

Curriculum Overview: Drama

Year group (7)

What your child will learn each half term

This overview shows the key topics, skills, and knowledge your child will be learning in (subject name) across each year group. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
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Half term	What we are learning	Key knowledge	Key skills	How we will assess learning in this unit	Homework	Key vocabulary for this unit
HT 1	Introduction to Drama	Devising techniques. Choral Characterisation Storytelling and Narration.	Devising skills. Physicality, unison and precision. Application of physical devising skills. Rehearsal and team skills.	Ongoing practical assessment in lesson. Peer / teacher feedback.	Research tasks	Devising Refinement Rehearsal Chorus Unison Tableaux Physicality Stage positions
HT 2	Introduction to Drama	Devising techniques. Choral Characterisation Storytelling and Narration. Use of tableaux. Building dramatic narrative.	Devising skills. Physicality, unison and precision. Application of physical devising skills. Rehearsal, team and performance skills.	Ongoing Practical assessment in lesson. Peer / teacher feedback. End of unit performance assessment.	Line learning for end of unit performance.	Devising Refinement Rehearsal Chorus Unison Tableaux Physicality Stage positions
HT 3	Introduction to Script work	Practical workshops to introduce a range of performing skills and techniques linked to script work.	Workshop performances as part of experimenting with script technique. Application of	Ongoing practical assessment in lesson. Peer / teacher feedback.	Research tasks	Motivation Pitch Tone Volume Facial expression

		Open scripts, Vocal technique, effective positioning, facial expression, use of gesture and posture, actioning a script, script analysis.	rehearsal, team and performance skills. Paired open scripts, monologues, detailed script performance elements applied within a short time frame.			Posture Pace Pause Actioning Analysis Subtext
HT 4	Script Work – Heroes and Villains	Extended rehearsal and refining process linked to script theme ‘Heroes and villains’. Application of workshop techniques over a series of lessons to develop scripted performance pieces	Application of rehearsal, team and performance skills. Focus on targeted application of script technique for desired effect.	Self, peer and whole group evaluation of final performance work and development of technique over the unit using subject specific vocabulary and terminology. Assessed performance of scripted pieces – monologues / duologues, group pieces.	Research task – finding a script extract. Line learning for end of unit performance.	Motivation Pitch Tone Volume Facial expression Posture Pace Pause Actioning Analysis Subtext
HT 5	Devising – Animal Study	Exploration of status in Drama via workshop exercises and ‘animal study’ activities. Application of physicality and vocal work to adapt animal qualities to human devised characters.	Application of rehearsal, team and performance skills. Focus on skills utilised in paired devised work, improvised and polished performance examples applied	Ongoing practical assessment in lesson. Peer / teacher feedback.	Research tasks – finding animal characteristics	Status Pitch Tone Volume Facial expression Pace Posture Gesture Mannerism

			within a short time frame.			
HT 6	Devising into performance – Animal Study	Extended devising, rehearsal and refining process linked to animal study / status. Application of workshop techniques over a series of lessons to develop scripted performance pieces	Application of rehearsal, team and performance skills. Focus on targeted application of animal study, characterisation and status technique in creating character for desired effect.	Self, peer and whole group evaluation of final performance work and development of technique over the unit using subject specific vocabulary and terminology. Assessed performance of scripted and devised pieces – duologues, group pieces.	Line learning for end of unit performance.	Status Pitch Tone Volume Facial expression Pace Posture Gesture Mannerism

Curriculum Overview: Drama

Year group (8)

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HT 1	Devising	Devising from a stimulus. Practical workshops to introduce and reincorporate a range of performing skills and techniques. Application of technique to create final performance.	Thought Tracking, Group Narration, Choral speech, Use of freeze frame. Group devising and research. Team skills – developing a group performance piece.	Ongoing practical assessment in lesson. Peer / teacher feedback. Rehearsal and refinement of devised piece from stimulus.	Research tasks. Script development.	Devising Refinement Rehearsal Chorus Freeze frame Physicality
HT 2	Splendid Style	Exploration of practitioner style through performance based workshops and rehearsal. Exploration of archetypes and multi role performance. Exploration of style through study of 'Medea' in performance.	Multi-role acting, mixing narration, chorus and character. Physical motifs. Actor created sound effects. Creating archetypal characters in performance. Script reading and analysis.	Peer / teacher feedback in workshop sessions. Group performances of script work in practitioner style. Pieces created from Splendid text – 'Medea' - and utilising techniques learned over the unit.	Research into practitioner. Line learning for assessed performance.	Ensemble Multi-role Fourth wall Archetypes Motif Unison Cannon Echo

HT 3	Verbatim Theatre – ‘Who Cares?’	Introduction of text. Study of professional performance. Exploration of theme – ‘What is a young carer?’ Read throughs and script / character analysis. Workshop lessons on key scenes / key characters.	Application of rehearsal, team and performance skills. Focus on targeted application of multi-role acting, mixing narration, chorus and character, use of Verbatim script technique for desired effect.	Self, peer and whole group evaluation of ongoing and final performance work and development of technique over the unit using subject specific vocabulary and terminology. Assessed performance of scripted group pieces from set text ‘Who Cares?’	Group rehearsals and line learning for end of unit assessed performance.	Verbatim theatre Synchronicity Ensemble Multi-role Fourth wall Archetypes Motif Unison Cannon Echo
HT 4	Verbatim Theatre – Devising – ‘A moment in History – The Holocaust’	Further exploration of Verbatim Theatre and the devising creative process. How to create Verbatim script from source material. Selection and editing of first person accounts and appropriate performance skills to create effective Verbatim Theatre.	Application of rehearsal, team and performance skills. Research and scripting / editing skills. Focus on targeted application of multi-role acting, mixing narration, chorus and character, use of Verbatim script technique for desired effect.	Self, peer and whole group evaluation of ongoing and final performance work and development of technique over the unit using subject specific vocabulary and terminology. Assessed performance of devised group pieces based on ‘A moment in History – The Holocaust’	Research / source material gathering. Line Learning for assessed end of unit performance.	Verbatim theatre Synchronicity Ensemble Multi-role Fourth wall Archetypes Motif Unison Cannon Echo Editing
HT 5	Epic Theatre – Blood Brothers	Exploration of Epic Theatre using the Willy Russell play, Blood Brothers. Exploration of key scenes and characters.	Script analysis and selection. Application of rehearsal, team and performance skills. Focus on targeted application of	Self, peer and whole group evaluation of ongoing and final performance work and development of technique over the unit using subject specific	Research into set text (Blood Brothers), characters, style, genre and context.	Epic Theatre Fourth Wall Narrator Archetype Stereotype Fate Episodic structure

		Exploration of style and genre – Epic theatre techniques crossing over with musical theatre. Exploration of key themes within the play – Nature / Nurture, superstitions, fate.	Epic theatre techniques and acting, mixing narration, archetypal characters, use of these skills for desired dramatic effect.	vocabulary and terminology. Assessed performance of scripted group pieces from set text ‘Blood Brothers’	Line Learning for assessed end of unit performance.	
HT 6	Performance analysis – The Odyssey	Exploration of theatre performance analysis and evaluation linked to the Splendid play ‘The Odyssey’. What makes an effective performance? How do actor’s use their performance skills to create effect? Recognition of stylistic techniques.	Analysis skills linked to chosen performance. Breaking down a scene to recognise effective use of technique. Linking stagecraft to story and the effectiveness of style.	Ongoing feedback and questioning from teacher. End of unit written assessment focused on analysis of performance and evaluation of success.	Research tasks linked to Splendid Productions.	Analysis Evaluation Stagecraft Revision of prior vocabulary to use in this context.

Curriculum Overview: Drama

Year group (9)

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HT 1	Naturalism	Stanislavski's System. Imagination, Magic If, Given Circumstances Subtext Exploration of DNA by Dennis Kelly	Application of rehearsal, team and performance skills. Linking of technique to set text DNA to explore specific application of Naturalistic style. Script reading and analysis / application	Ongoing practical assessment in technique workshops. Peer / teacher feedback. Rehearsal and refinement of scripted extract piece from DNA.	Research tasks. Line learning for final assessment.	Naturalism Melodrama Imagination Subtext Given circumstances. Fourth wall Stanislavski
HT 2	Brecht and Epic Theatre / Noughts and Crosses.	Techniques / style of Brecht – Epic theatre, episodic structure, archetypal characters, montage, social / political aspects of Epic Theatre, argument and objectivity.	Application of rehearsal, team and performance skills. Application of Brechtian style and techniques in group pieces in Brechtian style based on Noughts and Crosses.	Peer / teacher feedback in workshop sessions. Performance assessment of rehearsed extracts of Noughts and Crosses in a Brechtian style. Dress rehearsal performances and final assessment in front of a peer audience.	Research into practitioner and play. Line learning for assessed performance.	Brecht Epic theatre Episodic structure Archetypal characters Montage

HT 3	Steven Berkoff and Metamorphosis	Practical workshops on technique / style of Steven Berkoff – How Berkoff uses rhythm, stylised motifs, exaggerated mime, ensemble movement. Application of style to Berkoff's Metamorphosis.	Application of rehearsal, team and performance skills. Linking of Berkovian technique to set text Metamorphosis to explore specific application of Non - Naturalistic style. Script reading and analysis / application.	Ongoing practical assessment in technique workshops. Peer / teacher feedback. Rehearsal and refinement of scripted extract piece from Metamorphosis.	Research tasks. Line learning for final assessment.	Rhythm Stylised motifs Exaggerated mime Ensemble movement Precision Metaphor Berkovian
HT 4	Ensemble Script	Practical workshops exploring ensemble acting style and techniques. How we can utilise unison / cannon / echo vocal and physical techniques and associated motif work. Study of prior filmed exemplar work of ensemble scripts – East End Tales / Blackout.	Application of rehearsal, team and performance skills. Linking of ensemble techniques technique to appropriate open text – East End Tales / Blackout - to explore specific application of ensemble style. Script reading and analysis / application	Ongoing practical assessment in technique workshops. Peer / teacher feedback. Rehearsal and refinement of scripted extract piece from chosen ensemble script.	Research tasks. Line learning for final assessment.	Ensemble acting Unison Cannon Echo Motif Synchronicity
HT 5	Performance analysis and comparison. Frankenstein – NT Home – Nadia Fall	Exploration of theatre performance analysis and evaluation linked to two plays – 'Frankenstein' by the National Theatre	Analysis skills linked to chosen performance. Breaking down a scene to recognise effective use of	Ongoing feedback and questioning from teacher. End of unit written assessment focused on comparative analysis of	Research tasks linked to chosen plays.	Analysis Evaluation Stagecraft Staging Production scale Thrust staging

		‘Home’ by Nadia Fall What makes an effective performance? How do actor’s use their performance skills to create effect? Recognition of stylistic techniques. Differences in production style and scale.	technique and the impact of staging and production scale. Linking stagecraft to story and the effectiveness of style, design and staging.	performance and evaluation of success.		Revision of prior vocabulary to use in this context.
HT 6	One Off Theatre	A selection of one off practical based sessions to consolidate and apply prior learning and technique in a range of styles.	Application of rehearsal, team and performance skills. Practical skills in physical theatre, stage combat, scripting and devising, stylised motifs, ensemble acting, choral and group movement and speech.	Ongoing practical assessment in consolidation and exploration workshops. Peer / teacher feedback. Rehearsal and refinement application of skills and techniques in new contexts.	Research tasks when appropriate.	Consolidation of prior learned vocabulary.