



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



Drama

Curriculum Overview

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

Year 7 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1: Introduction to Drama		Unit 2: Script <i>"The Perfectly Timed Death of an Imaginary Friend"</i>	Unit 3: Characterisation: <i>"Boy"</i> by Roald Dahl	Unit 4: The History of Theatre	Unit 5: Murder Mystery
Year 7	Students will learn the basic expectations of Drama and Theatre focusing on developing key skills and explorative strategies using a range of stimulus. Students will be using the skills they have acquired to develop their confidence through performance to their peers.		Students will learn how to use a script. What are stage directions? How are scripts laid out? They will use <i>"The Perfectly Timed Death...."</i> as an accessible way to explore script work. <i>'The Perfectly Timed Death of an Imaginary Friend'</i> by Kieran Lynn, Focuses on understanding characters, conventions of plays and scripts, discussion, empathy and links to real world experiences such as transition to secondary school.	Using the story of <i>"Boy"</i> (Roald Dahl's Autobiographical Novel) Students will explore a sense of location, mood & atmosphere, plot & storyline & characters that are different to yourself.	Starting with the question of how did it all begin? Students will look at some of the key areas of theatre history. Starting with Greek Theatre including the amphitheatres, Greek mythology and features of Greek performance.	Students will be exploring the genre of Murder Mystery. Looking at such questions as: What do we already know about Murder Mystery? What are the key features? How is a Murder Mystery solved? How can we create our own Murder Mystery performance? This Unit is designed to build and consolidate on the students key Drama Skills developed over the year but to also develop their confidence and self- expression before they transition into Year 8 and more independent performance work. <i>we already know about the M</i> <i>What do we already know about th</i> <i>r Mystery genre?</i> <i>What are the key features?</i> <i>How is a Murder Mystery solved?</i> <i>How can we create our own Murder ry performance?</i>

Year 8 Drama Curriculum Overview

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1: Developed Drama Skills Students will start to explore different genres of theatre and re-cap some of their learning from Year 7. We will look into the origins of Mime and Mask and how it has influenced theatre today.	Unit 2: Exploring Naturalism Students will study naturalism in a simple format touching on some of the most accessible ideas of Constantin Stanislavski. This is a way of transitioning into character work, getting students to think about empathy and how we can get into a character's shoes	Unit 3: Monologues Students will utilise their skills learnt so far to learn, to rehearse and perform a character monologue. They will link their learning from Term 2 and explore how you communicate a character's thoughts and feelings to the audience. They will also start to look at use of space & simple props and costumes	Unit 4: Non - Naturalism Students will be exploring non-naturalistic techniques to create a piece of theatre around the idea of "Secrets and Lies." They will look at different types of staging and its impact on an audience and also be introduced to some concepts from the Key Practitioner "Brecht."		Unit 5: Scripted & Devised "The Plan" Students will work in groups to participate in a six-week final project where they will be given a section of script and will be asked to create an original piece of devised theatre from it. They will be expected to incorporate all the skills learnt in Drama so far and explore new ones. They will present their work to their peers.

Year 9 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Unit 1- Physical Theatre		Unit 2: The Big Text (Issue Based Drama)	Unit 3: Technical Theatre	Unit 4: Devising from a Stimulus	
	<p><i>As an Actor...</i></p> <p>Students will start to explore the concept that that movement is an essential way of communicating with an audience. They will begin to understand that the emotion of a character affects the manner in which a physical sequence is performed. Students will develop a deeper understanding of modern physical theatre within the context of a contemporary company. They will focus on the style of Frantic Assembly and explore some of the techniques of Frantic Assembly using the text of “The Curious Incident of the Dog in the Night-Time.”</p>		<p><i>As an Actor....</i></p> <p>Students will use a range of issue-based texts to develop the script work skills necessary for GCSE drama. Over the course of the unit, they will explore the themes and issues of the plays as well as understanding the social, cultural and historical background to a text.</p>	<p><i>As a Designer...</i></p> <p>Students will focus on the technical elements of performance, e.g., Costume, lighting, set and sound. They will also be introduced to ‘Theatre Evaluation’ using GCSE frameworks.</p>	<p><i>As a Director....</i></p> <p>As devising is now a key component at both GCSE and A Level, students are taught methods for devising, strategies that can help them generate ideas and finally how a stimulus can be used to inspire a piece of performance work. Students spend the final weeks of the term developing their own final devised performance from a set stimulus.</p>	

Year 10 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 Introduction to GCSE Drama & Unit 1 (Devising)	<p><u>INTRODUCTION TO GCSE DRAMA</u></p> <p>Students take part in a series of activities to develop transferable skills required through the GCSE Drama course. This develops into a series of workshops to develop the tools and techniques students require for DEVSING (UNIT 1)</p>	<p><u>INTRODUCTION TO DEVISING TECHNIQUES & PORTFOLIO</u></p> <p>Students will develop the skills required for effecting devising. They will explore a range of practitioner styles and approaches.</p> <p>They will apply these skills to a selection of mini devised projects.</p>	<p><u>Unit 1: DEVISING STIMULUS LAUNCH</u></p> <p>Using the booklet supplied by OCR, students will explore a selection of stimuli – pictures, songs, lyrics, poems etc. before deciding on their chosen stimulus. Students will move into selected groups of 3-6 and plan/explore and devise a piece of drama.</p> <p>Some students may choose a technical option.</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><u>Unit 1: DEVISING</u></p> <p>To understand how to develop the group performance</p> <p>Plot initial ideas and storyline/characters and conventions. Devise performance, ensure techniques and a variety of abstract elements used and explored.</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><u>Unit 1: DEVISING</u></p> <p>To understand how to realise a group performance</p> <p>Development of technical ideas</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><u>UNIT 1: PERFORMANCE EXAM</u></p> <p>Effective performance of Devised work</p> <p>To understand how to analyse and evaluate their performance work</p> <p>Complete their final portfolio</p>
Year 10 Component 3	<p>“FIND ME”</p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their Unit 3 Performance & Response written examination.</p>	<p>“FIND ME”</p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their Unit 3 Performance & Response written examination.</p>				<p>“FIND ME”</p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their Unit 3 Performance & Response written examination.</p>

Year 11 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 Introduction to GCSE Drama & Unit 1 (Devising)	<p><u>INTRODUCTION TO GCSE DRAMA</u></p> <p>Students take part in a series of activities to develop transferable skills required through the GCSE Drama course. This develops into a series of workshops to develop the tools and techniques students require for DEVSING (UNIT 1)</p>	<p><u>INTRODUCTION TO DEVISING TECHNIQUES & PORTFOLIO</u></p> <p>Students will develop the skills required for effecting devising. They will explore a range of practitioner styles and approaches.</p> <p>They will apply these skills to a selection of mini devised projects.</p>	<p><u>Unit 1: DEVISING STIMULUS LAUNCH</u></p> <p>Using the booklet supplied by OCR, students will explore a selection of stimuli – pictures, songs, lyrics, poems etc. before deciding on their chosen stimulus. Students will move into selected groups of 3-6 and plan/explore and devise a piece of drama.</p> <p>Some students may choose a technical option.</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><u>Unit 1: DEVISING</u></p> <p>To understand how to develop the group performance</p> <p>Plot initial ideas and storyline/characters and conventions. Devise performance, ensure techniques and a variety of abstract elements used and explored.</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><u>Unit 1: DEVISING</u></p> <p>To understand how to realise a group performance</p> <p>Development of technical ideas</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><u>UNIT 1: PERFORMANCE EXAM</u></p> <p>Effective performance of Devised work</p> <p>To understand how to analyse and evaluate their performance work</p> <p>Complete their final portfolio</p>
Year 10 Component 3	<p>“FIND ME”</p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their Unit 3 Performance & Response written examination.</p>	<p>“FIND ME”</p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their Unit 3 Performance & Response written examination.</p>				<p>“FIND ME”</p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their Unit 3 Performance & Response written examination.</p>

Sixth Form Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12 Induction & Component 1 (Devising)	<p><u>INDUCTION</u></p> <p>Students will be exploring:</p> <p>The ability to recognise and understand the interrelationship between performer, designer and director.</p> <p>The understanding that texts and extracts studied may represent a range of social, historical and cultural contexts.</p> <p>The ability to analyse and evaluate their work and the work of others.</p> <p>The ability to understand how performance texts can be interpreted and performed.</p>	<p><u>PORTFOLIO (Comp 1)</u></p> <p>Presenting the portfolio:</p> <p>To understand how to build a portfolio of process evidence</p>	<p><u>COMPONENT 1: DEVSING</u></p> <p>Introducing practitioners</p> <p>To understand how to use the work of a practitioner to inform the devising process</p> <p>Introducing exploration of a text (Comp 1)</p> <p>Exploring an extract in light of a practitioner (Comp 1)</p>	<p><u>COMPONENT 1: DEVSING</u></p> <p>To understand how to develop the group performance</p>	<p><u>COMPONENT 1: DEVSING</u></p> <p>To understand how to realise a group performance</p>	<p><u>COMPONENT 1: PERFORMANCE EXAM</u></p> <p>Effective performance of Devised work</p> <p>To understand how to analyse and evaluate their performance work</p> <p>Complete their portfolio</p>
Year 12 Component 3 (Theatre Makers in Practice)	<p>“Colder Than Here”</p> <p>Exploring the complete performance text from list A (Comp 3)</p> <ul style="list-style-type: none"> • “As an Actor” Focus • “As a Designer” Focus 	<p>“Colder Than Here”</p> <p>Exploring the complete performance text from list A (Comp 3)</p> <ul style="list-style-type: none"> • “As an Actor” Focus • “As a Designer” Focus 				<p>“Colder Than Here”</p> <p>Exploring the complete performance text from list A (Comp 3)</p> <ul style="list-style-type: none"> • “As an Actor” Focus • “As a Designer” Focus

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13 Component 2 (Text in Performance)	<p>Group Text Performance</p> <p>To understand how to develop a group performance</p> <p>Monologues /Duologues</p>	<p>Group Text Performance</p> <p>To understand how to develop a group performance</p> <p>Monologues /Duologues</p>	<p>Group Text Performance</p> <p>Monologues /Duologues</p> <p><i>Performance to a visiting examiner</i></p>	<p>Revision of Production selected for Theatre Evaluation</p> <p>Revision of Performance Text B</p>	<p>Revision of Production selected for Theatre Evaluation</p> <p>Revision of Performance Text B</p> <p>Revision of Performance Text C</p>	
Year 13 Component 3 (Theatre Makers in Practice)	<p>“Woyzeck”</p> <p>Exploring the complete performance text from list B (Comp 3)</p> <ul style="list-style-type: none"> • “As a director” <p>To understand how to realise the text as a theatre maker</p>	<p>“Woyzeck”</p> <p>Exploring the complete performance text from list B (Comp 3)</p> <ul style="list-style-type: none"> • “As a director” <p>To understand how to realise the text as a theatre maker</p> <p>Theatre Visit preparation and review</p> <p>To consider relevant aspects of theatre for analysis and evaluation purposes</p>	<p>“Woyzeck”</p> <p>Exploring the complete performance text from list B (Comp 3)</p> <ul style="list-style-type: none"> • “As a director” <p>To understand how to realise the text as a theatre maker</p> <p>Theatre Evaluation</p> <p>To reflect on own experiences as an audience member</p> <p>To understand the processes and practices used in the live production</p>	<p>Revision of Performance Text C</p>		