

Drama Curriculum – Year 7



	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 Buv • I Wandered Lonely as a Cloud • Nature • A Martian Sends a Postcard Home • School Journey to the Centre of the Earth • SJttCotE: 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 		
		Links to Careers	
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Drama Curriculum – Year 8



	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>Devising & Characterisation</p> <p>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.</p>	<p>War & War Poetry</p> <p>Focusing on using Drama skills to learn basic Drama techniques, pupils can draw on any existing knowledge and from previous English lessons, to apply this to their Drama work in a creative way. Pupils have not done Drama before and practicing this will allow them to develop their performance and practical skills as well as introduce them to some core knowledge used at GCSE level. Pupils will also refine their communication skills, which will be beneficial in school and beyond.</p>	<p>Macbeth</p> <p>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.</p>
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"> • War • Dolce et Decorum Est • Dolce et Decorum Est II • Charge of the Light Brigade • 9/11 Script • 9/11 Improvisation & Freeze Frames 	<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	<p>Practical assessment and POP tasks throughout the term.</p>	<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 9

	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>An Inspector Calls</p> <p>Linking to KS3 English, this term will focus the pupils' drama skills around An Inspector Calls. Pupils will draw on any existing knowledge from previous English lessons and will apply this to their Drama work in a creative way. Pupils will also continue to refine their communication skills, which will be beneficial in school and beyond.</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>
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"> • Context • Review of a Live Performance / Options • Key Quotations • Inspector Goole • Summary of the Plot • Eva Renton is Dead and you are to blame! 	<ul style="list-style-type: none"> • Prologue • Themes • Family Feuds (written) • Family Feuds (practical) • Plot Summary • Review of a Live Performance
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

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>3.1 Intro to Drama - 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 C3 Texts in Practice, Section A (written exam) and Section B (written exam) to give pupils an idea of what's involved.</p> <p>Component 2: Devising Pupils will work alongside the Catholic Life and Creative Team that work on Christmas Liturgy in order to create a suitable piece of work to be performed. Pupils will be directed throughout the process, however they it will be a more collaborative approach which will serve them well for future Devising components. This will be filmed and then formally assessed, with feedback being given for pupils to develop their skills.</p>	<p>Component 1: Understanding Drama (Written Exam) Pupils will be introduced to Section B (Blood Brothers) and will be modelling how to effectively answers a number of GCSE style questions. This unit links with C3.2: Texts in Practice</p> <p>Component 3: Texts in Practice Pupils will be introduced to the Blood Brothers script for practical performance (in front of examiner). Although this isn't the final script for the examination, pupils will be formally assessed in the same way. This will not only help with their knowledge and understanding, but with their rehearsal and performance skills.</p> <p>Two extracts to be performed (10 mins each, max). This is a formal practical assessment and will be recorded by Easter.</p>	<p>Component 1: Understanding Drama (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 Mock Exam during the summer exam period (Section A & B only)</p> <p>Component 2: Devising Pupils will creating their two sections (Section 1: response to a stimulus & Section 2: Rehearsal) of coursework and will have a mock performance recording by Summer (10 mins max.)</p>
Programme of Study	<ul style="list-style-type: none"> • 3.1 Intro to Drama • C2.1 Devising 	<ul style="list-style-type: none"> • C1.2 Understanding Drama • C3.2 Texts in Practice 	<ul style="list-style-type: none"> • C1.3 Understanding Drama • C2.3 Devising
Key Assessments	<ul style="list-style-type: none"> • Final performance of C2 Devising before Christmas. • Written tasks throughout term (exam style questions) 	<ul style="list-style-type: none"> • Exam style questions in class • C3 Performance to be recorded and feedback given 	<ul style="list-style-type: none"> • Various class assessments (GCSE Questions) • Mock GCSE Exam • C2 Performance • Section 1 & 2 Coursework submitted
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 	



Drama Curriculum – Year 11

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>Component 2: Devising Pupils will be creating their two sections (Section 1: response to a stimulus & Section 2: Rehearsal) of coursework and will have a final performance recording by Christmas (10 mins max.) <i>Section 3 to be completed after Christmas.</i></p> <p>Component 1: Understanding Drama (Written Exam) Pupils will be recapping their knowledge of the written exam (Section A, B & C) and will be modelling how to effectively answer a number of GCSE style questions. Pupils will be introduced to a new live performance to analyse and evaluate in order to answer Section C.</p> <p>Pupils will also continue to refine / rehearse drama skills by incorporating a practical element to their Blood Brother study. This will help with context and knowledge as well as Component 3: Texts in Practice rehearsal.</p>	<p>Component 2: Devising Pupils will be analysing and evaluating their previous performance for coursework (section 3: analysing and evaluating). Completed by February Half Term.</p> <p>Component 1: Understanding Drama (Written Exam) Pupils will be recapping their knowledge of the written exam (Section A, B & C) and will be modelling how to effectively answer a number of GCSE style questions. Pupils will be introduced to a new live performance to analyse and evaluate in order to answer Section C. <i>Live performance in this term TBC.</i></p> <p>Component 3: Texts in Practice Pupils will be introduced to their final script for practical performance (in front of examiner). Two extracts to be performed (10 mins each, max). This is a formal practical assessment and will be recorded by Easter (examiner to confirm a time)</p>	<p>Component 1: Understanding Drama (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 45 min written paper)</p> <p>Component 2: Devising Completed.</p> <p>Component 3: Texts in Practice Completed.</p>
Programme of Study	<ul style="list-style-type: none"> • C1.1 Understanding Drama • C2.1 Devising 	<ul style="list-style-type: none"> • C1.2 Understanding Drama • C2.2 Devising • C3.2 Texts in Practice 	<ul style="list-style-type: none"> • C1.3 Understanding Drama
Key Assessments	<ul style="list-style-type: none"> • Final performance of C2 Devising before Christmas and Section 1 & 2. • Mock Exam – Nov, Y11 	<ul style="list-style-type: none"> • Pre-Public Exam (May 2022) • Examiner Visit – time TBC, before Easter • All C2 Coursework to be handed in. 	<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 	