



# Archbishop Temple Church of England High School's Drama KS3 Curriculum - 2024/5

		Autumn	Spring	Summer
Year 7	Unit	'Inside Out' - An Introduction to Characterisation	Shakespeare – The Tempest	Story Telling – Stage adaptation
	Assessments	Performance assessment – scripted performance piece	Performance assessment – scripted performance piece	Theory and Performance – prepare and perform a devised piece of theatre.
	Skills	<p>Students will engage with the concept of performance; establish key skills such as facial expressions, body language, freezeframes and mime.</p> <p>Students will work as a collective to develop teamwork and communication skills in order to devise characters and scenes.</p> <p>Students to learn line and interpret the writer's intent for characterisation and blocking/movement.</p> <p>Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.</p>	<p>Students will continue to develop their knowledge of working from script through the exploration of 'The Tempest' in a practical setting.</p> <p>They will build upon their contextual understanding of Shakespearean theatre bringing exerts of this studied text to life. They will also consider the role of costume and set in a modern and contemporary setting.</p> <p>Students are to interpret the writer's intent for characterisation and staging.</p> <p>Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.</p>	<p>Students with explore the concept of adaptation; looking at well known 'fairytale' stories and how they can be developed for theatre.</p> <p>Pupils develop their ability to devise from stimulus, and take part in the process of developing a piece of theatre from script to stage.</p> <p>Pupils will consider the 'wider world' of production, exploring the role of tech and design within their devised pieces.</p> <p>Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.</p>
	<div style="display: flex; align-items: center;">            Careers And Personal Development         </div>	<p>Explicit oracy focus – developing communication and expression throughout.</p> <p>Pupils explore the roles of playwrights, script editors and costume designers.</p> <p>Pupils have the opportunity to attend KS3 theatre trip and take part in Drama Club.</p>	<p>Explicit oracy focus – developing communication and expression throughout.</p> <p>Pupils explore the roles of set and costume designers.</p> <p>Pupils have the opportunity to take part in our school production</p>	<p>Explicit oracy focus – developing communication and expression throughout.</p> <p>Pupils explore the role of lighting and sound roles within theatre.</p> <p>Pupils have the opportunity to attend KS3 theatre trip and take part in Drama Club.</p>

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Autumn		Spring		Summer	
7 weeks	8 weeks	6 weeks	6 weeks	6 weeks	7 weeks

<b>Year 8</b>	<b>Unit</b>	'Inside Out' - An Introduction to Characterisation	Musical Theatre - Matilda	Introduction to Staged Performance
	<b>Assessments</b>	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
	<b>Skills</b>	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.
<b>Year 9</b>	<b>Unit</b>	'Girl Like That' – Effects of Social Media	'I Love You Mum – I Promise I Won't Die' Theatre in Education	Stage Performance Review
	<b>Assessments</b>	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
	<b>Skills</b>	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.  Pupils will develop their ability to write extended responses considering the impact of design.
	<b>Careers and personal development</b>	Explicit oracy focus – developing communication and expression throughout. Pupils explore the roles of playwrights, script editors and costume designers. Pupils have the opportunity to attend KS3 theatre trips and take part in Drama Club.	Explicit oracy focus – developing communication and expression throughout. Pupils explore the roles of sound and lighting technicians and media/publications. Pupils have the opportunity to take part in our school production.	Explicit oracy focus – developing communication and expression throughout. Pupils explore the roles of playwrights, script editors, costume designers, sound and lighting technicians. Pupils have the opportunity to attend KS3 theatre trip and take part in Drama Club.

Archbishop Temple Church of England High School's Drama KS4 Curriculum – 2024/5

		Autumn		Spring	Summer	
		14 weeks		12 weeks	13 weeks	
<u>Year 10</u>	Units	Introduction to Genre	Live Performance Review (Blood Brothers)	Set Text Exploration – Find Me	Devising From Stimulus	Component 1 Preparations – exploring stimulus
	Assessments	Performance assessment - Scripted performance Written assessment - 15 marks design live review		Written assessment – Find Me question paper – a range of exam style questions. Performance assessment – scripted performance	Performance assessment – devised performance piece	Portfolio and devising work.
	Skills	<p>Students will develop understanding of key practitioners and genres such as TIE, Epic Theatre, Naturalism, etc. including methods and tropes frequently explored within said genres.</p> <p>Students will work as a collective to develop teamwork and communication skills in order to devise characters and short performances.</p> <p>Students will analyse performances and use drama specific vocabulary to provide accurate and constructive feedback.</p> <p>Pupils will read and explore practically our chosen live review focus (Blood Brothers) in preparation for our theatre visit and theoretical work on the play.</p> <p>Pupils will develop their understanding of production design, analysing the staging, set, lighting, costume, sound and acting choice of our chosen live review focus.</p>		<p>Students will analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance through the study of our chosen set text, 'Find Me'.</p> <p>Students will explore the play's social, cultural and historical context including the theatrical conventions of the play's genre.</p> <p>Students will explore the play practically, as well as theoretically, in order to develop their ability to respond to an array of acting, designing and directing question styles.</p> <p>Students will analyse performances and design and use drama specific vocabulary to provide accurate accounts and desired impacts.</p>	<p>Students will further apply their knowledge of genres and their conventions.</p> <p>Students will explore an array of devising techniques and approaches to aid their collaborative devising work.</p> <p>Pupils will take part in the process of developing a piece of theatre from stimulus, to concept, to script to stage. Before performing and evaluating this performance as a mock devised piece.</p>	<p>Students to develop a range of theatrical skills and apply them to create performances whilst working collaboratively to generate, develop and communicate ideas.</p> <p>Students to apply studied devising techniques as initial responses to GCSE set stimulus are explored.</p>

Archbishop Temple Church of England High School's Drama KS4 Curriculum – 2024/5

		Autumn	Spring		Summer
<b>Year 11</b>	<b>Unit</b>	Component 1 – devising (40%)	Comp 2 – scripted performance (20%)	Comp 3 revision	Comp 3 revision
	<b>Assessments</b>	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
	<b>Skills</b>	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 when developing their piece and then documented within their written portfolio.  Pupils will continue to develop and apply 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.  Pupils will revisit prior areas of study in preparation for their Component 3 written summer examination.		Students will revisit 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 in line with the Component 3 written examination.