



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: Basic Drama Skills	Unit 2: Developed Drama Skills	Unit 3: Script <i>"The Perfectly Timed Death of an Imaginary Friend"</i>	Unit 4: Characterisation: <i>"Boy"</i> by Roald Dahl	Unit 5: Melodrama	Unit 6: Murder Mystery
Year 7	<p>Students are introduced to both Drama as a subject and as a tool through which to learn. In addition to performer/audience etiquette and studio expectations, students will begin to learn a selection of "basic" drama techniques such as still image and thought-tracking. Students will build on their experience of working with others, as well as generating original ideas in a collaborative setting.</p>	<p>This term largely focuses on the key term Characterisation. Students will explore building and developing a character and how to structure a plot for performance. Students will learn about improvisation through hot-seating and will introduce design elements including costume and props. All students will perform at the end of the topic.</p>	<p>Students will learn how to use a script. What are stage directions? How are scripts laid out? They will use "The Perfectly Timed Death..." as an accessible way to explore script work. 'The Perfectly Timed Death of an Imaginary Friend' 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.</p>	<p>Using the story of "Boy" (Roald Dahl's Autobiographical Novel) Students will explore a sense of location, mood & atmosphere, plot & storyline & characters that are different to yourself.</p>	<p>With the establishment of stereotypical/stock characters, students will explore the key skills of Melodrama. This builds upon the exploration of 'Boy' and Roald Dahl in Term 3, and the introduction of exaggeration and 'larger than life'. This scheme of work will encourage students to further build confidence, and to create a piece of performance that depends on a specific structure and clear tropes. Students will be prepared to explore Murder Mystery in Term 6 where the techniques and approaches of Melodrama are utilised to create audience engagement through tension, suspense, and surprise.</p>	<p>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.</p>

Year 8 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Unit 1: Developed Drama Skills	Unit 2: Exploring Naturalism	Unit 3: Monologues	Unit 4: Greek Theatre	Unit 5: Mischief Theatre	Unit 5: Scripted & Devised "The Plan"
	<p>Knowledge recall of basic building blocks of creating drama. Focus on naturalistic vs non-naturalistic speech and the create, perform and respond model. Students will further develop their use of focused verbal feedback.</p>	<p>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</p>	<p>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</p>	<p>Students will explore the conventions of Greek Theatre theory and performance through historical/social context and key text 'Medea'. Specific exploration of Greek Theatre skills and techniques including performing as a Chorus amongst further non-naturalistic skills. Students will learn how Greek Theatre elements link to the broader style of non-naturalistic drama and theatre, and its potential impact on audiences.</p>	<p>Students will explore "Mischief Theatre" as a Practitioner. This unit will combine script work, devising and improvisation. Areas of focus include choreography of "deliberate mistakes", the role of actor/director and the importance of extensive rehearsal. Students will learn about the creation and success of performances such as "The play that goes wrong" and BBC's "The goes wrong show".</p>	<p>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.</p>

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: Scripted (Curious Incident)	Unit 3: Issue-based Theatre	Unit 4: Technical Theatre	Unit 5: Devising Techniques	Unit 6: Theatre in Education Final Project
	<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.</p>	<p><i>As a Director/Actor...</i></p> <p>Students will contextualise their knowledge of physical theatre through exploration of a key play text, The Curious Incident of the Dog in the Night Time. The play explores social issues/themes including non-nuclear families, neurodivergence, bullying and identity. Students will practically respond to key scenes in the style of Frantic Assembly.</p>	<p><i>As an actor</i></p> <p>This term students will study the play text 'The Stones' through practical exploration. The text centres on the key themes/issues of peer pressure, bullying and crime and punishment. Though predominantly scripted work, students will devise their own material based on the given themes.</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. Students will be informed of the opportunities to study the design pathway at GCSE level.</p>	<p>In preparation for their unit 6 project, students will explore devising techniques from a range of theatre companies including Paper Birds and Frantic Assembly. Students will gain a further understanding of how to approach a devised project in response to a range of given stimuli. Students will experience the creation of material, and giving/receiving informed feedback to make improvements.</p>	<p>This term is an opportunity for students to contextualise all styles and content covered so far in the year, applying their knowledge to a final devised performance. Students will study the history of Theatre in Education and relevant social issues/topics for the target audience of year 9 students. Groups will create an original performance centred on a chosen issue, exploring a range of naturalistic and non-naturalistic drama techniques.</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>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><u>UNIT 2: COURSEWORK PORTFOLIO</u></p> <p>Focused coursework completion time: Section A (initial research and ideas), Section B (creating and developing the performance) and Section C (evaluation and analysis).</p> <p>Students will submit a first draft, receive detailed feedback work address over the summer holidays. Final submission in September of Year 11.</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 11 Component 2: Presenting and Performing texts	<p>Examiner to be booked as soon as this becomes available through OCR.</p> <p>Allocation of play texts and groups to begin exploration.</p> <p>Research into historical/social contexts and themes/issues explored.</p>	<p>Examiner to be booked as soon as this becomes available through OCR.</p> <p>Exploration of key scenes within the play text and students to choose their two extracts in line with specification demands.</p>	<p>Examiner to be booked as soon as this becomes available through OCR.</p> <p>Exam date dependent on allocation.</p> <p>Completion of concept pro-forma document for all students.</p>	<p>Scheduled technical rehearsals ahead of exam date.</p> <p>Completion of Presenting and Performing texts exam.</p> <p>Students will complete a dress rehearsal and examined performance on the allocated exam date.</p>		
Year 11 Component 3: Performance and Response Section A (FIND ME) and Section B (Theatre Evaluation)	<p>THEATRE EVALUATION</p> <p>Students will watch a full recorded performance on Digital Theatre + and learn how to structure a Section B response. Use of past questions and supporting terminology.</p>	<p>THEATRE EVALUATION</p> <p>Students to see a live theatre performance for Section B.</p> <p>Students need to study the performance both before and afterwards in preparation for the evaluation.</p>	<p>“FIND ME”</p> <p>Revisiting play text content and use of past papers/questions, exemplars and mark schemes to structure responses.</p>	<p>“FIND ME”</p> <p>Revisiting play text content and use of past papers/questions, exemplars and mark schemes to structure responses.</p>	<p>REVISION OF WHOLE OF COMPONENT 3 CONTENT.</p>	<p>REVISION OF WHOLE OF COMPONENT 3 CONTENT.</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>INDUCTION</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>COMPONENT 1: DEVSING</p> <p>To understand how to use the work of a practitioner to inform the devising process</p> <p>Introduce chosen practitioner for class exploration.</p> <p>Introduce chosen play text for class exploration.</p> <p>Allocate groups to begin the devising process.</p> <p>Introduce portfolio questions for students to begin their extensive notes.</p>	<p>COMPONENT 1: DEVSING</p> <p>Continued creating and developing of original performance material in response to the given stimulus (play text extract).</p> <p>Continued addition to portfolio notes, documenting the devising process in detail.</p>	<p>COMPONENT 1: DEVSING</p> <p>Continued creating and developing of original performance material in response to the given stimulus (play text extract).</p> <p>Continued addition to portfolio notes, documenting the devising process in detail.</p>	<p>COMPONENT 1: PERFORMANCE EXAM</p> <p>Effective performance of Devised work.</p> <p>To understand how to analyse and evaluate their performance work.</p> <p>Focus shifts to Portfolio element of the component: completion of the six allocated coursework questions. Students will work on this both in lesson and for independent study/homework.</p>	<p>Submission of Portfolio first draft by week 3.</p> <p>Marking and feedback to be returned before the summer holidays for completion of final submission.</p>
Year 12 Component 3: Theatre Makers in Practice	<p>Section B “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>Section B “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>Section C “Woyzeck”</p> <p>Introduction of the play text and exploration of allocated practitioner, Bertolt Brecht.</p> <p>Section A THEATRE EVALUATION</p> <p>Students will watch a full recorded performance on Digital Theatre + and work on a previous Section A question.</p>

	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>		