

DRAMA

Curriculum Intent	All students will be equipped with knowledge of all aspects of the theatre, and will develop transferable skills of empathy, teamwork and confidence. Students will also practise skills specific to Drama and performance.
KS3 Curriculum	The KS3 curriculum explores key drama elements and techniques to provide transferable skills in empathy, teamwork and public speaking. The curriculum is progressive with more complex content being covered in Y9 in preparation for KS4
KS4 Curriculum	The curriculum explores the process of Page to Stage in depth. KS3 provides the understanding of elements and techniques to inform creation, development, performance and evaluation at KS4

Year Group	HT1	HT2	HT3	HT4	HT5	HT6
7	Introduction to Drama <ul style="list-style-type: none"> Stage Design Costume Scripting Work Creating Character Symbolism Voice and Language 	Introduction to Drama <ul style="list-style-type: none"> Stage Design Costume Scripting Work Creating Character Symbolism Voice and Language 	Stones – Scripted Drama <ul style="list-style-type: none"> Working with a script Characterisation Hot seating Thought Tracking Stage directions Ensemble performance Learning Lines Reflective Evaluation 	Stones – Scripted Drama <ul style="list-style-type: none"> Working with a script Characterisation Hot seating Thought Tracking Stage directions Ensemble performance Learning Lines Reflective Evaluation 	Emily – Working with a Stimulus <ul style="list-style-type: none"> Teacher in Role Whole class performance Tableau Using a stimulus Creating a character's backstory Writing a monologue 	Emily – Working with a Stimulus <ul style="list-style-type: none"> Teacher in Role Whole class performance Tableau Using a stimulus Creating a character's backstory Writing a monologue
8	Anti-Bullying – working with a Stimulus <ul style="list-style-type: none"> Freeze Frame Montage Cross-cutting Flashback Devising from a stimulus 	Anti-Bullying – working with a Stimulus <ul style="list-style-type: none"> Freeze Frame Montage Cross-cutting Flashback Devising from a stimulus 	Our Day Out – Scripted Drama <ul style="list-style-type: none"> Working with a script Characterisation Hot seating Thought Tracking 	Our Day Out – Scripted Drama <ul style="list-style-type: none"> Working with a script Characterisation Hot seating Thought Tracking Stage directions 	Silent Movies – Comedy <ul style="list-style-type: none"> Mime Exaggeration Music in Performance Slapstick Multi-role Physical Theatre 	Silent Movies – Comedy <ul style="list-style-type: none"> Mime Exaggeration Music in Performance Slapstick Multi-role Physical Theatre

	<ul style="list-style-type: none"> Improvisation Characterisation 	<ul style="list-style-type: none"> Improvisation Characterisation 	<ul style="list-style-type: none"> Stage directions Ensemble performance Learning Lines Reflective Evaluation Staging your performance Audience awareness 	<ul style="list-style-type: none"> Ensemble performance Learning Lines Reflective Evaluation Staging your performance Audience awareness 		
9	Hillsborough – issue-based Theatre <ul style="list-style-type: none"> Devising from a stimulus Researching an historical event through theatre Flashback Tableau Scriptwriting Still image Thought Tracking 	Hillsborough – issue-based Theatre <ul style="list-style-type: none"> Devising from a stimulus Researching an historical event through theatre Flashback Tableau Scriptwriting Still image Thought Tracking 	Macbeth Shakespeare and Script work <ul style="list-style-type: none"> Working with a script Characterisation Hot seating Thought Tracking Stage directions Ensemble performance Learning Lines Reflective Evaluation Staging your performance Audience awareness Iambic Pentameter Soliloquy 	Macbeth Shakespeare and Script work <ul style="list-style-type: none"> Working with a script Characterisation Hot seating Thought Tracking Stage directions Ensemble performance Learning Lines Reflective Evaluation Staging your performance Audience awareness Iambic Pentameter Soliloquy 	History of Theatre <ul style="list-style-type: none"> Greek Theatre Medieval Theatre Shakespeare Comedy Brecht 	History of Theatre <ul style="list-style-type: none"> Greek Theatre Medieval Theatre Shakespeare Comedy Brecht
10	Introduction to Drama and Key Practitioners <ul style="list-style-type: none"> Improvisation Cross-Cutting Teacher in Role 	Section A and C of Component 1 Live Theatre Review – using Peter Pan National	Blood Brothers – Component 1 Read and practically explore the text from	Devising – Component 2 Monologues – socially distant	Devising – Component 2 – GCSE assessment Monologues – socially distant	Section C of Component 1 – Live Theatre Review

	<ul style="list-style-type: none"> • Narration • Flashback • Forum Theatre 	Theatre production as a model	the POV of performer and designer			
11	<p>Component 1 and Component 2</p> <ul style="list-style-type: none"> • Devised Monologues for C1 – write and perform original monologues • Study Blood Brothers in preparation for the written exam 	<p>Component 2 – Recorded performance, log and Live Theatre Review</p> <p>Scripts to be given out before Christmas for Component 3</p>	<p>Component 3 – working with a script – rehearsals Writing up Devising Log</p>	<p>Scripted work – mock exam to be based around practical</p> <p>EXTERNALLY EXAMINED PERFORMANCE</p>	Component 1 – Exam Prep	Component 1 – Exam Prep