

Statement of intent: At Tottenham High School, our aim for Drama is to deliver a Drama/Performing Arts curriculum that is creative, encouraging and engaging; providing a safe space for Drama, where pupils can openly express their individuality. Our Drama curriculum delivers exciting opportunities for individuals to experience the positive effects of collaboration and communication, through participation in performance; as well as encouraging individuals to learn and develop a diverse performance skillset, which promotes creativity, discovery and resilience, through expressiveness. We want to inspire all pupils to discover and shape their love for performance, developing as fully rounded Drama practitioners.

DRAMA						
	Term 1		Term 2		Term 3	
Year 7	Mime and Movement Confidence building, group skills, engagement in rehearsal, idea sharing.	Pantomime (Skills building) Understanding of and Application of skills to a theme/develop performance.	Matilda Exploration of script and characters. Looking into the themes and style of musical theatre.	Little Shop of Horrors Exploration of musical genre, and characters, applying characterisation to a scripted piece.	Exploration of a Theatre Practitioner Physical ability and creative idea sharing and contribution to a group performance.	Summer Showcase Consolidation of all performance skill learnt, showcase of skills development and ability.
Year 8	Harry Potter (Scripted/Improvisation) Exploring script work and different performance styles, using Harry Potter as a stimulus.	Physical Theatre Alice in Wonderland (Improvisation) Introduction to the style of physical theatre, through the story of Alice.	Homelessness (Stanislavski) Exploration into the topic of homelessness, explored through naturalistic performance (Improvisation/ Scripted)	Bugsy Malone (Scripted) Exploration of scripted stimulus, looking at the musical theatre and comic elements of performance	Lion, Witch, Wardrobe (Scripted) A further exploration into script work, focusing on a different genre and the themes within	Improvisation Focusing on a topical theme – exploring the issues surrounding it, the people and the stories, through improvised and devised performance

<p>Year 9</p>	<p>Page to Stage (Script and skills exploration) Introduction to script work, understanding how to read, deliver and perform a script, from the page, onto the stage</p>	<p>Our Day Out (Scripted Comedy) Putting page to stage skills into practise, working on a comedy script, exploring the themes and issues through performance</p>	<p>Kids These Days/Riots (Brecht/Improvisation) Focusing on teenage stereotypes, using real life issues, play texts and themes to explore practically</p>	<p>Physical Theatre Frantic (Practical/Improvisation) Introduction to the physical theatre company 'Frantic Assembly' building on more complex physical work explored in Y7 and Y8</p>	<p>Blood Brothers (Scripted) Developing a well-rounded performance, incorporating all previous knowledge to explore and perform the well-known story</p>	<p>Stanislavski (Naturalism) Understanding the famous theatre practitioner, learning his methods and putting it into practise, developing naturalistic performances</p>
<p>Year 10</p>	<p>Introduction to The Performing Arts Introduction exercises and workshops, covering: Learning Aim A1 – Professional practitioners' performance material, influences, creative outcomes and purpose. Learning Aim A2 – Practitioners' roles, responsibilities and skills.</p>	<p>Component 1: Exploring the Performing Arts – recorded and internally assessed. Documentary response to the practical exploration. Chosen repertoire style 1.</p>	<p>Component 1: Exploring the Performing Arts – recorded and internally assessed. Documentary response to the practical exploration. Continue chosen repertoire style 1.</p>	<p>Component 1: Exploring the Performing Arts – recorded and internally assessed. Documentary response to the practical exploration. Continue chosen repertoire style 2.</p>	<p>Component 1: Exploring the Performing Arts – recorded and internally assessed. Documentary response to the practical exploration. Continue chosen repertoire style 2.</p>	<p>Component 1: Exploring the Performing Arts – recorded and internally assessed. Documentary response to the practical exploration. Chosen repertoire style 3.</p>
<p>Year 11</p>	<p>Component 2: Developing Skills and Techniques in Performing Arts – rehearsal and performance of existing repertoire: Recorded and internally assessed performance.</p>	<p>Component 2: Performance – recorded and internally assessed. Documentary response to the performance.</p>	<p>Component 3: Responding to a brief – recorded and externally assessed.</p>	<p>Component 3: Responding to a brief – recorded and externally assessed. Performance of prepared work. Outside audience invited in to watch. Performance and exam conditions.</p>	<p>Component 3: Responding to a brief – recorded and externally assessed. Performance of prepared work. Outside audience invited in to watch. Performance and exam conditions.</p>	