

# Drama Department Curriculum Overview



## Curriculum Overview

Students will learn about a range of dramatic styles and practitioners. Whilst developing their knowledge and understanding of drama, students will also develop their dramatic skills and ability to critically analyse and evaluate creative work.

We aim to inspire students to appreciate and create Drama and use the discipline as an opportunity to unleash their creative talents and build knowledge and understanding vital for success in Drama at GCSE and beyond.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><b>Introduction to Drama</b></p> <p>Students will complete a number of short tasks introducing them to key terminology for drama and also learn how to approach a script completing a short performance in a monologue or duologue.</p>	<p><b>Pantomime</b></p> <p>Students will learn about Pantomime as a style of theatre, exploring its history and place in British culture. During lessons students will also practice performing in the style of Pantomime rehearsing and performing a short-scripted performance.</p>	<p><b>Developing Group Work and Still Image</b></p> <p>Students explore the use of performance skills while working in groups, in which they develop soft skills through the 5Cs (Cooperation, Concentration, Communication, Creativity, Control). Students will explore the issue of Bullying making and developing work using theatrical devices and techniques introduced in the unit.</p>	<p><b>Exploring an Issue</b></p> <p>Continuation of work started in Spring 1.</p>	<p><b>Physical Theatre</b></p> <p>This unit introduces students to the work and processes of a contemporary Theatre company. Students continue to refine the 5Cs whilst learning about the potential of physical theatre, physical storytelling and create short movement performances.</p>	<p><b>Thriller</b></p> <p>Students will build on learning from the year using this to create and take part in drama that introduces the genre of thriller and technique of whole class drama.</p>
Year 8	<p><b>Review of Year 7 (single lesson)</b></p> <p>Students will complete a range of tasks utilising skills and knowledge taught in year 7. This will be an opportunity to see what has stuck.</p> <p><b>Doctor Faustus</b></p> <p>Students explore the original play text of Doctor Faustus by Christopher Marlowe and learn about the historical context of the play.</p>	<p><b>Hannah</b></p> <p>Students will look at the range of contemporary performances based on classic plays, focussing on Hannah by Chris Thorpe (based on the story of Faustus). Students will explore the re-imagined version and produce an extract performance.</p>	<p><b>Commedia Dell'Arte</b></p> <p>Students are introduced to the theatrical forms and practice a range of techniques and characters in rehearsal and performance. Students also learn about the historical influences that derive from the theatre forms making links to work on Pantomime in Year 7.</p>	<p><b>Brecht</b></p> <p>Students are introduced to one of the most influential theatre practitioners of the 20th Century. Using aspects of Brechts style of Theatre students create short performances that explore the topic of War. Students will learn about theatrical devices and techniques like: Breaking the 4th Wall, Narration, Montage and Multi-role playing.</p>	<p><b>Devising Drama</b></p> <p>Lesson by lesson students will be instructed in different methods of devising drama, which will include: responding to stimuli, drama chance, Hot-seating, Still Image, whole class collaboration.</p>	<p><b>Blood Brothers</b></p> <p>Students learn to interpret key extracts from the play practically and develop their understanding of how to develop characterisation</p> <p>Students will explore a range of themes in the text, both practically and through discussion</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 9</b>	<p><b>Introduction to Year 9 Drama</b></p> <p>The aim of this scheme of work to break down the language of Drama as a subject, working with key terms practically, and debugging what some of the more advanced words mean in both theory and practice.</p> <p>A baseline performance assessment will be completed using a set monologue.</p> <p>Students also research the various roles of theatre makers.</p> <p>Students refine their collaborative skills and create a student led performance which is performed and is also then recorded as a script.</p>	<p><b>Textual analysis on set text (Bang out of Order)</b></p> <p><b>Practitioner 1 – Stanislavski</b></p> <ul style="list-style-type: none"> <li>•Students read and analyse a play text</li> <li>•Students learn a deeper history of the work of Stanislavski and use a range of approaches for textual analysis using practical exercises and written exam style questions (focus on role of performer).</li> <li>•Student will be introduced to two key design elements and learn about the process of design and its impact on performance and the audience.</li> <li>•Students will complete rehearsals of the practice text using approaches from Practitioner 1 – Stanislavski.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>•Students perform extracts from practice play text</li> </ul>	<p><b>Devising with Physical theatre</b></p> <ul style="list-style-type: none"> <li>•Students receive an learn about devising approaches to and styles of two professional theatre companies.</li> <li>•Students use techniques and process from the unit to devise an original piece of drama.</li> <li>•Students will learn how to complete the devising log. Portfolio practice, questions 1-4 as whole class.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>•Students will complete a portfolio record focussing on the process of devising.</li> <li>•Students will perform a devised piece of drama</li> </ul>		<p><b>Performing, Directing and Designing for a set text (Hard to Swallow)</b></p> <ul style="list-style-type: none"> <li>•Students read and analyse a play text understanding key themes and original intentions of the play.</li> <li>•Students will revisit the work of Stanislavski and use a range of approaches for textual analysis using practical exercises and written exam style questions (focus on role of designer, question C).</li> <li>•Student will research and consider two key design elements and write about the process of design and its impact on performance and the audience.</li> <li>•Students will complete rehearsals of the practice text using approaches from Practitioner 1 – Stanislavski.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>•Students perform extracts from practice play text</li> <li>•Students will analyse and evaluate their performance work.</li> <li>• Students will respond to exam style questions.</li> </ul>	

**Year 10**

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

**Theatre Practitioners and Devising**

Students learn about new theatre practitioners and their approaches to performance. Students will also recap and make connections to previously taught practitioners.

The practitioners introduced and recapped in order: Stanislavski, Brecht, Artaud and Frantic Assembly.

Students use approaches and techniques and process from previous units/practitioners to devise an original piece of drama inspired by a selected stimulus.

Students will recap and develop writing required for the devising drama portfolio.

**Assessment**

- Students will complete a test on the theatre practitioners.
- Students will perform a devised piece of drama

**Set Text Component 3 – The Crucible by Arthur Miller**

- Introduction of set text in which students will complete textual analysis recalling approaches from Stanislavski completing written and practical work.

- Recap of exam approaches and focus on the role of director for exam style questions on The Crucible.

- Students further their understanding of The Crucible and approaches to performance by selecting a suitable extract to rehearse and perform.

**Assessment**

- **Students perform extracts from practice play text**
- **Students will analyse and evaluate their performance work.**
- **Students will respond to exam style questions.**

**GCSE Component 1 Exam – Devising Drama**

Students will complete the Devised Drama component across 8-10 weeks.

- This component will assess the performance (20 marks) and devising log (60 marks).

**Live Theatre Evaluation (C3) (Summer Term 1)**

Students will generate extensive notes on a production and use these to support learning how to structure practice responses to live theatre evaluation.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11</b>	<p><b><u>GCSE Component 1 Exam – Devising Drama</u></b></p> <p>Students will complete the Devised Drama component across 8-10 weeks.</p> <ul style="list-style-type: none"> <li>This component will assess the performance (20 marks) and devising log (60 marks).</li> </ul>	<p><b>Component 3 – Revision of The Crucible and Live Theatre Evaluation(LTE)</b></p> <p>Students will recap all learning of Theatre Roles and Terminology; The Crucible and LTE in preparation for Mock Exam (Dec/Jan)</p>	<p><b>Performing Texts preparation</b></p> <p>Students apply practices and techniques previously learnt to a selection of texts that are available to be performed for the examination.</p> <p>Each text will be introduced and explored using techniques that will be applied during the exam.</p>	<p><b><u>GCSE Component 2 Exam</u></b> – Performance of text</p> <p>Students will complete the performance exam component across 6-8 weeks.</p> <p>This component will assess the performance of two key extracts from a selected text (24 marks each). This is marked by a visiting examiner.</p> <p><b>Component 3 Recap</b></p> <p>Retrieval practice for The Crucible, Students will review approaches to the exam and be tested on exam questions.</p> <p><b>Mock paper to be completed in Mar/Apr</b></p>	<p><b><u>GCSE Component 3 – Theatre Makers in Practice 1 hour 45 minutes</u></b></p> <p>Section A – Bringing Texts to Life Section B – Live Theatre Evaluation</p>	