



Drama Curriculum – Year 7 2024/25 only

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>Introduction to Drama Pupils arrive at OLSB with many different experiences (or lack) of Drama and Year 7 is about introducing every pupil to the various roles and opportunities within drama. Basic techniques are explored throughout the first term and pupils will begin to use Freeze Frames, Improvisation and Mime to take part in a number of key drama tasks.</p>	<p>Poetry The unit begins with introducing the Drama technique of Freeze Frame to ease pupils into the routine and structure of Drama. Pupils will focus on their use of Body Language and Facial Expression to create character. The unit moves on to looking at the techniques of improvisation and mime. These skills are crucial for developing as an actor.</p>	<p>Shakespeare: A Midsummer Night's Dream An introduction to Drama uses familiar stories and topics, which will allow the pupils to start to open their minds and show a more creative side. Pupils will start to develop their Drama skills to create character and present themselves in a disciplined and different way. Pupils will also get an opportunity to evaluate and analyse each other's performance, where they will look critically and comment on a piece of Drama their peers have produced.</p>
Programme of Study	<ul style="list-style-type: none"> • Drama Expectations • Freeze Frames – The Wizard of Oz • Improvisation – Oliver • Create! - The Lion the Witch & the Wardrobe • Mime – Annie • Script – Journey to the Centre of the Earth • Narration – A Christmas Carol 	<ul style="list-style-type: none"> • Me and My Bruv • I Wandered Lonely as a Cloud • Nature • A Martian Sends a Postcard Home • School Journey to the Centre of the Earth • SJtCotE: Improvised 	<ul style="list-style-type: none"> • Intro to Shakespeare • Themes of Shakespeare • Intro to A Midsummer Night's Dream • Key Quotations • Plot Summary 1: Assessment • Plot Summary 2
Key Assessments	Practical assessment and POP tasks throughout the term.	Practical assessment and POP Tasks throughout the term.	Self and Teacher assessment based on written activities throughout term and practical assessment at end.
Y7 Key Skills	<ul style="list-style-type: none"> • Demonstrate confidence in performing • Ability to work in small groups • Devising work from a stimulus • Critically evaluating the work of themselves and others 		<p>Links to Careers</p> <ul style="list-style-type: none"> • Links to performing arts industry and roles within it • Non-performance related careers are explored during the Summer term (linked with performances – sound / lighting / roadie etc)



Drama Curriculum – Year 8 2024/25 only

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	Devising & Characterisation To introduce and encourage pupils to start to devise their own Drama using the Drama skills and techniques that they were introduced to last year. Pupils can draw on any existing knowledge of the skills and techniques learnt to enhance their work and the work of others. Pupils have not had the opportunity to devise much Drama before and studying this will allow them to develop their creation, performance and practical skills. As well as learn transferable skills that can be used both in and outside the classroom during their school experience.	Theatre on Stage Pupils will begin to explore the world of theatre and how to 'bring to life' a script on stage. Using a range of examples, pupils will draw from their previous knowledge in Y7 and Y8 Drama to plan and devise a response to the scriptures – this will coincide with the timing of Easter. This is a larger-scale project that the pupils will work on, and they will begin to incorporate a number of drama techniques along with actual stage directions to help with the performing of their work.	Macbeth Y8 Drama uses familiar stories and topics, which will allow the pupils to start to open their minds and show a more creative side. Pupils will start to develop their Drama skills to create character and present themselves in a disciplined and different way. Pupils will also get an opportunity to evaluate and analyse each other's performance, where they will look critically and comment on a piece of Drama their peers have produced.
Programme of Study	<ul style="list-style-type: none"> • Expectations • Fairytales – Freeze Frame • Theme • Devising a Fairytale • Narration – Dracula • Mime - Frankenstein • Script – Nightmare before Christmas 	<ul style="list-style-type: none"> • Introduction to Theatre • Script work • Improvisation • Musical Theatre • Bringing Scripture to Life I • Bringing Scripture to Life II 	<ul style="list-style-type: none"> • The Witches & Witchcraft • The Witches' Prophecies • King Duncan's Death: Who's to Blame? • King Duncan's Death: Practical • What Makes a Shakespearean Villain? • Review of a Live Performance: Tybalt's character
Key Assessments	Practical assessment and POP tasks throughout the term.	<ul style="list-style-type: none"> • Practical assessment and POP Tasks throughout the term. 	<ul style="list-style-type: none"> • Self and Teacher assessment based on written activities throughout term and practical assessment at end.
Key Skills	<ul style="list-style-type: none"> • Use of Body language and Facial Expression to create character • Use of drama techniques (improv and mime) • Use of narration to create an effect for the audience • Confidence in group and solo performances 		Links to Careers
			<ul style="list-style-type: none"> • Links to performing arts industry and roles within it • Non-performance related careers are explored during the Summer term (linked with performances – sound / lighting / roadie etc)



Drama Curriculum – Year 9 *2024/25 only*

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>Creating Fiction</p> <p>The unit begins with an introduction to Drama techniques such as freeze frames and identifying the Drama skills needed to create a successful character. These skills are the foundation of any Drama piece going forward in KS3, through to KS4. The unit moves on to exploring the Drama techniques of improvisation and mime, revisiting and refining the Drama skills that are needed.</p> <p>The unit concludes with exploring an extract from 'The Woman in Black' and using a script from 'Nightmare before Christmas' to be used to encourage creatively and use of literacy skills.</p>	<p>Romeo & Juliet</p> <p>As the final Drama unit, Y9 pupils will be linking back to previous Shakespeare lessons but, this time, focussing on Romeo & Juliet. Using all of their skills and knowledge learnt over the entire KS3 syllabus, pupils' performances will demonstrate a range of techniques and key skills.</p>	<p>Unit TBC</p> <p>SoW to be written to incorporate a key Drama concept: this will be either physical theatre (with pupils working on a project to create their own piece of physical theatre) OR following the work of a famous practitioner (Stanislavski or Brecht, for example).</p>
Programme of Study	<ul style="list-style-type: none"> • Expectations • Adaptations • Theme • Creating an Adaptation • Narration – The Woman in Black • Script – Nightmare Before Christmas 	<ul style="list-style-type: none"> • Prologue • Themes • Family Feuds (written) • Family Feuds (practical) • Plot Summary • Review of a Live Performance 	<ul style="list-style-type: none"> • • • • • •
Key Assessments	<ul style="list-style-type: none"> • Practical assessment and POP tasks throughout the term. 	<ul style="list-style-type: none"> • Practical assessment and POP Tasks throughout the term. 	<ul style="list-style-type: none"> • Self and Teacher assessment based on written activities throughout term and practical assessment at end.
Key Skills	<ul style="list-style-type: none"> • Use of Body language and Facial Expression to create character • Use of drama techniques (improv and mime) • Use of narration to create an effect for the audience • Confidence in group and solo performances 	<p>Links to Careers</p> <ul style="list-style-type: none"> • Links to performing arts industry and roles within it • Non-performance related careers are explored during the Summer term (linked with performances – sound / lighting / roadie etc) 	



Drama Curriculum – Year 10 | from 2024/25

Big Ideas & Purpose	Autumn Term	Spring Term	Summer Term
	<p>10.1 Devising - A very practical start to the year, pupils will work in groups and create a performance based on a given stimulus. This is a relaxed, creative environment for pupils to develop and explore how best to work together but it is, of course, a trial run for their actual coursework for Y11.</p> <p>10.3a An Inspector Calls - Pupils will be introduced to the GCSE Drama course and will begin to explore roles and responsibilities within Drama and key terminology. This SoW covers the chosen set text in the written exam (Inspector Calls) and will explore the script practically throughout the first term. They will also look at the historical context of the play and the social issues of the time.</p> <p>10.4 Drama & Theatre Techniques – A SoW designed to run in conjunction with the other units, but which will give pupils a deeper understanding of the ‘wider knowledge’ needed: staging / stage positioning / theatre roles / physical skills / vocal skills / theatre design etc.</p>	<p>10.2 Performing – Pupils will use this time to further develop their practical but this time to a chosen script extract. This will be worked on throughout the term and performed before Easter. This will be a recorded assessment and will serve as a baseline for Component 2.</p> <p>10.3b An Inspector Calls – Having explored the play, pupils will begin to look at exam techniques in answering the written paper (Section A and B) Aim to have 1 theatre visit with Y10 at this point.</p> <p>10.4 Drama & Theatre Techniques – A SoW designed to run in conjunction with the other units, but which will give pupils a deeper understanding of the ‘wider knowledge’ needed: staging / stage positioning / theatre roles / physical skills / vocal skills / theatre design etc.</p>	<p>10.1 Devising – Pupils are now given the Eduqas exam board stimulus and will begin to devise their performance piece. This will be recorded before the end of Y10 with the ‘working at’ grade recorded into Pupil Progress.</p> <p>10.3 An Inspector Calls –Y10 mock exam (June) to be completed to assess progress.</p> <p>10.4 Drama & Theatre Techniques – A SoW designed to run in conjunction with the other units, but which will give pupils a deeper understanding of the ‘wider knowledge’ needed: staging / stage positioning / theatre roles / physical skills / vocal skills / theatre design etc.</p> <p>End of Year 10 progress grade to be taken from 10.1 coursework (June), 10.2 performance (April) and the 10.3 written paper (June).</p>
Key Assessments	<ul style="list-style-type: none"> • 10.1 Devising marked against GCSE spec. • Written questions given for 10.3 An Inspector Calls 	<ul style="list-style-type: none"> • 10.2 Performance at Easter. • 10.3 written questions throughout term 	<ul style="list-style-type: none"> • 10.1 Devising coursework • 10.3 Written exam.
Key Skills	<ul style="list-style-type: none"> • Performance skills • Devising • Evaluating • Analysing • Describe • Rehearse 		
	<p>Links to Careers</p> <ul style="list-style-type: none"> • A variety of roles & sub-industries looked at within the Performing Arts Industry • Joint visit with GCSE Music to a live performance 		



Drama Curriculum – Year 11 | 2024/25 only (1st Eduqas cohort)

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>11.1 Devising (coursework) From lesson one, pupils begin devising to the exam board stimulus. Pupils work in groups and will work throughout the term to devise a short performance. Performance to be recorded after October half term (mid-Nov) Pupils will then complete their devising logs before Christmas.</p> <p>11.2 Performing (practical) This unit will only start once the 11.1 performance has been recorded. Scripts will be distributed and preparations will begin for the Term 2 performance (while the coursework logs are being completed)</p> <p>11.3 Interpreting Theatre (written exam) Pupils will continue to explore An Inspector Calls, ensuring a thorough understanding. They will develop their exam technique in answering questions. Nov Mock – Section A</p>	<p>11.1 Devising (coursework) Completed.</p> <p>11.2 Performing from a Text Scripts handed out before Christmas and pupils will have started to stage their performance. Work will continue in lesson time to ensure performances are demonstrating the pupils' range and breadth of knowledge. Performance with visiting examiner – time TBC (before Easter)</p> <p>11.3 Interpreting Theatre (written exam) Work continues to refine the pupils' responses to written questions (Section A and B). Pre-Public exam in Feb 2025 – full paper.</p>	<p>11.1 Devising (coursework) Completed.</p> <p>11.2 Performing from a Text (practical) Completed.</p> <p>11.3 Interpreting Theatre (written exam) All lessons to focus on the various sections of the written exam. Plenty of GCSE Style questions, recapping previous knowledge and building confidence in exam conditions. GCSE Exam during the summer exam period (1 hr 30 min written paper)</p>
Key Assessments	<ul style="list-style-type: none"> 11.1 Final performance of devising after half term and coursework submitted at Christmas 11.3 November Mock 	<ul style="list-style-type: none"> Pre-Public Exam (Feb 2025) Examiner Visit – time TBC, before Easter 	<ul style="list-style-type: none"> Various class assessments (GCSE Questions) Final GCSE Exam
Key Skills	<ul style="list-style-type: none"> Performance skills Devising Evaluating Analysing Describe Explain 	<p>Links to Careers</p> <ul style="list-style-type: none"> A variety of roles & sub-industries looked at within the Performing Arts Industry Joint visit with GCSE Music to a live performance 	