

What do we aim to achieve through the Drama Curriculum?

We aim to engage students in the subject, creating a love of drama, embedding the skills and techniques needed for them to be successful when they pick the subject at Ks4. Learners will explore challenging and difficult topics, in a safe environment whilst pushing themselves creatively. They are entitled to well planned, inclusive lessons, consistent staff and regular, developmental feedback.

Year 7

Autumn 1	Autumn 2	Spring 1
<p>Pantomime</p> <p>This unit explores Pantomime over a series of 7 classroom based lessons and a final written assessment. Lessons have been planned with the view that learners will be sat at a desk during their lessons.</p> <ul style="list-style-type: none"> • History and key conventions of Pantomime • Still image • Set design • Areas of the stage <p>Assessment outcome- W-, W=, W+</p> <p>Links to Comp 1</p>	<p>The Haunted Mansion</p> <p>This unit explores The Haunted Mansion over a series of 8 classroom based lessons including a final practical assessment. Lessons have been planned with the view that learners will be sat at a desk during their lessons.</p> <ul style="list-style-type: none"> • Students explore how tension and atmosphere can be created through vocal skills and music. • Create and develop a character. • Experiment using drama skills such as still image and thought track. • <p>Assessment outcome- W=, W+, L1P-</p> <p>Links to Comp 3</p>	<p>Character 6</p> <p>This unit develops students' ability to create and sustain characters.</p> <ul style="list-style-type: none"> • Given Circumstances • Use and understand Super-objective • Use and understand Facial Expressions and Body Language <p>Be able to communicate these into a small scale realistic piece of work</p> <p>Assessment outcome- W=, W+, L1P-</p> <p>Links to Comp 2 and comp 3.</p>
Spring 2	Summer 1	Summer 2

<p>Matilda 11</p> <p>This unit uses Matilda as a stimulus to create, perform and respond.</p> <ul style="list-style-type: none"> • Creating: Devise plays using a range of issues/themes/stimulus from the film Matilda. • Performing: Organise a short and clear performance using a range of techniques • Responding: Compare different interpretations of the same stimulus <p>Assessment outcome- W+, L1P-, L1P=</p> <p>Links to comp 1 & 2</p>	<p>Matilda 11</p> <p>This unit uses Matilda as a stimulus to create, perform and respond.</p> <ul style="list-style-type: none"> • Creating: Devise plays using a range of issues/themes/stimulus from the film Matilda. • Performing: Organise a short and clear performance using a range of techniques • Responding: Compare different interpretations of the same stimulus <p>Assessment outcome- W+, L1P-, L1P=</p> <p>Links to comp 1 & 2</p>	<p>Physical Theatre 7</p> <p>This unit develops the students understanding and use of Physical Theatre.</p> <ul style="list-style-type: none"> • Ability to use bodies in an inventive and imaginative way. <p>Ability to use the taught skills / techniques of physical theatre and image theatre</p> <p>Assessment outcome- L1P-, L1P=, L1P+</p> <p>Links to comp 2&3</p>
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Autumn 1	Autumn 2	Spring 1
<p>The Haunted Mansion</p> <p>This unit explores The Haunted Mansion over a series of 8 classroom based lessons including a final practical assessment. Lessons have been planned with the view that learners will be sat at a desk during their lessons.</p> <ul style="list-style-type: none"> • Students explore how tension and atmosphere can be created through vocal skills and music. • Create and develop a character. • Experiment using drama skills such as still image and thought track. • <p>Assessment outcome- W=, W+, L1P-</p> <p>Links to Comp 3</p>	<p>The Teenage Runaway</p> <p>This scheme of work explores the story of teenager who runs away from home over a series of 7 classroom based lessons and a final written assessment. Lessons have been planned with the view that learners will be sat at a desk during their lessons.</p> <ul style="list-style-type: none"> • Students will create their own duologue. • Create and develop a character. • Experiment using drama skills such as still image and thought track. <p>Assessment outcome- W=, W+, L1P-</p> <p>Links to Comp 3</p>	<p>Stimulus 6</p> <p>Students will learn how to use stimulus in drama.</p> <ul style="list-style-type: none"> • Creating: Devise plays using a range of issues/themes/stimulus <p>Performing: Organise a short and clear performance using a range of techniques</p> <p>Assessment outcome- L1P--, L1P=, L1P+</p> <p>Links to Comp 1 and comp 3.</p>
Spring 2	Summer 1	Summer 2

<p>Our Day Out 12</p> <p>This unit allows students to study a full script and learn how to bring characters to life effectively.</p> <ul style="list-style-type: none"> To learn about the social, historical and cultural aspects of a script and know how this will affect their performances. <p>Perform and sustain a character effectively in a number of</p> <p>Assessment outcome- L1P=, L1P+, L1M-</p> <p>Links to comp 2</p>	<p>Our Day Out 12</p> <p>This unit allows students to study a full script and learn how to bring characters to life effectively.</p> <ul style="list-style-type: none"> To learn about the social, historical and cultural aspects of a script and know how this will affect their performances. <p>Perform and sustain a character effectively in a number of</p> <p>Assessment outcome- L1P=, L1P+, L1M-</p> <p>Links to comp 2</p>	<p>Improvisation 7</p> <p>To work spontaneously and co-operatively in a variety of group sizes.</p> <ul style="list-style-type: none"> To develop and apply the technique of spontaneous improvisation. <p>To adopt, create, develop and sustain credible / realistic roles in class drama in polished improvisations.</p> <p>Assessment outcome- L1P+, L1M1, L1M+</p> <p>Links to comp 2&3</p>
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Year 10

Autumn 1	Autumn 2	SPRING 1
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<p>Btec Tech Award Level 1 and 2 Component 1 – Exploring the Performing Arts 30%</p> <ul style="list-style-type: none"> • Explore Performance styles, creative intentions and purpose • Investigate how practitioners create and influence what is performed • Discover performance roles, skills, techniques and processes. <p>Internally assessed unit.</p>	<p>Btec Tech Award Level 1 and 2 Component 1 – Exploring the Performing Arts 30%</p> <ul style="list-style-type: none"> • Explore Performance styles, creative intentions and purpose • Investigate how practitioners create and influence what is performed • Discover performance roles, skills, techniques and processes. <p>Internally assessed unit.</p>	<p>Btec Tech Award Level 1 and 2 Component 1 – Exploring the Performing Arts 30%</p> <ul style="list-style-type: none"> • Explore Performance styles, creative intentions and purpose • Investigate how practitioners create and influence what is performed • Discover performance roles, skills, techniques and processes. <p>Internally assessed unit.</p>
<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Component 2 – Developing skills and techniques in Performing Arts 30%</p> <p>Students use Blood Brothers as a stimulus and devise a section from it.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Take part in workshops, classes and rehearsals • Gain physical, interpretive, vocal and rehearsal skills • Apply these skills in performance 	<p>Component 2 – Developing skills and techniques in Performing Arts 30%</p> <p>Students use Blood Brothers as a stimulus and devise a section from it.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Take part in workshops, classes and rehearsals • Gain physical, interpretive, vocal and rehearsal skills • Apply these skills in performance • Reflect on their progress, their performance and how they could improve 	<p>Component 2 – Developing skills and techniques in Performing Arts 30%</p> <p>Students use Blood Brothers as a stimulus and devise a section from it.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Take part in workshops, classes and rehearsals • Gain physical, interpretive, vocal and rehearsal skills • Apply these skills in performance • Reflect on their progress, their performance and how they could improve

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Year 11

Autumn 1	Autumn 2	SPRING 1
<p>Component 2 – Developing skills and techniques in Performing Arts 30% Students use Blood Brothers as a stimulus and devise a section from it. Students will:</p>	<p>Component 2 – Developing skills and techniques in Performing Arts 30% Students use Blood Brothers as a stimulus and devise a section from it. Students will:</p> <ul style="list-style-type: none"> • Take part in workshops, classes and rehearsals 	<p>Component 3- Performing to a brief 40% Externally set task and brief Students will use the brief and previous learning to come up with ideas</p> <ul style="list-style-type: none"> • Build on their skills, workshops and rehearsals

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<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Summer 1</p>	<p style="text-align: center;">Summer 2</p>
<p>Component 3- Performing to a brief 40%</p> <p>Externally set task and brief</p> <p>Students will use the brief and previous learning to come up with ideas</p> <ul style="list-style-type: none"> • Build on their skills, workshops and rehearsals • Review the process using an ideas and skills log • Perform the piece to their chosen audience <p>Reflect on their performance in an evaluation report.</p>		