



Curriculum Overview 2025-2026

Subject: Drama

Year Group/Cohort: KS3

| | Knowledge and Understanding | Knowledge and Understanding | Skills | Skills | Assessment | Subject specific literacy | Cross curricular links |
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| | Components (Key concepts) | Composite (Bigger picture) | Components (Key concepts) | Composite (Bigger picture) | What is being assessed, how, and when? | Key Vocabulary | Including Personal Development and SMSC |
| Autumn Term 1 | <p>Understand the basic elements of Drama.</p> <p>Baseline knowledge of subject within skills and styles.</p> | <u>Introduction to Drama</u> | <p>Developing concentration, communication and collaboration.</p> <p>Learning and practicing fundamental acting skills such as voice control, facial expressions, and body language.</p> <p>Developing teamwork and communication skills by working in groups.</p> <p>Engaging in spontaneous performance activities to enhance creativity and quick thinking.</p> | <p>Using a range of dramatic conventions to convey meaning.</p> <p>Applying dramatic skills to improvisation work.</p> <p>Learning about the origins of drama from ancient Greece to modern theatre, and its role in society.</p> <p>Familiarisation with essential terms used in drama.</p> <p>Giving and receiving feedback.</p> <p>Building self-confidence and presence on stage through regular performance practice.</p> | <p><u>Unit Award Scheme</u> <i>*Students will only be enrolled in units where their work meets criteria standards.</i></p> <p>Introduction to Drama Techniques (Unit Code: 114900)</p> <p>Basic Performance Skills (Unit Code: 114901)</p> | <p>Focus, Conventions, Imagination, Theme, Exploration, Control, Improvisation, Concentration, Still image, Hot seating, Body language, Facial expression, Voice, Pace, Accent, Tone, Actor, Script, Stage, Dialogue, Monologue, Duologue, Improvisation, Role-play, Scene, Cue, Ensemble.</p> | <p><u>ENGLISH</u></p> <p><u>READING</u></p> <p><u>SOCIAL SKILLS</u></p> <p><u>ELSA</u></p> <p><u>CAREERS</u></p> |

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| | <p>Understanding how special effects makeup is applied and developed for dramatic effect.</p> <p>Understanding what immersive theatre is and how it differs from traditional theatre.</p> | <p><u>Immersive Theatre (Murder Mystery)</u></p> <p><u>SFX Makeup Workshop</u></p> | <p>History and application of special effects to enhance the theatrical experience.</p> <p>Learning techniques for engaging the audience Directly.</p> <p>Developing Techniques for building suspense and creating an atmosphere in a performance.</p> | <p>Be able to implement creative skills in mood-board/storyboard, application technique, through guidance in a special effects makeup</p> <p>Creating and sustaining believable characters in an immersive setting.</p> <p>Developing audience participation and controlling of story as an ensemble.</p> <p>Working with peers to design and implement special effects.</p> | <p>Introduction to Special Effects in Drama (Unit Code: 117100)</p> <p>Creating Suspense in Performance (Unit Code: 117101)</p> <p>Basic Immersive Theatre Techniques (Unit Code: 117102)</p> <p>Other Unit Awards bespoke to students work: -Students will complete a personal log of activities/work to be submitted as evidence.</p> | <p>Immersive theatre, special effects, atmosphere, tension, soundscape, lighting, props, set design.</p> | <p><u>ART</u></p> <p><u>HISTORY</u></p> <p><u>SOCIAL SKILLS</u></p> <p><u>ELSA</u></p> <p><u>CAREERS</u></p> |
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| Autumn Term 2 | <p>Learning about the importance of costumes, sets and props in theatre.</p> <p>Understanding the key elements of a 'creative brief'.</p> <p>Using literacy and writing to be able to review a live performance.</p> | <p><u>Design Project:</u> <u>Costume, Set, Props</u></p> <p><u>Writing A Review</u></p> | <p>Identifying the representation of set/scenery, props and costume.</p> <p>Understanding the elements and layouts of writing a theatre review .</p> | <p>Identify and highlight specific characterisation creating costume and prop elements..</p> <p>Produce and create our own set/scenery elements within a creative brief.</p> <p>Create a theatre review through writing about a live performance by using a written framework</p> | <p><u>Unit Award Scheme</u> <i>*Students will only be enrolled in units where their work meets criteria standards.</i></p> <p>Theatre Set Design & Scenic Painting (Unit Code: 116788)</p> <p>Art & Design: Masks & Theatre (Unit Code: 13808)</p> <p><u>Other Unit Awards</u> bespoke to students work: <i>-Students will complete a personal log of activities/work to be submitted as evidence.</i></p> | <p>Skill Technique Palette Mood board, Genre Era Style Effect Analysis Opinion Formal Informal Media Blog Vlog</p> | <p><u>ENGLISH</u></p> <p><u>READING</u></p> <p><u>SOCIAL SKILLS</u></p> <p><u>ELSA</u></p> <p><u>ART</u></p> <p><u>PSHE</u></p> |
| Spring Term 1 | <p>Understand how drama can explore theme and issue through different medias.</p> <p>Understand the steps required to devise drama to explore an idea.</p> <p>Understanding the purpose of a stimulus.</p> | <p><u>Devising</u> <u>Script Writing</u></p> | <p>Working in a group.</p> <p>Devising or scriptwriting.</p> <p>Using performance techniques eg. Voice, body language and facial expression.</p> <p>Staging scenes that highlight specific issues and provoke thought and discussion.</p> <p>Evaluating performance/Giving positive feedback.</p> | <p>Identify and understand the social, political, and ethical issues addressed in plays using stimulus.</p> <p>Learn about key playwrights who focus on issue-based drama and the historical context of their works.</p> <p>Analyzing and interpreting themes and messages in plays through self reflection.</p> <p>Engaging in discussions and debates on the issues presented in the plays.</p> | <p><u>Unit Award Scheme</u> <i>*Students will only be enrolled in units where their work meets criteria standards.</i></p> <p>Introduction to Themes in Drama (Unit Code: 117103)</p> <p>Role-Playing Simple Social Issues (Unit Code: 117104)</p> <p>Performing Basic Scenes with Social Messages (Unit Code: 117105)</p> <p><u>Other Unit Awards</u></p> | <p>Issue Theme Exploration Characterisation Hotseating Thought tunnel soundscape Reflect Resolution Monologue Thought tracking</p> | <p><u>ENGLISH</u></p> <p><u>READING</u></p> <p><u>SOCIAL SKILLS</u></p> <p><u>ELSA</u></p> <p><u>CITIZENSHIP</u></p> <p><u>PSHE</u></p> |

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| Spring Term 2 | <p>Learning about the life of William Shakespeare and the Elizabethan era.</p> <p>Familiarity with key Shakespearean plays, their plots, characters, and themes.</p> <p>Understanding Shakespearean language, including iambic pentameter and rhetorical devices.</p> | <p><u>The Shakespeareance</u></p> <p><u>Text Analysis and History</u></p> | <p>Analyzing Shakespearean texts for themes, characters, and literary devices.</p> <p>Practicing techniques for performing Shakespeare, including voice modulation and physicality.</p> <p>Exploring different interpretations and adaptations of Shakespeare's works.</p> | <p>Memorizing dialogue and cues as characters from chosen scenes.</p> <p>Exploring classical monologues and Sonnets.</p> <p>Being able to understand and analyse classic texts.</p> | <p><u>Unit Award Scheme</u></p> <p><i>*Students will only be enrolled in units where their work meets criteria standards.</i></p> <p>Understanding Basic Shakespearean Language (Unit Code: 119403)</p> <p>Performing Simple Shakespeare Scenes (Unit Code: 119404)</p> <p>Analysing Basic Shakespearean Texts (Unit Code: 119405)</p> <p>Other Unit Awards bespoke to students work:</p> <p><i>-Students will complete a personal log of activities/work to be submitted as evidence.</i></p> | <p>iambic pentameter, soliloquy, monologue, Elizabethan theatre, tragic hero, comedy, tragedy, history play.</p> | <p><u>ENGLISH</u></p> <p><u>READING</u></p> <p><u>HUMANITIES</u></p> <p><u>SOCIAL SKILLS</u></p> <p><u>ELSA</u></p> <p><u>PSHE</u></p> |
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| Summer Term 1 | <p>Understanding how improvisation is a transferable skill..</p> <p>Exploring and researching comedic styles.</p> | <p><u>Improvisation</u></p> <p><u>Comedy</u></p> | <p>Using stimulæ and improvisation skills to host an audience.</p> <p>Engaging in role-plays to explore different comedic techniques.</p> <p>Applying research to a practical comedy piece.</p> <p>Using improvisation through exercises in pairs or group setting.</p> | <p>Participating in group exercises using improvisation technique.</p> <p>Providing peer feedback.</p> <p>Identify comedic styles through researched examples.</p> | <p><u>Unit Award Scheme</u></p> <p><i>*Students will only be enrolled in units where their work meets criteria standards.</i></p> <p>Exploring Improvisation In Drama (Unit Code: 114902)</p> <p>Other Unit Awards bespoke to students work:</p> <p><i>-Students will complete a personal log of activities/work to be submitted as evidence.</i></p> | <p>Improvisation, style, technique, host, representation, highlights, edit, layer, participation, monologue, performance, ensemble, solo, exercise, opinion, culture, background, theme, genre, influence.</p> | <p><u>ENGLISH</u></p> <p><u>READING</u></p> <p><u>SOCIAL SKILLS</u></p> <p><u>ELSA</u></p> <p><u>PSHE</u></p> <p><u>CITIZENSHIP</u></p> |
| Summer Term 2 | <p>Understanding the importance of collaboration and teamwork</p> <p>Learning about the different roles in a production, including actors, directors, and technicians.</p> <p>Understanding the stages of preparation before pitching an idea.</p> | <p><u>Project Film & TV</u></p> | <p>Rehearsing, staging and performing for a production panel.</p> <p>Learning about the technical aspects of a performance, including lighting, sound, and stage management.</p> | <p>Working effectively as part of a team to create a cohesive performance and pitch.</p> <p>Using verbal and non-verbal communication to convey meaning and emotion.</p> <p>Presenting skills</p> <p>Working to a brief</p> <p>Delegating Cast & Crew within a group</p> | <p><u>Unit Award Scheme</u></p> <p><i>*Students will only be enrolled in units where their work meets criteria standards.</i></p> <p>Basic Collaborative Performance (Unit Code: 117109)</p> <p>Developing Character in a Group Setting (Unit Code: 117131):</p> <p>Other Unit Awards bespoke to students work:</p> | <p>Rehearsal Staging Extract Stage directions Marking out Upstage Downstage Stage left Stage right Off text rehearsal Proxemics Subtext</p> | <p><u>ENGLISH</u></p> <p><u>READING</u></p> <p><u>SOCIAL SKILLS</u></p> <p><u>ELSA</u></p> <p><u>CITIZENSHIP</u></p> <p><u>ART</u></p> <p><u>HISTORY</u></p> <p><u>PSHE</u></p> |

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Subject Information including exam board details:

Rationale –The Key Stage 3 Drama curriculum aims to foster creativity, collaboration, and communication among students, developing essential artistic, social, and emotional competencies. It enhances communication skills through articulation and active listening, promotes creativity and imagination via improvisation and scriptwriting, and nurtures empathy and emotional intelligence by exploring diverse perspectives. Drama encourages teamwork, as students share ideas and support one another, building confidence and self-esteem through performance. Additionally, it broadens cultural awareness and appreciation by exposing students to diverse dramatic traditions and texts, preparing them for personal growth and future success. For mixed KS4 classes there will be a carousel of topics every two years to avoid repetition.

Careers linked to this subject area:

- **Actor/Actress:** Linked Subjects - Performing Arts, English, Media Studies
- **Director (Theatre, Film, Television):** Linked Subjects - Media Studies, English, Performing Arts
- **Playwright/Screenwriter:** Linked Subjects - English, Creative Writing, Literature
- **Drama Teacher:** Linked Subjects - Education, Performing Arts, English
- **Stage Manager:** Linked Subjects - Theatre Production, Performing Arts, Business Studies
- **Set Designer:** Linked Subjects - Art and Design, Theatre Production, Architecture
- **Costume Designer:** Linked Subjects - Textiles, Art and Design, Theatre Production
- **Lighting Technician:** Linked Subjects - Physics, Theatre Production, Media Studies
- **Sound Technician:** Linked Subjects - Music Technology, Physics, Media Studies
- **Drama therapist:** Linked Subjects - Psychology, Health and Social Care, Performing Arts
- **Producer (Theatre, Film, Television):** Linked Subjects - Business Studies, Media Studies, Performing Arts
- **Choreographer:** Linked Subjects - Dance, Physical Education, Performing Arts
- **Casting Director:** Linked Subjects - Media Studies, Performing Arts, Business Studies
- **Talent Agent:** Linked Subjects - Business Studies, Performing Arts, Law
- **Arts Administrator:** Linked Subjects - Business Studies, Performing Arts, Public Relations
- **Film/Television Critic:** Linked Subjects - Journalism, English, Media Studies

Enrichment Opportunities: Theatre trips to local theatres, visiting artist workshops/speakers, careers events within industry e.g. BBC Media city, Liverpool theatres.