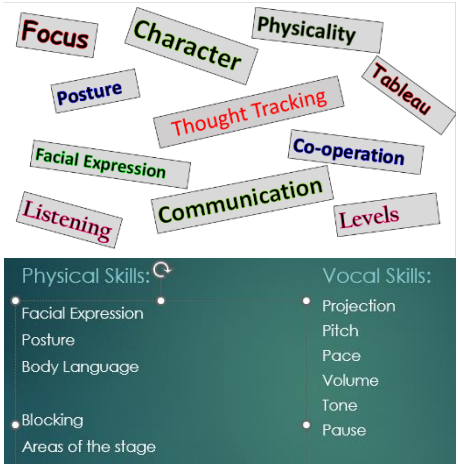
Curriculum Overview - Drama

Year 7	Autumn	Spring	Summer
Big Idea and Knowledge *Overview of topics and key questions*	To introduce learners to Drama: • Begin the development of life-long skills through the topics studied in Y7 • Establish the high expectations we have of learners and ensure they are fully committed and ambitious in their learning in every lesson during Y7 • Drama lessons will be enjoyable, encouraging and stimulating, providing a high quality of education for our learners.		
Skills and Strategies *Procedural knowledge, literacy and numeracy skills*	**<u>Introduction to Drama</u>** 1. <u>Basic drama skills</u> • Tableau • Thought- tracking • Narration • Telling stories with vocal expression and timing • Creating atmosphere • Using these skills to develop a performance based on a fairy tale 2. <u>Private Peaceful</u> • Stanislavski • Study of a script – how to bring the script to life • Exploration of characters • Blocking of the script • Understanding of World War 1 – links to Remembrance	**<u>Improvisation and Commedia</u>** 1. <u>Improvisation skills development</u> • Learning the rules of improvisation: Accepting • Yielding • Building • (No) blocking • Decipher the differences between spontaneous and planning improvisation • Understand how status is used in drama 2. <u>Commedia dell 'arte</u> • History of Commedia • Skills of this type of acting • Stock characters • Influences e.g. Mr Bean	**<u>Children's Theatre</u>** 1. <u>Story telling</u> • Learning about how to stage a play for a younger audience • Taking a revolting rhyme and developing this into a performance • Skills in summarising/precis • Tableau, thought tracking, narration, mime, soundscape 2. <u>Roald Dahl Stories/Play</u> • Using prior knowledge (from term 1) to approach a play script • Blocking a script using stage directions • Developing characters from text • Learning of lines • Potential for puppetry for some groups

Feedback *Important tasks and assessments*	Regular formative feedback in lessons <u>Summative Assessment 1:</u> Fairytales – application of skills shown in a presentation of this work <u>Summative Assessment 2:</u> Performance of Private Peaceful pieces – extract performed	Regular formative feedback in lessons <u>Summative Assessment 1:</u> Improvisation piece <u>Summative Assessment 2:</u> Commedia Performance (incorporating their use of planned improvisation)	Regular formative feedback in lessons <u>Summative Assessment 1:</u> The Giant Frog <u>Summative Assessment 2:</u> Roald Dahl Performance
Key Vocabulary *Important words and phrases*		Spontaneous improvisation Accepting Building Yielding Not blocking Status Planned/rehearsed improvisation Character Over-exaggeration Posture Mime Gibberish Character Gesture Levels Actions Facial expression Pantalone Harlequin The Captain The Doctor Brighella	Mime Soundscape Character movements Tableaux Narration 

Curriculum Overview - Drama

Year 8	Autumn	Spring	Summer
Big Idea and Knowledge *Overview of topics and key questions*	To introduce learners to Drama: • To continue the development of life-long skills through the topics studied in Year 8, following on from Y9 • To reinforce the high expectations, we have of learners and ensure they are fully committed and ambitious in their learning in every lesson during Y8 • Drama lessons will be enjoyable, encouraging and stimulating, providing a high quality of education for our learners. • Many of the skills from Y7 will be revisited within this 'spiral' style skills and knowledge curriculum, but now at a more sophisticated level with more challenging themes/topics		
Skills and Strategies *Procedural knowledge, literacy and numeracy skills*	<u>Science and Mystery</u> **Science Mystery Play** • Medieval Plays • Learn about some of the background about Stephen Hawking • Learn how to bring a script into performance • Use of stage directions • Development of character • Blocking a script • Use of voice, gesture, facial expressions, etc. **Darkwood Manor Mystery** • Exploring a newspaper article • Gathering given circumstances • Exploring hot seating to gather information • Developing ideas through the use of improvisation • Using a clear play structure - Freytag	<u>Physical and Shakespeare</u> **Physical Theatre** • Frantic Assembly • Chair duets • Movement patterns • Abstraction of ideas • Essence Machine • Soundscape **Shakespeare** • Explore Shakespearean language • Interpret a script • Learn line • Learn how to bring a script to life • Use of movement • Vocal expression • Facial expression	<u>Protest & Dystopia</u> **Protest** • Brecht Epic Theatre • Learning about different types of protest and why people protest • Research into historical protests and up to date ones e.g. civil rights, suffragette • Devising Drama • Use appropriate drama techniques e.g. split stage, hot seating, role on the wall, flash forward, flash back, tableau, thought tracking, narration List and create props e.g. placards **Dystopia - Noughts and Crosses** • Exploration of themes • Exploration of Characters • Breaking the fourth Wall • Blocking the script • Movement • Gesture • Vocal Expression

	• Creating a play with a mystery to be solved		• Facial Expression
Feedback *Important tasks and assessments*	Regular formative feedback in lessons <u>Summative Assessment 1:</u> Performance of scripted piece – performing and evaluative skills <u>Summative Assessment 2:</u> Performance of Darkwood Manor – devising and evaluative skills	Regular formative feedback in lessons <u>Summative Assessment 1:</u> Physical Theatre devised piece – devising and evaluative skills <u>Summative Assessment 2:</u> Shakespeare script – performance and evaluative skills	Regular formative feedback in lessons <u>Summative Assessment 1:</u> Protest Devised Piece – devising and evaluative skills <u>Summative Assessment 2:</u> Performance of scripted scene from Noughts and Crosses – performance and evaluative skills
Key Vocabulary *Important words and phrases*	Given Circumstances Hot seating Teacher in role Investigation Creativity Medieval Play Mystery Plays Tableau Context Blocking	Physical Theatre Essence Machine Abstract Symbolise Exaggerate Stylise Movement Patterns Heath Thane	Protest Climate Civil Rights Role on the wall Hot seating Split stage Cross Cutting Flash back Flash forward Dystopian Segregation

Curriculum Overview - Drama

Year 9	Autumn	Spring	Summer

<table>
<tr><td>Big Idea and Knowledge
Overview of topics and key questions</td><td colspan="3">To introduce learners to Drama:
To continue the development of life-long skills through the topics studied in Year 8, following on from Y9
To reinforce the high expectations, we have of learners and ensure they are fully committed and ambitious in their learning in every lesson during Y9
Drama lessons will be enjoyable, encouraging and stimulating, providing a high quality of education for our learners.
Many of the skills from Y7 and Y8 will be revisited within this ‘spiral’ style skills and knowledge curriculum, but now at a more sophisticated level with more challenging themes/topics</td></tr>
<tr><td>Skills and Strategies
Procedural knowledge, literacy and numeracy skills</td><td><u>Young Offenders</u>

<u>Warden X Improvisation</u>
Re-visit and learn about improvisation skills
Research and learn about why young people commit crimes
Learn about the concept of a young offender's institute and why and how young people’s actions could lead into a sentence there
Take part in a whole class improvisation in role with teacher
Develop a planned improvisation related to some of the issues and characters explored
<u>Bang Out of Order</u> scripted play – scripted assessment
Stanislavski
Develop a script to performance
Character analysis
Vocal and physical performance skills
Re-visit blocking
Learning of Lines
Rehearsal techniques</td><td><u>Verbatim Theatre &TIE</u>

<u>Game Over Scripted play</u>
Learning about Mark Wheeler, the author of Game over
Exploration of the style of verbatim theatre – process and documenting of verbatim content
Learning about what catfishing, online grooming is (themes in the play)
Background to Brett (the victim of the piece)
Working with the script:
Develop a script to performance
Character analysis
Vocal and physical performance skills
Re-visit blocking
Learning of Lines
Rehearsal techniques
<u>TIE - devising</u>
Working on a TIE piece of drama based of teaching Y7 to avoid online dangers.
Development of:
Characters
Setting</td><td><u>Devising</u>

<u>GCSE style Devised task</u> – pupils create whole play in groups, based on a stimulus – this is an extended piece of work, where the students can explore a topic in depth
Explore a stimulus
Research the stimulus
Bring together all the skills and knowledge developed through KS3
Drama conventions
Structuring a play
Planning for set. Lighting, costume
Performance techniques
In groups generate ideas for performance material (this could be a performance or design outcome)</td></tr>
</table>

		• Problem • Audience interaction	
Feedback *Important tasks and assessments*	Regular formative feedback in lessons <u>Summative Assessment</u> Performance of 'Bang Out of Order' scenes	Regular formative feedback in lessons <u>Summative Assessment 1:</u> Game Over script – performance <u>Summative Assessment 2:</u> TIE devised piece (this may be carried over into term 3 if chosen)	Regular formative feedback in lessons <u>Summative Assessment</u> Performance/presentation of the Devised piece/designs
Key Vocabulary *Important words and phrases*	Improvisation Given Circumstances Hot seating Teacher in role Investigation Young offenders institute Sentence Anti-social behaviour order Creativity Tableau Context Blocking	Verbatim Catfishing Grooming Direct audience address Breaking the fourth wall	Hot seating Split stage Narration Physical Theatre Mime Tableau/pause Thought tracking Multi-role Slow motion Fast forward/rewind