



Year 7 Drama

Subject: Drama	Year Group: 7	Key Stage: 3
Links to prior learning Builds on students' experience from Key Stage 2. Students will develop and apply skills from their varied prior experiences of Drama and apply them to creating performances with the stimulus 'Heroes and Villains'. Skills in collaboration, problem solving, teamwork, oracy and rehearsing.	Retrieval Practice Regular use of Mini Whiteboards for retrieval activities, starters and peer feedback with the use of Drama specific vocabulary from prior lessons and experience of Drama in Key Stage 2.	Adaptive teaching strategies Use of visual aids, such as images and clips of performance material to establish clear understanding of Dramatic concepts. Chunked instructions with tasks set to support all learners achieve success. Regular formative assessment through differentiated questioning and discussions to enable specific feedback to assess gaps. Groupings are changed regularly to provide a varied learning experience as well as promoting the development of soft skills and team working.
Literacy	Oracy	Numeracy

Vocabulary: Use of a range of Drama specific vocabulary in analysis and feedback e.g. Physical Theatre. Reading: Key Drama terminology and concepts. Analysis of character. Written: Retrieval tasks. Peer Feedback. Analysis of characterisation in existing performance material based on the stimulus 'Heroes and Villains'.	Class discussions based on pre-existing performance material. Focusing on Drama specific skills. Peer feedback on performance work explored. Pair discussions on approaches to their performances created from the stimulus 'Heroes and Villains'. Performances of Devised Drama.	Use of timing to create comedic effect. E.g. the use of pause. Use of working in groups and allocating roles in performances.
Careers across the Curriculum Direct links made to professional roles in the Performing Arts industry such as Actors, Directors, Choreographers, Writers and Editors.	Wider Curriculum opportunities Engagement in the School Production as either a performer, choreographer, assistant director or backstage. Drama club (running prior to School Production casting and rehearsals).	Super Curriculum <u>The Performing Arts Super Curriculum Document</u>
Assessment and feedback Formative Assessment: Mini whiteboards, peer assessment, questioning, performances - All lessons Summative Assessment: At the end of the Unit of study, students will perform a showcase of a scene demonstrating the Drama skills they have developed. Students will receive 2 marks in a band 1-4 (1 being the highest) for their attainment and effort levels.		



Year 8 Drama

Subject: Drama	Year Group: 8	Key Stage: 3
Links to prior learning Builds on from Year 7 Drama curriculum. Students will apply skills from the Dramatic styles they have explored and apply them to acting in Comedy. Skills in collaboration, problem solving, teamwork, oracy and rehearsing.	Retrieval Practice Regular use of Mini Whiteboards for retrieval activities, starters and peer feedback with the use of Drama specific vocabulary. Integration of a range of Drama specific vocabulary covered in Year 7.	Adaptive teaching strategies Use of visual aids, such as images and clips of performance material to establish clear understanding of Dramatic concepts. Chunked instructions with tasks set to support all learners achieve success. Regular formative assessment through differentiated questioning and discussions to enable specific feedback to assess gaps. Groupings being changed regularly to provide a varied learning experience as well as promoting the development of soft skills and teamworking.

Literacy Vocabulary: Use of a range of Drama specific vocabulary in analysis and feedback e.g. Slapstick Comedy. Reading: Key Comedic Acting concepts. Analysis of Comedic characters. Written: Retrieval tasks. Peer Feedback. Analysis of characterisation in Comedy.	Oracy Class discussions based on pre-existing performance material. Focusing on Drama specific skills. Peer feedback on performance work explored. Pair discussions on approaches to their Devised Comedic work. Performances of Devised Comedy of Drama.	Numeracy Use of timing to create comedic effect. E.g. the use of pause. Use of working in groups and allocating roles in performances.
Careers across the Curriculum Direct links made to professional roles in the Performing Arts industry such as Actors, Directors, Choreographers, Writers and Editors.	Wider Curriculum opportunities Engagement in the School Production as either a performer, choreographer, assistant director or backstage. Drama club (running prior to School Production casting and rehearsals).	Super Curriculum <u>The Performing Arts Super Curriculum Document</u>
Assessment and feedback Formative Assessment: Mini whiteboards, peer assessment, questioning, performances - All lessons Summative Assessment: At the end of the Unit of study, students will perform a showcase of a scene demonstrating the Drama skills they have developed. Students will receive 2 marks in a band 1-4 (1 being the highest) for their attainment and effort levels.		



Year 9 Drama

Subject: Drama	Year Group: 9	Key Stage: 3
Links to prior learning Builds on from Year 7 and 8 Drama curriculum. Students will apply skills from the Dramatic and Comedic styles they have explored and apply them to acting with script. Skills in collaboration, problem solving, teamwork, oracy and rehearsing.	Retrieval Practice Regular use of Mini Whiteboards for retrieval activities, starters and peer feedback with the use of Drama specific vocabulary. Integration of a range of Drama specific vocabulary covered in Year 7 and 8.	Adaptive teaching strategies Use of visual aids, such as images and clips of performance material to establish clear understanding of Dramatic concepts. Chunked instructions with tasks set to support all learners achieve success. Regular formative assessment through differentiated questioning and discussions to enable specific feedback to assess gaps. Groupings are changed regularly to provide a varied learning experience as well as promoting the development of soft skills and team working.
Literacy	Oracy	Numeracy

Vocabulary: Use of a range of Drama specific vocabulary in analysis and feedback e.g. Proxemics. Reading: Reading scripts aloud. Learning lines. Analysis of script and character. Written: Retrieval tasks. Peer Feedback. Analysis of character objectives and obstacles.	Class discussions based on pre-existing performance material. Focusing on Drama specific skills. Peer feedback on performance work explored. Pair discussions on approaches to script work. Performances of scripted pieces of Drama.	Use of timing in script work to create tension or comedic effect. E.g. the use of pause. Use of working in groups and allocating roles in scripts.
Careers across the Curriculum Direct links made to professional roles in the Performing Arts industry such as Actors, Directors, Choreographers, Writers and Editors.	Wider Curriculum opportunities Engagement in the School Production as either a performer, choreographer, assistant director or backstage. Drama club (running prior to School Production casting and rehearsals). Drama Trips to see productions.	Super Curriculum <u>The Performing Arts Super Curriculum Document</u>
Assessment and feedback Formative Assessment: Mini whiteboards, peer assessment, questioning, performances - All lessons Summative Assessment: At the end of the Unit of study, students will perform a showcase of a scene demonstrating the Drama skills they have developed. Students will receive 2 marks in a band 1-4 (1 being the highest) for their attainment and effort levels.		



KS4 Drama

Subject: BTEC Level 1/2 in Performing Arts	Year Group: 10-11	Key Stage: 4
Links to prior learning Builds on from Key Stage 3 Years 7, 8 and 9 Drama curriculum. Students will apply skills from a range of styles varying from Dramatic to Comedy, Physical Theatre and Stylistic Drama. Skills in collaboration, problem solving, teamwork, oracy and rehearsing.	Retrieval Practice Regular use of Mini Whiteboards for retrieval activities, starters and peer feedback with the use of Drama specific vocabulary. Integration of a range of Drama specific vocabulary covered in Years 7, 8 and 9.	Adaptive teaching strategies Use of visual aids, such as images and clips of performance material to establish clear understanding of Dramatic concepts. Chunked instructions with tasks set to support all learners achieve success. Regular formative assessment through differentiated questioning and discussions to enable specific feedback to assess gaps. Pairs / Groupings being changed periodically to provide a varied learning experience as well as promoting the development of soft skills and team working.

Literacy Vocabulary: Use of a range of Drama specific vocabulary in analysis and feedback e.g. Proxemics. Reading: Reading scripts aloud. Learning lines. Analysis of script and character. Written: Retrieval tasks. Peer Feedback. Analysis of character objectives and obstacles.	Oracy Class discussions based on pre-existing performance material. Focusing on Drama specific skills. Peer feedback on performance work explored. Pair discussions on approaches to script work. Group discussions on development of performance material. Performances of Devised and scripted pieces of Drama.	Numeracy Use of timing in script work to create tension or comedic effect. E.g. the use of pause. Use of working in groups and allocating roles in scripts.
Careers across the Curriculum Direct links made to professional roles in the Performing Arts industry such as Actors, Directors, Choreographers, Writers and Editors.	Wider Curriculum opportunities Engagement in the School Production as either a performer, choreographer, assistant director or backstage. Drama club (running prior to School Production casting and rehearsals). Drama Trips to see productions.	Super Curriculum <u>The Performing Arts Super Curriculum Document</u>
Assessment and feedback Formative Assessment: Mini whiteboards, peer assessment, questioning, performances - All lessons Summative Assessment: In Year 10, at the end of the Winter Term and early Summer Term students will complete Components		

1 and 2 of the BTEC specification. Students will receive feedback in line with the guidance from Pearson followed by external moderation. In Year 11, students will complete a mock of Component 3 in the Winter Term followed by the real externally assessed Component 3 in the Spring and early Summer Terms.

PERFORMING ARTS (DRAMA) CURRICULUM MAP 25/26

KS3 Drama					
Year 7 Half Term 1	Year 7 Half Term 2	Year 8 Half Term 1	Year 8 Half Term 2	Year 9 Half Term 1	Year 9 Half Term 2
Heroes and Villains	Heroes and Villains	Comedy through the ages	Comedy through the ages	Acting with Script	Acting with Script
Students will explore Drama through the main stimulus of Heroes and Villains to create their own performances. They will analyse existing performance material directly related to the stimulus of Heroes and Villains.	Students will explore Drama through the main stimulus of Heroes and Villains to create their own performances. They will analyse existing performance material directly related to the stimulus of Heroes and Villains.	Students will explore Drama through the principles of Comedic acting to create their own performances. They will analyse existing performance material directly related to the evolution of Comedy from silent films in the 1920's to present day.	Students will continue to further explore Drama through the principles of Comedic acting to create their own performances. They will analyse existing performance material directly related to the evolution of Comedy from	Students will explore Drama through a range of scripts to develop performances of existing material. They will analyse and evaluate existing performance material directly related to the skills required to effectively	Students will explore Drama through the main stimulus of Heroes and Villains to create their own performances. They will analyse and evaluate existing performance material directly related to the stimulus of Heroes and Villains.

When creating their own performance work they will explore the following techniques: • Freeze Frames • Vocal Skills • Physical Skills • Characterisation • Improvisation • Hot-Seating • Scripting dialogue • Acting with script • Devising original performance material from a stimulus • Multi-role They will analyse the performance work of their peers focusing on: • Their application of vocal skills • Their application of physical skills • Their application of techniques in performance.	When creating their own performance work they will explore the following techniques: • Creating and building tension • Use of pause • Proxemics • Breaking the 4th Wall • Spoken Thoughts • Split-Scenes • Physical Theatre • Choreographed and synchronised movements They will analyse the performance work of their peers focusing on: • Their application of vocal skills • Their application of physical skills • Their application of techniques in performance.	They will explore the origins of Comedy and film, learning the principles of physical comedy and forming exaggerated performances forge engaging and comedy performances.. When creating their own performance work they will explore the following techniques: • Comedic timing • Heightened expression • Physical Skills • Characterisation • Improvisation • Devising original performance material from a stimulus • Multi-role They will analyse the performance work of their peers focusing on: • Their application of comedic timing • Their application of physical skills • Their application of techniques in performance.	silent films in the 1920's to present day. They will explore the origins of Comedy and film, learning the principles of physical comedy and forming exaggerated performances forge engaging and comedy performances.. When creating their own performance work they will explore the following techniques: • Comedic timing • Heightened expression • Physical Skills • Characterisation • Improvisation • Devising original performance material from a stimulus • Multi-role They will analyse the performance work of their peers focusing on: • Their application of comedic timing • Their application of physical skills	interpret and perform scripted pieces of Drama. When creating their own performance work they will explore the following techniques: • Vocal Skills • Physical Skills • Characterisation • Interpreting Stage directions • Acting with script • Proxemics • Building tension • Conflict between characters • Emotional intensity They will analyse and evaluate the performance work of their peers focusing on: • Their application of vocal skills • Their application of physical skills • Their interpretation of scripted Drama	When creating their own performance work they will explore the following techniques: • Creating and building tension • Use of pause • Proxemics • Breaking the 4th Wall • Spoken Thoughts • Split-Scenes • Physical Theatre • Choreographed and synchronised movements They will analyse and evaluate the performance work of their peers focusing on: • Their application of vocal skills • Their application of physical skills • Their application of techniques in performance.
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			• Their application of techniques in performance.		
Assessment: Ongoing AFL, peer and teacher feedback in lessons.	Assessment: Students will create a performance in their groups aiming to incorporate a range of different performance techniques which they have explored in the scheme of learning. Students are marked as a group for their overall performance work and individually on their personal contributions to the performances. To attain the higher band for the group success criteria they will need to apply at least 3 contrasting performance techniques with precision. To attain the higher band for the individual success criteria, students need to demonstrate consistent focus throughout, contribute effectively to group ideas, play a key role in their performances and be fully committed in their performance.	Assessment: Ongoing AFL, peer and teacher feedback in lessons.	Assessment: Students will create a performance in their groups aiming to incorporate a range of different Comedic performance techniques which they have explored in the scheme of learning. Students are marked as a group for their overall performance work and individually on their personal contributions to the performances. To attain the higher band for the group success criteria they will need to apply at least 2 contrasting performance techniques with precision. To attain the higher band for the individual success criteria, students need to demonstrate consistent focus throughout, contribute effectively to	Assessment: Ongoing AFL, peer and teacher feedback in lessons.	Assessment: Students will create a performance in their groups aiming to incorporate a range of different performance techniques which they have explored in the scheme of learning with a script. Students are marked as a group for their overall performance work and individually on their personal contributions to the performances. To attain the higher band for the group success criteria they will need to apply at least 4 contrasting performance techniques with precision. To attain the higher band for the individual success criteria, students need to demonstrate consistent focus throughout, contribute effectively to group ideas, play a key role in their performances and

			group ideas, play a key role in their performances and be fully committed in their performance.		be fully committed in their performance.
Builds Upon: Key Stage 2 Drama experiences. Experience in the English curriculum. Direct links to the script reading and analysis of Frankenstein during Spring Term 2 in Year 7. Exploration of the key elements of storytelling as explored in the How stories unfold English Scheme of learning in Autumn Term 1.	Builds Upon: Key Stage 2 Drama experiences. Experience in the English curriculum. Direct links to the script reading and analysis of Frankenstein during Spring Term 2 in Year 7. <i>(Applicable to those in the second round of the carousel).</i> Exploration of the key elements of storytelling as explored in the How stories unfold English Scheme of learning in Autumn Term 1.	Builds Upon: Key Stage 2 Drama experiences. Reading in Key Stage 3 English. Year 7 Drama (1 term in 23/24)	Builds Upon: Key Stage 2 Drama experiences. Reading in Key Stage 3 English. Links to script reading and analysis of Frankenstein during Spring Term 2 as part of the English curriculum. Year 7 Drama (1 term in 23/24)	Builds Upon: Key Stage 2 Drama experiences. Experience in the English curriculum. Direct links to the script reading and analysis of Frankenstein during Spring Term 2 in Year 7. Exploration of the key elements of storytelling as explored in the How stories unfold English Scheme of learning in Autumn Term 1. Year 8 Spring terms 1 and 2 in English exploring Romeo and Juliet and A View from the Bridge. Both plays in which students read and analyse character and the use of script to convey story. Year 8 Drama (1 term in 23/24)	Builds Upon: Key Stage 2 Drama experiences. Experience in the English curriculum. Direct links to the script reading and analysis of Frankenstein during Spring Term 2 in Year 7. Exploration of the key elements of storytelling as explored in the How stories unfold English Scheme of learning in Autumn Term 1. Year 8 Spring terms 1 and 2 in English exploring Romeo and Juliet and A View from the Bridge. Both plays in which students read and analyse character and the use of script to convey story. Year 8 Drama (1 term in 23/24)

				Year 8 Drama (1 term in 23/24)	
Introduces: Freeze Frames Vocal Skills Physical Skills Analysis of existing performance material Characterisation Improvisation Hot-Seating Scripting dialogue Acting with script Devising original performance material from a stimulus Multi-role	Introduces: Creating and building tension Use of pause Proxemics Breaking the 4th Wall Spoken Thoughts Split-Scenes Physical Theatre Choreographed and synchronised movements	Introduces: Vocal Skills Physical Skills Mime Comedic Timing Analysis of existing performance material Characterisation Improvisation Scripting dialogue Devising original performance material from a stimulus Multi-role	Introduces: Vocal Skills Physical Skills Mime Comedic Timing Analysis of existing performance material Characterisation Improvisation Scripting dialogue Acting with script Devising original performance material from a stimulus Multi-role	Introduces: Vocal Skills Physical Skills Use of pause Analysis of scripts Interpreting stage directions Characterisation Acting with script Performing in different styles (Tense / Comedic etc.) Multi-role	Introduces: Creating and building tension Use of pause Proxemics Choreographed and synchronised movements

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component 1: Exploring the Performing Arts	Component 1: Exploring the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 3: Responding to a Brief - Introduction
Students will watch and analyse live theatre performances both recorded and watched in person in 3 different styles. - Comedy - Melodrama - Naturalism	Students will watch and analyse live theatre performances both recorded and watched in person in 3 different styles. - Comedy - Melodrama - Naturalism	Students will work in groups / pairs on a scripted performance in a specific style: - Comedy - Abstract - Epic theatre - Naturalism - Physical theatre	Students will work in groups / pairs on a scripted performance in a specific style: - Comedy - Abstract - Epic theatre - Naturalism - Physical theatre	Students will work in groups / pairs on a scripted performance in a specific style: - Comedy - Abstract - Epic theatre - Naturalism - Physical theatre	Students will apply their skills and techniques creatively to a workshop performance for a selected audience. Students will capture their ideas on planning, development and effectiveness of the

Students will also prepare 3 performances in these styles to present their knowledge and understanding in these styles.	Students will also prepare 3 performances in these styles to present their knowledge and understanding in these styles.	Students will rehearse a performance of their script with the aim of learning all their lines to confidently perform it to a live audience off-script. During the rehearsal process, students will document the Drama skills they have developed over the course of the rehearsals. Setting targets to demonstrate their own progress and development.	Students will rehearse a performance of their script with the aim of learning all their lines to confidently perform it to a live audience off-script. During the rehearsal process, students will document the Drama skills they have developed over the course of the rehearsals. Setting targets to demonstrate their own progress and development.	Students will rehearse a performance of their script with the aim of learning all their lines to confidently perform it to a live audience off-script. During the rehearsal process, students will document the Drama skills they have developed over the course of the rehearsals. Setting targets to demonstrate their own progress and development.	production process in a written log and an evaluation report.
Assessment: Analysis of 3 different live pieces of performance. 3 performances from script in different styles. 1. Comedy 2. Melodrama 3. Naturalism	Assessment: Analysis of 3 different live pieces of performance. 3 performances from script in different styles. 1. Comedy 2. Melodrama 3. Naturalism	Assessment: A performance of their scripted piece to a live audience. Rehearsal logs which document their progress over each week of rehearsal. A written evaluation of their progress in the rehearsal process. A written evaluation of their final performance.	Assessment: A performance of their scripted piece to a live audience. Rehearsal logs which document their progress over each week of rehearsal. A written evaluation of their progress in the rehearsal process. A written evaluation of their final performance.	Assessment: A performance of their scripted piece to a live audience. Rehearsal logs which document their progress over each week of rehearsal. A written evaluation of their progress in the rehearsal process. A written evaluation of their final performance.	Assessment: Written Log covering process Performance of final devised piece

Builds Upon: Practical skills developed and styles explored in Key Stage 3 Drama.	Builds Upon: Practical skills developed and styles explored in Key Stage 3 Drama.	Builds Upon: Practical skills developed in Component 1: Exploring the Performing Arts in the Autumn Term.	Builds Upon: Practical skills developed in Component 1: Exploring the Performing Arts in the Autumn Term.	Builds Upon: Practical skills developed in Component 1: Exploring the Performing Arts in the Autumn Term.	Builds Upon: Analysis skills developed from Component 1: Exploring the performing arts as well as practical exploration explored in Component 2: Developing skills and techniques in the Performing Arts
Introduces: Analysis skills of live theatre and performances. Application of performance skills to suit more than 1 style of performance.	Introduces: Analysis skills of live theatre and performances. Application of performance skills to suit more than 1 style of performance.	Introduces: Learning lines from an extended piece of script. Setting targets regularly. Regular self-assessment of Drama skills.	Introduces: Learning lines from an extended piece of script. Setting targets regularly. Regular self-assessment of Drama skills.	Introduces: Learning lines from an extended piece of script. Setting targets regularly. Regular self-assessment of Drama skills.	Introduces: Devising Development of performance work for a specified audience.