

Drama Curriculum Vision, Aims and Overview

At Harefield School, our Drama curriculum aims to...

Key Aims of Drama at Harefield School:

- **Develop Confidence and Communication Skills:**
Encourage students to express themselves effectively, building self-assurance and the ability to collaborate and present ideas clearly.
- **Foster Creativity and Critical Thinking:**
Provide opportunities for students to explore imaginative ideas, problem-solve, and analyse complex themes through performance and reflective practice.
- **Promote Empathy and Cultural Awareness:**
Use drama to explore diverse perspectives, historical events, and societal issues, fostering understanding and sensitivity toward others.
- **Cultivate Resilience and Teamwork:**
Support students in working collaboratively, overcoming challenges, and learning from constructive feedback in both devised and scripted projects.
- **Provide a Rich and Balanced Curriculum:**
Offer a well-sequenced journey through key dramatic skills, conventions, and texts, ensuring progression from foundational techniques in Year 7 to advanced GCSE performance and analysis in Year 11.
- **Enhance Appreciation for Theatre Arts:**
Inspire students to engage with professional live theatre, understanding its impact, craft, and relevance to the wider world.
- **Support Academic Success and Personal Growth:**
Equip students with the skills to excel in drama examinations while nurturing transferable skills that benefit their broader education and future aspirations.
- **Encourage Independent Exploration:**
Enable students to take ownership of their learning, explore their interests within drama, and contribute meaningfully to school productions and showcases.

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p>Darkwood Manor</p> <ul style="list-style-type: none"> ● Tension: Building tension through movement, voice, and atmosphere. ● Atmosphere: Creating an eerie environment using soundscapes and physicality. ● Character: Developing unique characters through improvisation and role play. ● Expression: Using physical and vocal expression to convey emotion and drama. 	<p>Scary Play</p> <ul style="list-style-type: none"> ● Fear & Tension: Central theme, focusing on building fear through suspense. ● Friendship & Peer Influence: Explores how group dynamics shape decisions. ● Confrontation with the Unknown: Characters face frightening situations that challenge their bravery. ● Physical Theatre: Enhances storytelling through movement. ● Status and Relationships: Explored through voice and physicality. ● Still Image: Freezes key 	<p>Intro to GCSE</p> <ul style="list-style-type: none"> ● Group Work & Collaboration: Emphasis on working as a team, building trust, and supporting one another. ● Self-Directing & Focus: Higher expectations for students to take initiative, use drama techniques creatively, and contribute actively. ● Respect & Discipline: Adherence to basic rules (e.g., respecting space, no calling out, listening attentively). ● Course Structure: Overview of key components (performance from text, devising, 	<p>The Crucible</p> <p>Mass Hysteria & Fear:</p> <ul style="list-style-type: none"> ● Use choral speaking to highlight the collective frenzy of Salem's community. ● Employ tableaux to freeze key moments of chaos and fear. <p>Power & Authority:</p> <ul style="list-style-type: none"> ● Hot seating to explore the motivations of authoritative figures like Danforth and Parris. <p>Levels and proxemics to show</p>	<p>Scripted Performance</p> <ul style="list-style-type: none"> ● Conflict and Resolution: Explore power dynamics and the impact of confrontation in relationships. ● Identity and Self-Discovery: How characters reveal hidden truths through scripted dialogue and subtext. ● Symbolism: Analyse how props, lighting, and staging amplify deeper meanings within the text. ● Character Development: Use hot seating and role-on-the-wall to explore backstories and motivations. ● Tension and Climax:

		<p>moments, revealing emotions.</p> <ul style="list-style-type: none"> ● Thought Tracking: Shows inner thoughts during tense moments. ● Marking the Moment: Emphasises key events with freeze moments and sound. 	<p>theatre makers in practice).</p> <ul style="list-style-type: none"> ● Games for Engagement: Activities like "Zombie Name Game," "Everybody Who," and "Group Shapes" to develop focus, cooperation, and creativity. 	<p>power dynamics within court scenes.</p> <p>Reputation & Integrity:</p> <ul style="list-style-type: none"> ● Use monologues for characters like Proctor to express inner conflicts over personal integrity. ● Highlight pivotal decisions with marking the moment. <p>Deception & Betrayal:</p> <ul style="list-style-type: none"> ● Explore Abigail's manipulation through cross-cutting between private and public interactions. ● Use thought-tracking to reveal characters' hidden motives. <p>Justice & Injustice:</p> <ul style="list-style-type: none"> ● Incorporate split stage to juxtapose courtroom scenes with personal moments of despair. ● Use soundscapes to emphasise the oppressive atmosphere of the trials. 	<p>Understand pacing and dramatic tension in preparing for the final performance.</p> <ul style="list-style-type: none"> ● Audience Engagement: Use proxemics, direct address, and dramatic irony to connect with spectators.
<p>Autumn 2</p>	<p>Darkwood Manor</p> <ul style="list-style-type: none"> ● Sound Effects: Creating a soundscape to build atmosphere, especially for the storm. ● Still Image: Using frozen poses to represent key moments in the story. ● Tension Building: Using elements like movement and sound to escalate drama. ● Unison and Cannon <p>Movement: Performing sequences together (unison) and one after</p>	<p>Scary play</p> <ul style="list-style-type: none"> ● Courage vs. Fear: Characters' struggles between fear and bravery. ● Trust & Betrayal: Trust is tested in life-threatening moments. ● Split Scene: Shows simultaneous actions to contrast emotions. ● Choral Movement/Unison: 	<p>Intro to GCSE</p> <ul style="list-style-type: none"> ● Drama Techniques: Introduction to methods like still images, role play, thought tracking, cross-cutting, and marking the moment. ● Character Development: Exercises on building characters through questioning, body language, and thought tracking. ● Evaluation: Emphasis on constructive criticism and self- 	<p>The Crucible</p> <p>Mass Hysteria & Fear:</p> <ul style="list-style-type: none"> ● Use choral speaking to highlight the collective frenzy of Salem's community. ● Employ tableaux to freeze key moments of chaos and fear. <p>Power & Authority:</p> <ul style="list-style-type: none"> ● Hot seating to explore the 	<p>Scripted Performance</p> <ul style="list-style-type: none"> ● Conflict and Resolution: Explore power dynamics and the impact of confrontation in relationships. ● Identity and Self-Discovery: How characters reveal hidden truths through scripted dialogue and subtext. ● Symbolism: Analyze how props, lighting, and staging amplify deeper meanings within the text. ● Character Development:

	<p>another (cannon).</p> <ul style="list-style-type: none"> ● Slow Motion: Using slow movement to create a heightened sense of drama. ● Improvisation: Spontaneous role play and narration to develop scenes. ● Ensemble Work: Collaborating as a group to build scenes, including transitions. 	<p>Builds tension through synchronized movement.</p> <ul style="list-style-type: none"> ● Improvisation: Develops natural reactions and heightens tension. ● Mime and Gesture: Conveys fear and action without words. 	<p>reflection, particularly on creating still images and scenes.</p> <ul style="list-style-type: none"> ● Key Concepts: ● Explorative Strategies (still image, role play, cross-cutting, etc.) ● Marking the Moment: Techniques like still image or slow motion to highlight pivotal moments. ● Narration: Different forms (first/second/third person) to enhance storytelling. ● Peer Pressure & Social Themes: Exploration of peer pressure and bullying through role play and narration. 	<p>motivations of authoritative figures like Danforth and Parris.</p> <ul style="list-style-type: none"> ● Levels and proxemics to show power dynamics within court scenes. <p>Reputation & Integrity:</p> <ul style="list-style-type: none"> ● Use monologues for characters like Proctor to express inner conflicts over personal integrity. ● Highlight pivotal decisions with marking the moment. <p>Deception & Betrayal:</p> <ul style="list-style-type: none"> ● Explore Abigail's manipulation through cross-cutting between private and public interactions. ● Use thought-tracking to reveal characters' hidden motives. <p>Justice & Injustice:</p> <ul style="list-style-type: none"> ● Incorporate split stage to juxtapose courtroom scenes with personal moments of despair. ● Use soundscapes to emphasise the oppressive atmosphere of the trials. 	<p>Use hot seating and role-on-the-wall to explore backstories and motivations.</p> <ul style="list-style-type: none"> ● Tension and Climax: Understand pacing and dramatic tension in preparing for the final performance. ● Audience Engagement: Use proxemics, direct address, and dramatic irony to connect with spectators.
<p>Spring 1</p>	<p>Antigone</p> <ul style="list-style-type: none"> ● Family Loyalty & Role Play: Antigone's dedication to her brother leads to conflict with Creon. Role play is used to explore how Antigone and Creon justify their actions. ● Power & Authority & Greek Chorus: Creon's rule versus Antigone's defiance. The Greek chorus provides commentary on 	<p>Hamlet</p> <p>Madness & Sanity:</p> <ul style="list-style-type: none"> ● Thought Tracking: Students explore Hamlet's soliloquies, revealing his inner turmoil. ● Still Image: Create frozen moments showing shifts between sanity and madness, e.g., Hamlet 	<p>Blackout</p> <ul style="list-style-type: none"> ● Group Work: Must collaborate in groups to create choral stylised movement. ● Choral Movement: Practise unison, repetition, and cannon to build energy and timing. ● Characterisation: Use stylisation to communicate character through exaggerated movements, gestures, and facial 	<p>Devising Preparation and Drafting</p> <p>Focus: Preparing and developing devised material for GCSE Drama Component 1.</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Explore stimuli provided by the exam board, discussing and brainstorming initial ideas. 	<p>Scripted Performance</p> <ul style="list-style-type: none"> ● Conflict and Resolution: Explore power dynamics and the impact of confrontation in relationships. ● Identity and Self-Discovery: How characters reveal hidden truths through scripted dialogue and subtext. ● Symbolism: Analyse how props, lighting, and staging amplify

	<p>the power struggle, using techniques like Unison and Echo.</p>	<p>with the ghost or in confrontation with Gertrude.</p> <ul style="list-style-type: none"> Physical Theatre: Use movement to depict the chaos of Hamlet’s mind and Ophelia’s descent into madness. <p>Betrayal & Loyalty:</p> <ul style="list-style-type: none"> Split Scene: Contrast Hamlet’s public interactions with Claudius and his private plotting. Mime and Gesture: Show betrayal through subtle actions, e.g., Claudius pouring poison or Rosencrantz and Guildenstern’s duplicity. Improvisation: Role-play key moments, like Gertrude’s confrontation with Hamlet, to explore conflicting loyalties. <p>Revenge & Justice:</p> <ul style="list-style-type: none"> Marking the Moment: Highlight the tension during the “play-within-a-play” scene. Choral Movement/Unison: Portray the court’s reaction as a collective response to Claudius’ guilt. Improvisation: Students act as advisors debating Hamlet’s hesitation in seeking revenge. 	<p>expressions.</p> <ul style="list-style-type: none"> Simplification/Exaggeration: Simplify actions to universal gestures and exaggerate them to communicate meaning effectively. Setting the Scene: Visually or aurally setting mood and atmosphere, such as at a bus stop or nightclub. Key Techniques: Focus on mime, slow motion, unison, and repetition to create stylised drama. Drama Conventions: Use basic stylisation techniques to simplify complex actions, encouraging humour and engagement. Peer Interaction: Experiment with roles, body language, and movement to reflect specific characters. Animalisation: Using animal characteristics to develop unique physical traits in characters. 	<ul style="list-style-type: none"> Develop scenes using improvisation, hot seating, and role-on-the-wall to deepen characters and context. Experiment with movement, soundscapes, and abstract techniques to explore themes. Document the devising process in draft GCSE portfolios, including: <ul style="list-style-type: none"> Initial responses to the stimulus. Development of ideas and rehearsal insights. Analysis of how drama conventions and themes are applied. 	<p>deeper meanings within the text.</p> <ul style="list-style-type: none"> Character Development: Use hot seating and role-on-the-wall to explore backstories and motivations. Tension and Climax: Understand pacing and dramatic tension in preparing for the final performance. Audience Engagement: Use proxemics, direct address, and dramatic irony to connect with spectators. Key themes here
<p>Spring 2</p>	<p>Antigone</p> <ul style="list-style-type: none"> Fate & Consequence & Thought Tracking: The inevitable consequences of Antigone’s actions are explored through thought tracking, where characters express their inner thoughts aloud. 	<p>Hamlet</p> <p>Power & Corruption:</p> <ul style="list-style-type: none"> Physical Theatre: Create sequences showing Claudius’ rise to power and its impact on Denmark. Still Image: Depict 	<p>Blackout</p> <ul style="list-style-type: none"> Marking the Moment: Building tension through slow motion, still images, or exaggerated actions. Choral Techniques: Use synchronisation, unison, repetition, echo, and cannon to 	<p>Devising Preparation and Drafting</p> <p>Focus: Preparing and developing devised material for GCSE Drama Component 1.</p> <p>Activities:</p> <ul style="list-style-type: none"> Explore stimuli provided by 	<p>Scripted Performance Showcase</p> <ul style="list-style-type: none"> Authenticity in Performance: Honing realism and emotional depth in characters. Collaboration: Teamwork in rehearsals to refine timing, movement, and transitions.

	<ul style="list-style-type: none"> Justice & Moral Dilemmas & Forum Theatre: The clash between divine and human law is highlighted through forum theatre, where students suggest changes to improve scenes. Grief & Loss & Still Image: The impact of death and punishment is shown through still images, capturing emotional moments from the play. Monologue & Emotion: Antigone’s last speech explores her inner conflict and resolve, allowing for an emotional performance. Choral Speech: The chorus speaks in unison or canon to amplify the emotional atmosphere and moral lessons, with variations in voice techniques to enhance effect. 	<p>moments of political manipulation, e.g., Claudius on the throne while others bow.</p> <ul style="list-style-type: none"> Split Scene: Contrast Hamlet’s indecision with Claudius’ calculated actions. <p>Mortality & Death:</p> <ul style="list-style-type: none"> Thought Tracking: Focus on the graveyard scene to explore Hamlet’s reflections on life and death. Marking the Moment: Highlight key deaths, such as Polonius, Ophelia, or the final duel. Choral Movement/Unison: Represent the inevitability of death as a recurring theme through synchronized actions. <p>Conscience & Guilt:</p> <ul style="list-style-type: none"> Improvisation: Students explore how guilt affects Claudius, Gertrude, and Hamlet in private moments. Mime and Gesture: Show the weight of guilt through physical expressions, e.g., Claudius praying or Hamlet hesitating. Split Scene: Pair Hamlet’s moral conflict with Claudius’ false repentance in the chapel scene. 	<p>create mood.</p> <ul style="list-style-type: none"> Scene Development: Use stage directions to build atmosphere, tension, and characterisation. Grotesque Movement: Explore physicalization that is distorted or nightmarish. Character Development: Maintaining one aspect of an animal form to portray exaggerated traits. Performing as a Chorus: Work as an ensemble to enhance collective energy and impact. Unexpected Interpretations: Avoid clichés, experimenting with original interpretations of characters like clowns. Tension: Develop high-stakes moments using choral techniques, such as confronting fears. Feedback: Perform for others and reflect using success criteria, focusing on movement quality and timing. 	<p>the exam board, discussing and brainstorming initial ideas.</p> <ul style="list-style-type: none"> Develop scenes using improvisation, hot seating, and role-on-the-wall to deepen characters and context. Experiment with movement, soundscapes, and abstract techniques to explore themes. Document the devising process in draft GCSE portfolios, including: <ul style="list-style-type: none"> Initial responses to the stimulus. Development of ideas and rehearsal insights. Analysis of how drama conventions and themes are applied. 	<ul style="list-style-type: none"> Precision: Use of staging, gesture, and vocal modulation to enhance clarity of the performance’s themes.
<p>Summer 1</p>	<p>Mugged</p> <ul style="list-style-type: none"> Gangs and peer pressure Fear and anxiety in vulnerable settings Loss, grief, and its impact 	<p>Lord of the Flies</p> <ul style="list-style-type: none"> Power and Leadership: Exploring struggles for dominance, e.g., Ralph vs. Jack. Isolation and Fear: 	<p>Devising</p> <p>Devising with Conflict and Character:</p> <ul style="list-style-type: none"> You can use devising to create scenes where characters are in conflict, either with each other or themselves. This could be 	<p>Devised Performance</p> <p>Focus: Final rehearsal and performance of devised pieces for Component 1 assessment.</p> <p>Activities:</p> <ul style="list-style-type: none"> Polish performances, 	<p>DNA - Live Theatre Review</p> <ul style="list-style-type: none"> Moral Ambiguity: The blurred lines between right and wrong in group decision-making. Peer Pressure and Responsibility: How characters

	<p>on individuals</p> <ul style="list-style-type: none"> ● Still Images to capture moments of fear, loss, or tension within the group dynamic. ● Role Play & Movement to explore how characters would react in these intense situations. ● Status and Group Dynamics to build tension between characters, understanding power and hierarchy in the group. ● Tension Building through gradual escalation of conflict or anxiety. 	<p>Highlighting the boys' descent into chaos in the absence of adults.</p> <ul style="list-style-type: none"> ● Group Dynamics: Examining the balance between order and savagery. <p>Drama Conventions:</p> <ul style="list-style-type: none"> ● Physical Theatre: Use unison and canon to create abstract representations of the fire and chaos. ● Still Images: Freeze key moments like the boys' arrival on the island. ● Role Play: Explore how characters negotiate leadership (e.g., Ralph's call for rules). ● Thought Tracking: Reveal inner thoughts during moments of decision-making. ● Soundscape: Create an eerie atmosphere with layered sound effects (e.g., wind, whispers). ● Use of Space: Levels and proximity to represent shifting relationships. ● Improvisation: Develop scenarios where the boys must make survival decisions. 	<p>explored through still images or freeze frames that capture key moments of tension between characters, emphasizing the emotional weight of the conflict.</p> <p>Social Issues and Cross-Cutting:</p> <ul style="list-style-type: none"> ● When addressing social issues (e.g., violence, peer pressure), cross-cutting between different situations or time periods can show the consequences of certain actions across different characters' lives, highlighting the broader impact of those issues. <p>Morality and Thought Tracking:</p> <ul style="list-style-type: none"> ● When characters face moral dilemmas, you can use thought tracking to reveal their internal struggles and motivations. This technique allows the audience to understand why characters make certain choices, even if they don't openly express them in dialogue. <p>Message and Themes with Choral Movement:</p> <ul style="list-style-type: none"> ● A collective theme, such as a societal problem or personal growth, can be emphasised through choral movement/speech. By having a group of characters move or speak in unison, you can Symbolise the collective experience of dealing with the theme, giving it more weight and significance. <p>Consequences and Stylized Movement:</p>	<p>focusing on blocking, proxemics, and ensemble work.</p> <ul style="list-style-type: none"> ● Incorporate detailed use of lighting, sound, and staging to enhance meaning. ● Perform the devised pieces to an audience, followed by self and peer evaluation. 	<p>react to social pressures and the consequences of their actions.</p> <ul style="list-style-type: none"> ● Naturalism vs. Stylization: Examining contrasting performance styles in both DNA and live theatre examples. ● Staging and Design: Exploring the use of space, lighting, and sound to enhance dramatic moments. ● Ensemble Performance: The role of group dynamics and interactions in creating tension and meaning. ● Reflections on Society: Linking the themes of DNA and live theatre to contemporary issues.
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			<ul style="list-style-type: none">• The stylized movement technique can be used to show the physical and emotional consequences of a character's actions. This could involve exaggerated movements or symbolic gestures that represent the impact of those decisions, whether it's guilt, loss, or triumph. <p>Character and Morality with Verbatim Theatre:</p> <ul style="list-style-type: none">• When exploring complex characters and moral questions, verbatim theatre can be used to incorporate real-life speech or interviews, giving the characters' perspectives an authentic voice. This could allow for an exploration of real-world morality issues, adding depth and realism to the theme. <p>Conflict and Marking the Moment:</p> <ul style="list-style-type: none">• The marking the moment technique (freeze frames, choral speech) can highlight the turning points in a conflict. By pausing the action at critical moments, you can amplify the emotional intensity and allow the audience to reflect on the significance of the moment. <p>Still Image and Social Issues:</p> <ul style="list-style-type: none">• Still images can be used to depict moments of social struggle or societal breakdown, such as the tension seen during a riot or conflict between different social groups. This allows the audience to digest the visual and emotional		
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			weight of the situation.		
Summer 2	<p style="text-align: center;">Mugged</p> <ul style="list-style-type: none"> ● Media Representation and its effect on perceptions of gangs and crime. ● Group Dynamics evolving as characters make decisions or face consequences. ● Loss and Grief as a persistent emotional thread influencing the story's climax. ● Cross Cutting between different locations, perspectives, or emotional states, to show contrasting responses to events. ● Expression & Gesture to emphasise emotional depth and physicality of characters. ● Narration for storytelling, providing context or insight into characters' inner lives. ● Stylisation of key scenes for heightened emotional impact or to represent larger societal issues. 	<p style="text-align: center;">Lord of the Flies</p> <ul style="list-style-type: none"> ● Violence and Savagery: Examining the boys' descent into brutality (e.g., the "Kill the Pig" scene). ● Loss of Innocence: Exploring how events like Simon's death change the group. ● Human Nature: Questioning the moral consequences of their actions. <p>Drama Conventions:</p> <ul style="list-style-type: none"> ● Brechtian Techniques: Narration, placards, and breaking the fourth wall to highlight key themes. ● Choral Movement/Unison: Synchronize chanting for scenes like "Kill the Pig." ● Split Scene: Contrast moments of chaos with memories of civility. ● Physical Theatre: Use abstract movement to depict Simon's death and the boys' descent into savagery. ● Thought Tracking: Reveal characters' conflicted emotions after violent acts. ● Marking the Moment: emphasise key turning points like Simon's realisation about the beast. ● Soundscape: Build tension through vocal and physical sounds during chaotic scenes. 	<p style="text-align: center;">DNA</p> <ul style="list-style-type: none"> ● Peer Pressure & Group Dynamics: Explore bullying through choral speaking and physical theatre, showing the collective mindset. ● Guilt & Responsibility: Use monologues and marking the moment to emphasise individual moral struggles. ● Power & Manipulation: Highlight hierarchies with split stage and hot seating to delve into character motivations. ● Alienation & Identity: Portray isolation through still images and direct address, emphasizing emotional depth. ● Violence & Consequences: Depict pivotal moments using tableaux and flashbacks to show cause and effect. 	<p style="text-align: center;">Devising - Finalising Portfolios</p> <p>Focus: Completing and refining GCSE drama portfolios.</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Analyse and reflect on the creative process, rehearsal strategies, and final performance. ● Link performance choices to thematic intentions and dramatic conventions used. ● Ensure all written elements align with exam board criteria for assessment. 	

