre makers and by watching a range of theatre, students will use their knowledge and creativity to develop and produce exciting and meaningful ideas.</p> <p><b>Component 3</b> (X 1 lesson per week)</p> <p>Students will be introduced to the set text for their written exam; The Crucible. Students will read the text, and both practically and theatrically explore the main themes, characters and SHC aspects. Students will learn how to answer the exam questions effectively and efficiently.</p>	<p><b>Component 1</b> (x3 per fortnight)</p> <p>Students will be introduced to their Comp. 1 stimuli and will begin to plan and devise their practical assessment for this. Students will work on portfolio work throughout.</p> <p><b>Component 3</b> (X 1 lesson per fortnight)</p> <p>Students will be introduced to the set text for their written exam; The Crucible. Students will read the text, and both practically and theatrically explore the main themes, characters and SHC aspects. Students will learn how to answer the exam questions effectively and efficiently.</p>		
<p><b>Year 11</b></p> <p>Students study the Edexcel GCSE Drama specification.</p>	<p>Students will continue to work on their Comp.1 practical development; creation of a unique performance from stimuli.</p> <p>Students will focus on the practical process and will keep a working log where notes are made on the work carried out in lessons.</p> <p>One lesson per fortnight will be focused on writing the portfolio for Comp. 1 / preparation for Comp. 3</p>	<p>Students will spend 2 lessons a fortnight preparing for their Comp.3 mock and will continue to work on their Comp. 1 preparation.</p> <p>Deadline for Comp. 1 practical - performance will take place after school under practical exam conditions.</p> <p>Students will complete their draft portfolios in the final week of term.</p>	<p>Students will begin preparation for their Comp.2 practical examination.</p> <p>One lesson per fortnight will be dedicated to preparation for Comp. 3</p>	<p>Continuation of preparation for Comp.2 practical exam and completion of practical exam.</p> <p>Continued preparation for Comp. 3 exam</p>	<p>Preparation for Comp. 3 exam</p>	