

Curriculum Overview: Drama

Year		7	8	9	10	11	
Stage		Building on KS2 Foundations	Building and Developing	Developing and Embedding	Embedding and Applying	Applying and Practise	
Intent		This year aims to provide a grounding in basic performance and devising skills as well as basic script work and evaluation skills. Pupils will be introduced to explorative strategies and techniques and will be taught how to devise and create characters.	Pupils will build and develop their existing knowledge of explorative strategies, and will develop their devising skills with particular attention to storylines, response to stimuli, generating ideas and the creation and portrayal of interesting characters	Pupils will be introduced to specific practitioners and styles of Drama in preparation for the BTEC course in Year 10 They will continue to develop both devising and performance skills in preparation for KS4 also.	Pupils will explore and analyse performance works in depth, drawing on skills they have learned in Key Stage 3. They will use their script work knowledge when developing their performance skills further	Pupils will focus on component 3 which draws on all of their skills learned and developed though the last 4 years of Drama.	
Implementation	Term	Autumn 1	Music topic	Music topic	Music topic	Component 1 Exploring the Performing Arts Pupils will explore 3 performance works in detail and analyse creative intentions, target audience, use of explorative strategies and drama elements. Pupils will explore scripts, analyse live and recorded performances and perform / explore sections from plays.	Component 3: Prep work. Devising topic Pupils will revisit skills in devising and responding to stimuli but will do so through a particular chosen style / link to a practitioner. Pupils will recap on the elements specific to each genre / style and revisit practitioners and their influences.
		Autumn 2	Introduction to Drama (Explorative Strategies and Skills) Pupils are introduced to some of the basic Explorative strategies for marking the moment (narrator, still image, thought tracking, slow motion) (what they are, why and how they are included in Drama work) and begin to build confidence in performing, learning basic performance skills and basic devising skills (Who, What, Why, Where, When, How)	Darkwood Manor Pupils will build on characterisation and devising skills and will learn how tension and atmosphere can be created. They will revisit explorative strategies and techniques for performance. They will work in style of naturalism, non naturalism and physical theatre	Our day Out (scripted work) Pupils revisit skills involved when working with scripts and begin to gain knowledge of playwrights / practitioners (Willy Russell). They focus on understanding of context, creative intentions, target audience, Stage Directions. Pupils will explore the role of the director and work in groups as a director / actor		Component 3 prep Pupils will focus on developing written work as a way of recording ideas and skills and documenting progress. Pupils will complete a short practise task in preparation for the component 3 exam.
		Spring 3	Music topic	Music topic	Music topic		Component 3 exam Pupils will complete the exam paper worth 40% by working together in groups, responding to a brief, devising interesting pieces, creating characters and the performing their work, ensuring they are successfully communicating creative intentions to the target audience.
		Spring 4	Sam and Alex Pupils build on character skills and develop their devising skills. They learn new techniques to add to performance to add interest / ways of exploring characters or themes: Remote control effect (flash forward / flashback), Cross cutting Hot seating, Angel and Devil Technique	Pantomime Students are introduced to the Pantomime style, the stereotypical characters and use of storylines. Pupils will work with Panto scripts and analyse the typical rhyming couplet style. They are introduced to production elements also. They develop performance skills and being part of an active audience	Soap Operas Pupils build on characterisation skills but in a different style of Drama (over-exaggerated) They focus on creating, developing a plot, and develop confidence in performance skills They will revisit explorative strategies for characterisation (hot seating, improvisation) and techniques for performance.	Component 2: Performing Pupils will build on and strengthen performance skills. They will revisit their script work analysis skills and develop their interpretation and communication of the playwright’s creative intentions.	
		Summer 5	Music topic	Music topic	Music topic		
		Summer 6	Scripted work (Charlie & the Chocolate Factory? / Ernie’s Incredible Illuminations – tbc) Pupils engage in character work (based on information gained from script; use of explorative strategies to develop knowledge on character) Pupils begin to work with scripts (from page to stage, communicating intentions, learning lines, blocking scenes and using movement memory)	Stimuli: Devising Pupils learn what a stimulus is and how it can be used to generate ideas for a devised performance. They learn about the devising process and produce short piece in response to a variety of stimuli	Devising: Practitioners and Styles Pupils will revisit skills in devising and responding to stimuli but will do so through a particular chosen style / link to a practitioner. Pupils will explore Verbatim Theatre, TIE, and Naturalism and discover the theories from Mark Wheeller and Stanislavski		
		Impact		Pupils are confident when working with others in a group and have learned and developed skills of communication and cooperation. Pupils can confidently use basic explorative strategies in their work They can comfortably perform in front of peers, receive and act upon feedback. They can devise short role plays and are able to show some characterisation skills Pupils are also confident when working with a script Pupils know how to behave as part of an audience.	Pupils create interesting storylines within different styles and can generate creative ideas in response to a stimulus. Pupils are confident when portraying different characters and use characterisation competently. Pupils know how to develop initial ideas	Pupils will be aware of two performing arts roles, actor and director. They will be confident when working with play texts and will be able to identify and describe various elements of different styles of drama and will identify the practitioner linked to those styles. They will be confident performers and excellent audience members	Pupils will be able to analyse style and content of performance work and link to practitioners.