

## Curriculum: Drama

### Year 7 Curriculum

Term 1	Term 2	Term 3
<u>Darkwood Manor</u> <ul style="list-style-type: none"> <li>• Use of voice and movement</li> <li>• Representing a character</li> <li>• Creating body as prop</li> <li>• Collaboration and teamwork</li> </ul> <p><b>Key Assessed Task</b> Group devised performance on a given theme</p>	<u>Matilda</u> <ul style="list-style-type: none"> <li>• Use of voice and movement</li> <li>• Representing a character</li> <li>• Interpretations of existing work</li> <li>• Page to stage</li> </ul> <p><b>Key Assessed Task</b> Live performance from a text</p>	<u>Warden X</u> <ul style="list-style-type: none"> <li>• Use of voice and movement</li> <li>• Representing a character</li> <li>• Moral implications of a crime</li> </ul> <p><b>Key Assessed Task</b> Group devised performance on a given theme</p>
<u>Cultures</u> <ul style="list-style-type: none"> <li>• History of Theatre</li> <li>• Interpretations of existing work</li> <li>• Introduction to script work</li> <li>• Classic vs modern texts</li> </ul> <p><b>Key Assessed Task</b> Group performance using an existing text as a basis</p>	<u>Surfers of Brazil</u> <ul style="list-style-type: none"> <li>• Understanding different cultures</li> <li>• An introduction to method acting</li> <li>• Use of given circumstances</li> </ul> <p><b>Key Assessed Task</b> Group devised performance on a given theme</p>	<u>Spears Sports</u> <ul style="list-style-type: none"> <li>• Representing a character</li> <li>• Local environment and working conditions</li> <li>• Collaboration and teamwork</li> </ul> <p><b>Key Assessed Task</b> Group devised performance on a given theme</p>

### Year 8 Curriculum

Term 1	Term 2	Term 3
<u>Dilemmas</u> <ul style="list-style-type: none"> <li>• Drama from a stimulus</li> <li>• Devised scenes on a given theme</li> <li>• Use of Boal's Forum Theatre</li> <li>• Representing a given character</li> </ul> <p><b>Key Assessed Task</b> Planned group performance summarising the narrative of the given characters</p>	<u>Active Shakespeare</u> <ul style="list-style-type: none"> <li>• Interpreting Shakespearian text</li> <li>• Utilising modern performance styles and genres</li> <li>• Use of sound effects and other design elements</li> </ul> <p><b>Key Assessed Task</b> Group representation of a selected scripted scene from Shakespeare to engage a modern audience</p>	<u>Let Him 'Ave It</u> <ul style="list-style-type: none"> <li>• Drama from a stimulus</li> <li>• Historical and contextual understanding</li> <li>• Brechtian style theatre</li> </ul> <p><b>Key Assessed Task</b> Planned group performance recreating an iconic scene</p>

### Year 9 Curriculum

Term 1	Term 2	Term 3
<p><u>Too Much Punch for Judy</u></p> <ul style="list-style-type: none"> <li>• Introduction to Verbatim Theatre and Theatre-in-Education</li> <li>• Page to stage</li> <li>• Utilising Epic theatre techniques to represent a narrative</li> </ul> <p><b>Key Assessed Task</b> Devised and planned group performance considering what happens to the characters next</p>	<p><u>Curious Incident Frantic Assembly</u></p> <ul style="list-style-type: none"> <li>• Frantic Assembly performance styles</li> <li>• Ensemble planning and performing</li> <li>• Consideration and study of characters and their characteristics</li> </ul> <p><b>Key Assessed Task</b> Group performance from a selected extract from an existing text</p>	<p><u>DNA</u></p> <ul style="list-style-type: none"> <li>• Use of naturalistic acting styles</li> <li>• Peer pressure</li> <li>• Representing a given character</li> </ul> <p><b>Key Assessed Task</b> Duo performance based on a selected extract from an existing text</p>

### Year 10 GCSE Drama Curriculum

Term 1	Term 2	Term 3
<p><u>C1: Devising Preparation and approaches</u></p> <ul style="list-style-type: none"> <li>• Performance from a stimulus</li> <li>• Study of modern and existing practitioners</li> <li>• Drama and politics</li> </ul> <p><u>C2: Performance from Text</u></p> <ul style="list-style-type: none"> <li>• Study and application of modern performance texts through monologue and duologue</li> <li>• Design skills – costume, sound, lighting, set, props/stage furniture, staging</li> </ul>	<p><u>C3: Theatre Makers in Practice</u></p> <ul style="list-style-type: none"> <li>• Study of 'An Inspector Calls'</li> <li>• Development of knowledge as a performer, director and designer</li> <li>• Political and social understanding</li> </ul>	<p><u>C1: Devising</u></p> <ul style="list-style-type: none"> <li>• Performance from a stimulus</li> <li>• Study of modern and existing practitioners</li> <li>• Drama and politics</li> <li>• Audience engagement</li> </ul> <p><u>C1: Devising Portfolio</u></p> <ul style="list-style-type: none"> <li>• Evaluation and analysis of own work produced</li> </ul>

**Year 11 GCSE Drama curriculum**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><u>C2: Devising Drama</u></p> <ul style="list-style-type: none"> <li>• Group devised performance/design from a set stimulus</li> <li>• Practical application and influence of professional practitioners</li> <li>• Devising log linking to the performance/design</li> </ul> <p><u>C1: Understanding Drama</u></p> <ul style="list-style-type: none"> <li>• Blood Brothers, performing, designing and directing</li> </ul>	<p><u>C3: Texts in Practice</u></p> <ul style="list-style-type: none"> <li>• Solo/duo/group performance/design from a selected published play text</li> <li>• Consideration of the artistic intentions of the playwright</li> <li>• Study of the text in context linking to the social and historical and</li> </ul>	<p><u>Consolidation of learning</u></p> <ul style="list-style-type: none"> <li>• Knowledge and retrieval activities and practice exam questions to supplement revision at home.</li> </ul>