

Curriculum Sequencing KS3

The curriculum explores key drama elements and techniques to provide transferable skills in empathy, teamwork and public speaking. There is a cohesive theme across each year group for every term. The curriculum is progressive with more complex content being covered in Y9 and in preparation for KS4

Curriculum Sequencing KS4

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	Curriculum notes	
7	Content	Introduction to Drama Skills Covered: <ul style="list-style-type: none"> Mime Freeze Frame Characterisation Tableaux Thought Tracking 	Introduction to Drama Skills Covered: <ul style="list-style-type: none"> Mime Freeze Frame Characterisation Tableaux Thought Tracking 	Stones – Scripted Drama Skills Covered: <ul style="list-style-type: none"> Characterisation Writing a monologue Writing a script Rehearsing and performing a script Analysis of performance 	Stones – Scripted Drama Skills Covered: <ul style="list-style-type: none"> Characterisation Writing a monologue Writing a script Rehearsing and performing a script Analysis of performance 	Our World – Mini Devising Unit Skills Covered: <ul style="list-style-type: none"> Slow Motion Flashback Choral Speech/Movement Narration Marking the Moment 	Our World – Mini Devising Unit Skills Covered: <ul style="list-style-type: none"> Slow Motion Flashback Choral Speech/Movement Narration Marking the Moment 	To start, baseline tests are carried out to assess skills from primary. Year 7 focuses on an introduction to key drama skills that will be used throughout KS3 and 4. Scripted Drama allows students to develop skills in literacy, rehearsal and evaluation – these will be developed throughout KS3. The Devising unit is a first introduction to working with a stimulus – a key element to the GCSE drama. This is a unit to stretch and challenge, as well as further developing key skills gained across the year.
	Sequencing	In Year 7, basic Drama skills are taught and embedded. These are used in Drama at all levels, and form the key skills needed for GCSE. There is also a focus on the development of performance and evaluation skills. Students will be expected to perform in front of their peers, as well as to evaluate their own and others' work.						
8	Content	Teacher in Role – The Orphanage Skills Covered: <ul style="list-style-type: none"> Teacher in Role Hot-seating Characterisation Improvisation Montage Cross-cutting Flashback 	Teacher in Role – The Orphanage Skills Covered: <ul style="list-style-type: none"> Teacher in Role Hot-seating Characterisation Improvisation Montage Cross-cutting Flashback 	Stone Cold – Scripted Drama Skills Covered: <ul style="list-style-type: none"> Rehearsing a script Characterisation Tableaux Thought Tracking Character Profile Design 	Stone Cold – Scripted Drama Skills Covered: <ul style="list-style-type: none"> Rehearsing a script Characterisation Tableaux Thought Tracking Character Profile Design 	Non-Naturalistic Theatre – Devising Skills Covered: <ul style="list-style-type: none"> Physical Theatre Symbolism Knee-High Theatre Company Over Exaggeration Pace Multi-role Heightened Emotion 	Non-Naturalistic Theatre – Devising Skills Covered: <ul style="list-style-type: none"> Physical Theatre Symbolism Knee-High Theatre Company Over Exaggeration Pace Multi-role Heightened Emotion 	The first unit in Year 8 serves as a recap of skills learnt in Year 7, as well as an introduction to immersive theatre. Through scripted Drama, students work on their Drama analysis skills, as well as interpretation of a script. Students will focus on interpreting a script and how characters can be built and developed through inference within the text. The final scheme in Year 8 introduces students to physical theatre – throughout the year there is a focus on naturalistic Drama, but this provides the opportunity to explore different practices within theatre. This links with GCSE work and Brechtian styles of acting.
	Sequencing	Drama in Year 8 builds on the taught skills from the previous year. There is more opportunity for performance within these units, and students are encouraged to explore more challenging theatrical concepts: these include Teacher in Role and Non-Naturalistic theatre. This subject material, in turn, enables students to use Drama to explore their world, their emotions and their identity.						

9	Content	History of Theatre Styles Covered: <ul style="list-style-type: none"> • Greek Theatre • Medieval Theatre • Shakespeare • Commedia dell'Arte • Brechtian Theatre 	History of Theatre Styles Covered: <ul style="list-style-type: none"> • Greek Theatre • Medieval Theatre • Shakespeare • Commedia dell'Arte • Brechtian Theatre 	Cookies – Verbatim Theatre/Devising Unit Skills Covered: <ul style="list-style-type: none"> • Interviewing subjects • Forum Theatre • Verbatim Theatre • Characterisation • Devising Theatre 	Cookies – Verbatim Theatre/Devising Unit Skills Covered: <ul style="list-style-type: none"> • Interviewing subjects • Forum Theatre • Verbatim Theatre • Characterisation • Devising Theatre 	Macbeth Shakespeare and Script work Skills Covered: <ul style="list-style-type: none"> • Rehearsing a script • Analysis of performance • Writing a script • Creating character • Analysis of theatre design • Theatre lighting 	Macbeth Shakespeare and Script work Skills Covered: <ul style="list-style-type: none"> • Rehearsing a script • Analysis of performance • Writing a script • Creating character • Analysis of theatre design • Theatre lighting 	Students in Year 9 start Drama with a deeper and more comprehensive exploration of the styles of theatre they have studied in Year 7 and 8. The History of Theatre Unit provides context for some of the key skills students have previously explored, whilst providing the opportunity for challenging performances to an audience. The second scheme in Year 9 is an extension of Devising work completed in Y7 and Y8 and is an important unit in preparing students for KS4. In the scheme, Verbatim theatre allows for culturally representative and diverse work, as students embark on their own journeys of telling another person's story. Students then go on to their final scripted scheme at KS3. Studying Macbeth has cross-curricular links to English at KS4, as well as providing an opportunity to explore historical styles of theatre in preparation for Drama GCSE.	
	Sequencing	In Year 9, students are encouraged to explore the use of skills developed throughout Year 7 and Year 8, whilst building a solid foundation for study at KS4. The opportunity for and expectation of high-quality performance increases, and students will prepare an original piece of theatre for performance to their peers. Drama in Year 9 focuses on the development of critical thinkers, performers and empathetic young people – through different units, students will respond creatively to the world around them, whilst exploring their own personal journeys and identities.							
10	Content	Introduction to Performing Arts and Key Practitioners Key Skills: Students work to develop skill and confidence in key areas of performance and production within the PA Industry <ul style="list-style-type: none"> • Improvisation • Devising from a stimulus • Physical Theatre • Brechtian Theatre • Choir • Drumming • Costume • Stage Makeup • Music Theory 	Introduction to Performing Arts and Key Practitioners Key Skills: Students work to develop skill and confidence in key areas of performance and production within the PA Industry <ul style="list-style-type: none"> • Improvisation • Devising from a stimulus • Physical Theatre • Brechtian Theatre • Choir • Drumming • Costume • Stage Makeup • Music Theory 	Unit One: Students will be introduced to a brief, given by AQA. In groups, the class will plan a full-scale performance, acting as industry professionals. At this stage, students will research roles within the industry and ensure every aspect of a production is covered. This includes: <ul style="list-style-type: none"> • Performers • Stage Managers • Lighting/Sound designers • Costume • Marketing 	Unit One: There will be two taught workshops – performance and production based – that will form part of students' final portfolio. Several of these workshops will take place across the term, providing students with a choice in their write-up. Development and rehearsal of pitch and performance will be on-going.	Unit One: During this half term, the sole focus will be on developing and rehearsing students' pitches and performances. Students will evaluate their own and others' work regularly, keeping detailed records of all work undertaken.	Unit One: Students will deliver their final pitch to teachers and external visitors. Each group will produce a pitch of 30-40 minutes, including a 10-minute performance extract and a Question-and-Answer session. Students will spend the remainder of the term completing their portfolio – a document that tracks their progress in developing their final pitch.	Performing Arts Technical Award will comprise a combination of classroom and studio-based lessons. There will be baseline assessments in students' chosen specialism (Music or Drama) to assess prior knowledge and skills taught at KS3. The course will start with an introduction to the performance industry, and a series of workshops based on key practitioners. The skills taught in this unit are the key skills required for each practical Component of the Technical Award. From Christmas through till the end of Year 10, the focus	

		<ul style="list-style-type: none"> Marketing Touring a production Becoming a Theatre company The Arts Council 	<ul style="list-style-type: none"> Marketing Touring a production Becoming a Theatre company The Arts Council 	<ul style="list-style-type: none"> Transport Venue hire Set design Programming <p>Every student in the group needs a performance and production role.</p>				will be on the completion of Unit 1 of the award. Students must prepare a pitch for a full-scale production, including budget, marketing, production and performance elements. Students must take on both a production and performance role and must complete a portfolio of work to sit alongside their final pitch. Students work in groups and are facilitated by the teacher.
	Sequencing	Year 10 focuses on the key skills needed for the technical award. Time is spent embedding the practical and theoretical knowledge of the theatre industry, before embarking on Unit 1 of the course. This is an internally assessed unit, that will be completed before Summer 2022. The first term will be spent exploring different elements of the theatre and music industry, preparing students to work independently on research and performance projects throughout the year.						
11	Content	Component 2 Devising from a stimulus – students to produce original performances for assessment.	Component 2 – Recorded performance and Devising log Component 2 performance Evening	Component 3 and Component 1 – Section C – Live Theatre Review	Component 3 – Externally Examined – Performance of a text Revisiting Component 1 – Blood Brothers Component 3 externally examined performance	Component 1 – Exam Practice	Component 1 – Exam Practice	Component 2 – Devising Theatre – is introduced and developed at the start of Y11. All work from KS3 whereby students have created from a stimulus is put into practice here, as they must produce an original performance. Component 2 is rehearsed and performed for internal assessment. There is then a focus on writing the Devising Log – taking a piece from an idea to performance. This log is worth 30% of the overall grade and is marked internally. Students then begin Component Three: Texts in Practice. Here, students rehearse and perform extracts of a text in preparation for an external exam. Alongside this, the Live Theatre review is revisited. A piece of live theatre is watched and analysed in preparation for the exam. This is then revised throughout Y11 and used in the June exams. Component 3 culminates in intensive rehearsals and an exam with an external audience and examiner. Following this, Year 11 revisit <i>Blood Brothers</i> in preparation for their written exam. Exam practice is key here – there are opportunities for big
	Sequencing	'Devising from Stimulus' will be taught during Term 1, and will be completed in this time. By Christmas, students will have 40% of their final GCSE. This is the unit that students will have the most prior knowledge from – built on throughout their time at SCA. Once completed, students will move on to their Performance of a Script. This will be externally examined before Easter and counts for a further 20% of the course. Exam practice will be embedded throughout the year but will be focused on in the final half term of teaching.						



writes to practice specific sections of the exam and key terminology is revised here.