

## St Cuthbert's RC High School Curriculum Vision.

The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good.

### Specialisms Vision.

The Specialisms at St Cuthbert's offer an enriching experience where individual passions are discovered and nurtured within a culture of excellence.

### Drama Curriculum Vision.

The key concepts in Drama are skills driven and aim to build personal skills which lead to success in the classroom but also beyond school life and in future employment. It is a dynamic learning experience that caters for a wide range of students. Drama prepares students for successful participation in society, taking into account moral, spiritual and ethical considerations. During learning programme, they create meaning by interacting actively, creatively and imaginatively through improvisation, spontaneous work and structured response.

All knowledge and skills acquired at KS3 form the foundation for KS4. Students will revisit and apply KS3 knowledge and skills in KS4 but in a more sophisticated and complex context.



Careers



Skills for  
Life



Enrichment



Cultural Capital



Catholic Mission



Preparing for life in Modern  
Britain



Literate and  
articulate

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| <p>Theme</p>              | <p><b>Autumn Term</b></p>  <p><b>Unit 1: Introduction to Drama.</b></p> <p>Introduction to fundamental drama techniques.<br/>Group work.<br/><b>The 4Cs:</b><br/>Control/Cooperation/Communication/Confidence.</p> <p><b>Unit 2: The Street. (Community)</b><br/>Character development.<br/>Performance skills.<br/>Embedding the “4 c’s” .<br/>Group work.</p>  | <p><b>Spring Term</b></p>  <p><b>Unit 3: Ishi. The Last Native American.</b></p> <p>To think empathetically and sympathetically.<br/>Non-verbal performance skills.<br/>Atmosphere and mood.</p> <p><b>Unit 4: Private Peaceful.</b><br/>Introduction to scripted work.<br/>Performance techniques.<br/>Exploration of text.<br/>Staging.</p>                   | <p><b>Summer Term</b></p>  <p><b>Unit 5: Harry Potter.</b></p> <p>Exploration of text and the stage production of “The Cursed Child”.<br/>Introduction to design.<br/>Roles in the theatre.<br/>Physical skills in performance.</p> <p><b>Unit 6: An Introduction to Greek Theatre and Myth.</b><br/>Introduction to the history of the theatre.<br/>Approaches to chorus.<br/>Approaches to character.<br/>Develop vocal and physical skills.<br/>Develop written analytical skills and reflection.</p> |
| <p>Knowledge / skills</p> | <p><b>Unit 1: Introduction to Drama</b></p> <ol style="list-style-type: none"> <li>1. The 4 C’s<br/>Control/Cooperation/Communication/Confidence.<br/>Keys to good group work and effectively as part of a team.</li> <li>2. Introduction to techniques:<br/>Tableau/Sequencing tableaux/Thought tracking/Split scene/crosscutting/Physical theatre/Narration/Role play.</li> <li>3. To know and apply the rules of working in a drama lesson.</li> <li>4. Be able to explain the meaning of key terms used so far in this SOL.</li> </ol> | <p><b>Unit 3: Ishi. The Last Native American.</b></p> <ol style="list-style-type: none"> <li>1. Application of the 4 C’s.</li> <li>2. Responding to visual and musical stimulus.</li> <li>3. Use of physicality/facial expression/gesture.</li> <li>4. Narration over mime.</li> <li>5. Use of physical and non-verbal communication.</li> <li>6. Use of music to create atmosphere.</li> <li>7. Role play.</li> <li>8. Forum Theatre.</li> </ol> | <p><b>Unit 5: Harry Potter.</b></p> <ol style="list-style-type: none"> <li>1. Application of the 4 C’s.</li> <li>2. Use of movement to show clear characterisation.</li> <li>3. Spontaneous and polished improvisation.</li> <li>4. Use physicality to create wand battle.</li> <li>5. Jobs behind the scenes in the theatre.</li> <li>6. Introduction to costume design.</li> </ol>   |

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|  |                         | <p><b>Unit 2: The Street.</b></p> <ol style="list-style-type: none"> <li>1. To practise application of the 4 C's Control/Cooperation/Communication/Commitment.</li> <li>2. Structuring a montage/mime Teacher in Role/Student in Role/Improvisation/Dialogue.</li> <li>3. Create a character.</li> <li>4. Identify concepts at the heart of the drama and explore emotions.</li> <li>5. Introduction to conventions.</li> <li>6. Documentary Drama.</li> <li>7. Consider different perspectives.</li> <li>8. Create a fundamental set.</li> <li>9. Build dramatic tension.</li> <li>10. Reflect on learning.</li> </ol>         | <p><b>Unit 4. Private Peaceful.</b></p> <ol style="list-style-type: none"> <li>1. Application of the 4 C's.</li> <li>2. Use tableau as an exploratory technique.</li> <li>3. Use text extracts to explore themes.</li> <li>4. Use tableau/movement/choral voice.</li> <li>5. Experiment with voice.</li> <li>6. Sound collage.</li> <li>7. Monologue.</li> <li>8. To consolidate skills learnt in final performance.</li> </ol>   | <p><b>Unit 6: An Introduction to Greek Theatre and Myth.</b></p> <ol style="list-style-type: none"> <li>1. Use research to create Mantle of Expert.</li> <li>2. Montage.</li> <li>3. To use amphitheatre.</li> <li>4. To choreograph movement.</li> <li>5. To speak in unison.</li> <li>6. Analyse and evaluate work.</li> <li>7. To use chorus and movement techniques in performance.</li> </ol>   |
|  | <p><b>Rationale</b></p> | <p><b>Previous Links.</b><br/>Students will not have experienced Drama as a discrete subject at primary school. They will have experienced Drama as a form of enrichment (Eg. Class or whole school performances). These are script- based performances where students learn by rote. Spoken Language Statutory requirements are identified in the Key Stage 1 and 2 English NC; these form the foundation of knowledge and skills which will be developed in Year 7 where students will access Drama as a discrete subject.</p> <p><b>Future Links.</b><br/>Negotiating group work and introducing students to fundamental</p> | <p><b>Previous Links.</b><br/>Students will be expected to apply and develop the fundamental skills learnt in the Autumn Year 7. They will deepen their understanding of role, broaden their experience of performance techniques, be introduced to theatrical conventions, historical traditions and scripted work.</p> <p><b>Future Links.</b><br/>Being introduced to different forms of drama and theatrical content and the study of a true-life event/text work will provide a foundation for Greek Theatre in the Year 7 Summer Term. Further development and understanding of characterisation and continuation of group-work skills also occurs in the</p> | <p><b>Previous Links.</b><br/>Students will be expected to apply skills learnt In Year 7 with increasing complexity and sophistication. Skills such as performance techniques and theatrical conventions are explored more deeply.</p> <p><b>Future Links.</b><br/>The knowledge and skills in this unit introduces students to an increased level of challenge through performance in unison/design/choral work and complexity that will provide a grounding for future work in Year 8 and beyond.</p> <p>By introducing students to the world of theatre they will begin appreciate its economic importance and relevance to</p> |

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|  |  | <p>performance techniques will provide an essential base for further learning In Year 8. Students broaden and deepen their understanding of these skills as they move through Key Stage 3.</p> <p><b>Why?</b></p> <p>The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4. The basic skills and techniques provide students with experience of working in the dramatic form and allow them to experiment and develop their ability to work alongside others in a practical context. These skills will be revisited, developed and embedded to develop student's dramatic abilities in future units of work.</p> | <p>Summer Term of Year 7. This learning introduces students to the social, cultural, political aspects of the human experience and understand that response to drama is both emotional and intellectual which will be further developed in Year 8 and 9. (The Runaway and The Song).</p> <p><b>Why?</b></p> <p>The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4. Work will continue to allow pupils to develop interactive group work skills while embedding the techniques and skills introduced in the Autumn Term. Students will extend their experience of drama through exploration of themes, social issues, the introduction of a range of techniques and skills. These skills will be revisited, developed and embedded to develop student's dramatic abilities in future units of work.</p> | <p>society. Current theatre practice teaches students about the industry and the range of skills/jobs needed to create theatre. The study of Greek theatre will take students back to the very beginning where they will gain an understanding of its theatrical influence and its place at the heart of western culture. This knowledge will be broadened in Year 8 by the study of Elizabethan and Theatre.</p> <p><b>Why?</b></p> <p>The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4. Work will continue to build interpersonal skills while embedding the techniques and skills introduced in the previous terms. Students will extend their experience of drama and understand the industry that surrounds drama and the theatre. The knowledge and experience gained in year 7 will provide the foundation for success in Year 8.</p> |
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| <p><b>Theme</b></p>              |  <p><b>Unit 1. Drama Skills!</b><br/>Students revisit some known techniques and apply them in greater depth.<br/>Demonstrate an understanding of drama strategies and skills.<br/>Demonstrate skills through improvised work.<br/>Understand how to develop their own work and that of others.</p> <p><b>Unit 2: The Runaway.</b><br/>Students explore a complex social issue through the use of drama techniques.<br/>Consider what it means for a created character to run away, live on the streets, the consequences for the character and others.</p> |  <p><b>Unit 3: Introduction to Shakespeare's Theatre.</b><br/>Understand the different ways texts can be performed.<br/>Performance spaces.<br/>Health and safety factors.<br/>Resolution of conflict.<br/>Reflect on learning.<br/>Develop performance skills.</p> <p><b>Unit 4: The Song.</b><br/>To celebrate the achievements of the slave Harriet Tubman.<br/>To respond thoughtfully to others.<br/>Use space imaginatively.<br/>Consider the concepts of humanity and inhumanity.<br/>To respond to stimuli and develop the drama imaginatively and sensitively.</p> |  <p><b>Unit 5: The Exam by A Hamilton</b><br/>To understand the concept of status when applied to character.<br/>To explore given circumstances.<br/>Use hot-seating as an explorative technique.<br/>To bring characters to life, vocally and physically.<br/>To perform an extract.<br/>Reflect on learning.</p> <p><b>Unit 6: Spears Sports.</b><br/>Use physical theatre to create location for the audience.<br/>To empathise with the rights of workers.<br/>To explore the theme of power.</p> |
| <p><b>Knowledge / skills</b></p> | <p><b>Unit 1: Drama Skills!</b></p> <ol style="list-style-type: none"> <li>To create story and character through drama.</li> <li>To understand character objective.</li> <li>To create purposeful dialogue.</li> <li>Use of conscience alley.</li> <li>Understand and apply multi-role.</li> <li>Understand the difference between monologue and soliloquy.</li> <li>To perform a monologue.</li> <li>To apply aspects of Robert Plutchik's wheel of emotions.</li> <li>Use of lighting and sound.</li> </ol>  | <p><b>Unit 3: Introduction to Shakespeare</b></p> <ol style="list-style-type: none"> <li>Performance skills, stage fighting, voice and body language.</li> <li>Use of performance space and stage positions, blocking and sightlines.</li> <li>Explore concept of conflict and resolution.</li> <li>The importance of conflict in drama/social situations.</li> <li>Social interaction in group work.</li> <li>Respond to script extracts.</li> </ol>  | <p><b>Unit 5: The Exam.</b></p> <ol style="list-style-type: none"> <li>To use status as a tool in improvisation.</li> <li>To consider significant themes in the play.</li> <li>Identify pace/tone/stress in scripted work.</li> <li>To discover background facts and use this to develop character.</li> <li>To use levels of tension.</li> <li>To perform an extract to the class.</li> <li>Evaluate positively.</li> </ol>  |

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|  |                         | <p>10. Evaluate own work and that of others.</p> <p><b>Unit 2: The Runaway.</b></p> <ol style="list-style-type: none"> <li>Hot-seating as an explorative strategy.</li> <li>Thought tracking to develop role play.</li> <li>To develop empathy.</li> <li>Use freeze frame and thought tracking as an explorative strategy.</li> <li>Apply conventions of a TV programme to present research and narrative development.</li> <li>Create a whole class improvisation.</li> <li>Use of staging and set design to create specific location.</li> </ol> | <ol style="list-style-type: none"> <li>Coping with situations and the unexpected.</li> <li>Reflect on and apply learning to the developing work.</li> </ol> <p><b>Unit 4: The Song.</b></p> <ol style="list-style-type: none"> <li>Create a whole class sculpture.</li> <li>Understand context and how it effects drama.</li> <li>Learn lines orally/aurally.</li> <li>Writing in role.</li> <li>Use spontaneous improvisation.</li> <li>Connective narrative.</li> <li>Understand symbol.</li> </ol>  | <p><b>Unit 6: Spears Sports.</b></p> <ol style="list-style-type: none"> <li>Use physicality to create abstract theatre.</li> <li>Focus on use of movement and voice when creating characterisations.</li> <li>Use both polished and spontaneous improvisation.</li> <li>How to manipulate the audience's focus.</li> <li>To create location through performance skills.</li> </ol>   |
|  | <p><b>Rationale</b></p> | <p><b>Previous Links.</b><br/>Learning in Year 8 enables students to unlock the fundamental tool kit students have acquired in Year 7.</p> <p><b>Future Links.</b><br/>The Drama learning in Autumn Year 8 will provide a foundation to enable students to work through more advanced themes and issues and introducing new and more challenging performance strategies as they progress the key stage.</p> <p><b>Why?</b></p>   | <p><b>Previous Links.</b><br/>The study of Elizabethan Theatre links to the knowledge and skills developed in the Greek Theatre unit in Year 7. It develops students' breadth of knowledge around theatrical traditions. Introducing a range of Shakespearean scripts allows students to focus on themes, issues, staging and character work at greater depth. During The Song Students will explore and celebrate the achievements of black people in the world which links back to cultures and traditions taught in Year 7.</p> <p>Future Links</p> | <p><b>Previous Links.</b><br/>Building on the skills learned in the previous term the study of a script will allow students to interpret and transform the word of a text into a dynamic, active experience.</p> <p><b>Future Links.</b><br/>Over the term the students work independently and collaboratively to consolidate their prior learning in a practical context to create meaning for an audience. This will act as a foundation for work that is essential for success in Year 9. At the end of the key stage students will not only apply skills but understand why they</p> |

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|  |  | <p>The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4. By revisiting core skills and techniques experienced in year 7 students will be provided challenge though the introduction and application of new, more complex skills. By building from a secure base students will develop and apply this knowledge creatively to their drama work to engage an audience, and work with greater depth and meaning. These skills will be revisited, developed and embedded throughout the course to develop student's dramatic abilities in future units of work.</p> | <p>By applying strategies learnt to investigate and explore the dramatic content they will begin to manipulate the elements of drama to create effective, powerful drama, work that will be further developed in Year 9.</p> <p><b>Why?</b><br/>The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4. Knowledge of staging and its uses, scripted work, empathy and response to stimuli are central to study at GCSE. Working and interpreting small scripted extracts will be developed in future units of work.</p> | <p>have selected certain strategies and what their impact will be. Students should also have developed confidence in order to create work themselves and offer personal ideas and opinions. This unit enables students to develop their ability to reflect on their work and the work of others.</p> <p><b>Why?</b><br/>The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4. The introduction to the study of text builds upon knowledge learned in the Spring Term and provides a springboard for further in depth study of text in Year 9. The devised work will allow pupils to select and apply the skills acquired across the course so far. To reflect upon and evaluate the decisions made in preparation for detailed written work.</p> |
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| <p><b>Theme</b></p>              |  <p><b>Unit 1: Strong starts, successful endings.</b><br/><b>All students.</b><br/>A series of paired and individual lessons that focus on techniques that are used to create drama, explore ideas, interpret text, develop performance skills and create drama in original and compelling ways.</p> <p><b>Unit 2: Comedy and Tragedy. Majors.</b><br/>To explore the key theatrical genres of comedy and tragedy in its historic context and modern interpretations. It provides a spring board for further development allowing students to work to their preference and strengths.</p> |  <p><b>Unit 3. Practically exploring play texts: Blood Brothers Act 1. (Parts 1 and 2).</b><br/><b>All students.</b><br/>To learn how to work effectively with scripts.<br/>To understand how to develop characterisation.<br/>Explore the actor audience relationship.<br/>Use a variety of explorative strategies and rehearsal techniques to interpret character/themes plot.</p> <p><b>Unit 4. Blood Brothers Act 1. Presentation of scripted extract. Majors.</b><br/>To apply knowledge gained in Unit 3 to create a presentation for an audience.<br/>To perform a key scene and reflect on practical choices made.<br/>To evaluate and reflect on work undertaken.</p> |  <p><b>Unit 5: Theatre Practitioners. Brecht, Stanislavski and Trestle.</b><br/><b>All students.</b><br/>To introduce students to the work of two theatre practitioners.<br/>To explore Epic theatre and naturalism, including the drama techniques in these theatre forms.<br/>The use of Trestle masks to develop theatre skills.</p> <p><b>Unit 6: Devised Work. Change. Majors.</b><br/>Students will be given a stimulus booklet that contains photographs, news items, cartoons, song lyrics and factual information on a wide range of issues.<br/>Students explore the dramatic potential of a stimulus of their choice.</p> |
| <p><b>Knowledge / skills</b></p> | <p><b>Unit 1: Strong starts, successful endings.</b></p> <ol style="list-style-type: none"> <li>1. Working co-operatively with others.</li> <li>2. Responding to stimuli. music/dialogue/photograph.</li> <li>3. Status.</li> <li>4. Stage configurations.</li> <li>5. Proxemics.</li> <li>6. Form V Content.</li> <li>7. Structuring narrative.</li> <li>8. What is dramatic intention?</li> </ol>   | <p><b>Unit 3. Practically exploring play texts: Blood Brothers Act 1. Part 1.</b></p> <ol style="list-style-type: none"> <li>1. Working co-operatively with others.</li> <li>2. Learn how to communicate meaning/messages to an audience.</li> <li>3. Use exploratory strategies to develop understanding and communicate meaning. EG. Thought tracking/cross cutting/off text improvisation/hot seating.</li> <li>4. Understand how status can be shown on stage.</li> </ol>  | <p><b>Unit 5: Theatre Practitioners. Brecht, Stanislavski and Trestle.</b></p> <ol style="list-style-type: none"> <li>1. Brecht’s dramatic intention.</li> <li>2. Brechtian techniques. Direct address/placards/gestus.</li> <li>3. To use these to create Verfremdungseffekt.</li> <li>4. To apply Brechtian techniques to a performance.</li> <li>5. Stanislavski’s intention.</li> </ol>  |

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|  |                         | <p>9. Stereotypes v characterisation.<br/>10. How to manipulate the audience.<br/>11. To develop analysis and evaluation in written work.</p> <p><b>Unit 2: Comedy and Tragedy.</b></p> <ol style="list-style-type: none"> <li>The origins of tragedy and comedy</li> <li>The key features.</li> <li>To select the appropriate skills to stage a tragic scene.</li> <li>To create atmosphere and mood.</li> <li>To know what a tragic hero is and create an appropriate central character.</li> <li>To understand the early development of comedy.</li> <li>To understand the term lazzi.</li> <li>To create a slapstick comedy</li> <li>To perform a tragic or comedic sequence.</li> <li>Reflect on own and others performances.</li> </ol> | <ol style="list-style-type: none"> <li>To communicate meaning through the use of narrator/direct address</li> <li>How the writer establishes mood/atmosphere.</li> <li>Develop characterisation skills.</li> <li>How the writer foreshadows events and themes.</li> <li>Develop written skills.</li> </ol> <p><b>Unit 4. Practically exploring play texts: Blood Brothers Act 1. Part 2.</b></p> <ol style="list-style-type: none"> <li>To explore a key scene from Act 1.</li> <li>To research social/historical/cultural context.</li> <li>To rehearse a scene and reflect on practical choices made.</li> <li>To apply rehearsal techniques learnt to own extract.</li> <li>To perform extract to a small audience.</li> <li>To present ideas for set, costume, prop, lighting and sound.</li> <li>To analyse and evaluate work.</li> </ol> | <ol style="list-style-type: none"> <li>To use physicality and facial expression too make performance realistic.</li> <li>To create a character study.</li> <li>To understand the difference between Brecht and Stanislavski.</li> <li>To understand and use the drama techniques important for mask work.</li> <li>To perform in mask.</li> <li>To develop written evaluation and reflection.</li> </ol> <p><b>Unit 6: Devised Work – Change</b></p> <ol style="list-style-type: none"> <li>Respond, discuss and evaluate stimulus material and select an area of interest.</li> <li>Research material.</li> <li>Develop narrative.</li> <li>Work collaboratively to create a presentation over an extended period, selecting and communicating knowledge gained during KS3.</li> <li>Perform work to an audience.</li> <li>Evaluate and analyse work in progress.</li> </ol> |
|  | <p><b>Rationale</b></p> | <p><b>Previous Links.</b><br/>Autumn Term Year 9 is designed to challenge students by allowing them to practise and develop approaches relevant to KS4 examination course content.</p>  | <p><b>Previous Links.</b><br/>Having worked with text in Years 7 and 8 students will further develop the knowledge and skills necessary to work collaboratively and apply their knowledge and skills learnt in order to create an</p>  | <p><b>Previous Links.</b><br/>The final unit will allow students to showcase all skills learned at KS3 and facilitate the transition to KS4. It provides the opportunity to work collaboratively</p>  |

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|  |  | <p>Building on the skills developed in Year 8 this term is both a refresher and a pointer towards ways of applying a host of techniques and skills which will widen their drama vocabulary and strengthen their toolbox whether in devising work or performing text.</p> <p><b>Future Links.</b><br/>It also aims to engage all students by offering a variety of pertinent options that they can access. The increased level of challenge will prepare students for the KS4 specification.</p> <p><b>Why?</b><br/>The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4. By building upon the core skills and techniques experienced in years 7 and 8 students will be challenged intellectually and emotionally, and introduced to more complex skills. Working from a secure base students will develop their knowledge of drama and apply it creatively to their work. These skills will be revisited, developed and embedded throughout the</p> | <p>effective performance. Further rigour will be introduced as students will be expected to learn lines, consider context and use rehearsal strategies to create a fully realised performance.</p> <p><b>Future Links.</b><br/>This unit is an opportunity to explore the process of realising a text as they are expected to do at KS4.</p> <p><b>Why?</b><br/>The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4 the study of a set text and the presentation of scripted extracts form essential components of GCSE. The scripted work develops knowledge and experience gained in Units from years 7 and 8.</p> | <p>towards a collective goal and to express themselves creatively.</p> <p><b>Future Links.</b><br/>There is an increased focus on analysis and evaluation which is a higher order skill necessary for success at KS4. Students will possess the knowledge, values and attitudes to succeed in KS3 and desire to develop further at KS4.</p> <p><b>Why?</b><br/>The knowledge and skills learnt and developed in this unit of work are the completion of the KS3 course and a foundation for future units studied KS4.</p> <p>The study of drama practitioners provides challenge and prepares students for study at KS4</p> <p>The preparation and creation of devised work provides a showcase for pupils to express the knowledge gained over the KS3 course.</p> |
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|  |  | course to develop student's dramatic abilities. |  |  |
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