

Archbishop Temple Church of England High School's Drama KS3 Curriculum

		Autumn		Spring		Summer	
		7 weeks	8 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Year 8	Unit	'Inside Out' - An Introduction to Characterisation		Musical Theatre - Matilda		Introduction to Staged Performance	
	Assessments	Performance assessment – scripted performance piece Key concept and vocabulary retrieval practise		Performance assessment – scripted and devised performance Key concept and vocabulary retrieval practise		Written assessment – performance review Key concept and vocabulary retrieval practise	
	Skills	Students will engage with the concept of performance; establish key skills such as facial expressions, body language, freeze frames and mime. Students will work as a collective to develop teamwork and communication skills in order to devise characters and scenes. Students to learn line and interpret the writer's intent for characterisation and blocking/movement. Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.		Students will develop understanding of the genre of Musical Theatre including understanding of archetypes and stock characters. Students will explore the themes, plot and characters present within 'Matilda' practically – working as a collective to develop teamwork and communication skills in order to create short performances. Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.		Students will engage with the concept of live performance; observing and analysing both acting and design choices with the intent to write about their findings. Character work: pupils will reflect on characterisation development across a whole text/performance. Pupils will reflect on the roles of set, lighting and costume. Students will analyse performances and use drama specific vocabulary to provide accurate analysis.	
Year 9	Unit	'Girl Like That' – Effects of Social Media		'I Love You Mum – I Promise I Won't Die' Theatre in Education		Stage Performance Review	Devising From Stimulus
	Assessments	Performance assessment – scripted performance piece Key concept and vocabulary retrieval practise		Performance assessment – scripted and devised performance Key concept and vocabulary retrieval practise		Written assessment – performance review	Performance assessment – scripted performance piece
	Skills	Students will engage with the concept of performance; establish key skills such as characterisation, choral speaking, cross cutting and artistic intent. Students will work as a collective to develop teamwork and communication skills in order to devise characters and scenes. Students to learn line and interpret the writer's intent for characterisation and blocking/movement. Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.		Students will develop understanding of the genre of Theatre in Education including methods and tropes frequently explored within TIE. Students will consider the influences of a target audience and the moral/educational message needed with TIE. Pupils will explore the TIE text 'ILYM' and see tropes of the genre in action. Pupils will develop teamwork and communication skills in order to create short performances. Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.		Students will engage with the concept of live performance; observing and analysing both acting and design choices. Pupils will reflect on the roles of set, lighting and costume. Students will use drama specific vocabulary to provide accurate analysis.	Students will work as a collective to develop teamwork and communication skills in order to devise characters and a short performance. Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.

Archbishop Temple Church of England High School's Drama KS4 Curriculum

		Autumn		Spring		Summer	
		14 weeks		12 weeks		13 weeks	
Year 10	Units	Devising From Stimulus	Influential Practitioners and Genres	Set Text Theoretical Exploration	Set Text Practical Exploration	Scripted Performance	Live Performance Review
	Assessments	Performance assessment - devised piece Written assessment - an evaluation of the final performance Key concept and vocabulary retrieval practise		Performance assessment – scripted performance piece Written assessment – range of written question styles		Performance assessment – scripted performance piece	Written assessment – performance review
	Skills	Students will develop understanding of key practitioners and genres such as TIE, Epic Theatre, Naturalism, Physical theatre, Verbatim, Musical theatre etc. including methods and tropes frequently explored within said genres. Students will work as a collective to develop teamwork and communication skills in order to devise characters and a short performance. Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.		Students will analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance. Students will demonstrate their knowledge and understanding of how drama and theatre is developed and performed. Students to learn line and interpret the writer's intent for characterisation and blocking/movement. Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.		Students will explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. Students to interpret the writer's intent for character and blocking/movement. Students will analyse performances and use drama specific vocabulary.	Students will observe and analysing acting and design choices. Pupils will reflect on the roles of set, lighting and costume. Students will analyse performances and use drama specific vocabulary to provide accurate analysis
Year 11	Unit	Component 1 – devising (40%)		Comp 2 – scripted performance (20%)	Comp 3 revision	Comp 3 revision	
	Assessments	A portfolio of supporting evidence of the rehearsal process Performance assessment - devised piece An evaluation of the final performance or design		Performance exam – externally assessed Written assessment – artistic intent evaluation Comp 3 practise questions and recall		Component 3 written exam (40%) Comp 3 practise questions and recall	
	Skills	Students to develop a range of theatrical skills and apply them to create performances whilst working collaboratively to generate, develop and communicate ideas. Students to apply their knowledge of dramatic devises and techniques based on a studied genre or practitioner. Develop vocal and physical interpretation of character. Reflection and analysis of rehearsal and development process. Self and peer assessment/feedback. Problem-solving, organisation and time management.		Students will explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. Students will develop as creative, effective, independent and reflective students able to make informed choices in process and performance Practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills.		Students will explore performance texts, understanding their social, cultural and historical context. Students to analyse and interpret contemporary theatre production, Students will demonstrate their knowledge and understanding of how drama and theatre is developed and performed.	