



## Drama



### Curriculum Overview Key Stage 3&4

| KEY STAGE 3 |   |  |
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|             | Topic                                   | Key Themes   |
| YEAR 7      | Performance Skills                      | <p>Students will focus on the key terminology needed to describe HOW we perform.</p> <p>Students will apply physical and vocal skills to achieve a desired intention.</p>  |
|             | Characterisation and Performance skills | <p>Students will learn how to interpret character, situations and subtext from a written text.</p> <p>Students will apply performance skills to create a considered and sustained character</p>                      |
|             | Staging and Design                      | <p>Students will look at a variety of roles within the theatre that are needed to bring a play to life.</p> <p>Students will learn about 4 different design skills and how they can show meaning through design.</p> |
|             | Conventions – with a text               | <p>Students will be looking at the tools used in theatre to create a particular style.</p> <p>Students will explore a variety of theatre companies and how they make theatre.</p>                                    |

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|               |                                  | Students will look at a text and consider how to present the story in different styles – through the use of conventions.   |
|               | <b>Topic</b>                     | <b>Key Themes</b>  |
| <b>YEAR 8</b> | Actors are just the beginning... | <p>Students will be exploring the role of the puppeteer in the creation of a story.</p> <p>Students will examine different styles of puppetry and understand how they can be chosen, incorporated, and emphasised in performance to enhance a story.</p>   |
|               | The performance of life?         | <p>Students will identify the skills used in drama that are constantly being used in the wider world. They will identify how drama is a valuable subject for everyone, even those that aren't actors.</p> <p>In the context of a court room, students will examine what makes people better able to communicate effectively with others.</p> |
|               | Theatre from around the world    | <p>Students will be looking at the origins / popular forms of theatre from a variety of cultures from around the world.</p> <p>Students will be considering how theatre was a fundamental part of being a community and how they can tell the stories of their lives through the conventions that create that style.</p>                     |
|               | A play in the life off...        | <p>Students will examine a true life story and identify the key characters within it.</p> <p>Students will be creating performances based on an inspirational figure, highlighting their successes and moments of challenge.</p>   |
|               | <b>Topic</b>                     | <b>Key Themes</b>  |
| <b>YEAR 9</b> | Physical Theatre                 | <p>Students will be looking at the style of physical theatre and how non-verbal communication can be used to communicate a story to the audience.</p> <p>Students will need to consider how the body can be used as a tool to create relationships and symbolically deliver a story to the audience.</p>                                     |
|               | Page to Stage (acting)           | <p>Students will examine the dialogue and given circumstances of a character and identifying how that should be performed for an audience.</p> <p>Students will experiment with rehearsal techniques to support their understanding of how to develop and improve performance.</p>   |
|               | Page to stage (design)           | Students will be looking at the different roles needed to bring a play to life.  |

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|  |              | <p>Students will need to consider how to work as part of a creative team from producers, to designers, to actors.</p> <p>Students will learn how to use technical equipment and how to put it to use for a specific effect.</p> <p>Students will consider how meaning can be created through design and support the acting in a performance.</p> |
|  | Live Theatre | <p>Students will be looking at professional theatre and analysing how meaning is successfully created on stage.</p> <p>Students will be examining Theatrical productions to understand how to evaluate in relation to the desired intention.</p>   |
|  | Verbatim     | <p>Students will be learning about the style of verbatim theatre and its importance and impact in theatre.</p> <p>Students will learn different method for collecting, interpreting and editing verbatim text.</p>   |

| KEY STAGE 4                |  |  |
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| Examination Specification: |  |  |
|                            | Topic  | Key Themes   |
| YEAR 10                    | Introduction to GCSE   | <p>Students will be introduced to the course.</p> <p>Students will explore how to work effectively, productively, and creatively and as a group.</p> <p>Students will recap key drama terminology and be able to identify them in performance.</p>   |
|                            | Creating theatre   | <p>Students will explore theatre practitioners and how they create and develop theatre.</p> <p>Students will explore a range of stimuli, identifying meaning and developing work inspired by this.</p> <p>Students will complete a mock performance.</p> <p>Students will complete written work to explain</p> |
|                            | Set text introduction<br>- Noughts and Crosses (acting) –<br>Component 3 | <p>Students explore characters and themes present in the play noughts and crosses.</p>   |

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|  |   | <p>Students look to understand the play as a whole, and how the meaning of the playing is communicated through performance.</p> <p>Students to know key character profiles and understand how to show this during performance.</p> <p>Students to explore how to effectively explain performance skills in written form.</p> <p>Students to prepare and complete a scripted performance of an extract.</p>  |
|  | Devising introduction – Component 1                   | <p>Students to examine key stimuli set by exam board (4 lessons).</p> <p>Students to examine chosen theatre practitioner and key conventions they use as part of their style.</p> <p>Students to work collaboratively to choose stimulus for devised performance.</p>   |
|  | Set text - Noughts and Crosses (design) – Component 3 | <p>Students to examine the key skill in theatre design.</p> <p>Students explore characters and themes present in the play noughts and crosses.</p> <p>Students look to understand the play as a whole, and how the meaning of the playing is communicated through design.</p> <p>Students to know key messages and themes in the play and understand how to show this through design.</p> <p>Students to explore how to effectively explain design skills in written form.</p> <p>Students to prepare a design for a key extract.</p> |
|  | Devising – Component 1                                | <p>Students to work collaboratively to create their examined devised pieces.</p> <p>Students to consider structure, character, monologues, and conventions to create a successfully performance.</p> <p>Students to examine what makes a successful performance.</p>  |
|  | Assessing the written paper – Component 3             | <p>Students to identify key features of exam paper.</p>   |

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|                |   | <p>Students to identify how effective structure supports communication of ideas.</p> <p>Students to learn how to use the MISSED structure to effectively communicate ideas to the examiner.</p>   |
|                | <b>Topic</b>  | <b>Key Themes</b>   |
| <b>YEAR 11</b> | Live Theatre<br>Structuring an essay.   | <p>Students will return to the their work on Live Theatre and examine the themes and messages in performance and how it is shown on stage.</p> <p>Students will continue to examine the use effective structuring and language in written form.</p>                               |
|                | How to rehearse for success.<br>Component 2                                     | Students will rehearse for their scripted practical exam focusing on how to effectively rehearse to achieve their desired aims and intention.   |
|                | Set Text Noughts and Crosses<br>What's your concept?<br>Meaning through design. | <p>Students will return to their work on the set text, examining how designers can contribute to the overall meaning and impact of a performance.</p> <p>Students will create their own design concepts for the text inspired by meaning and the intention of the playwright.</p> |

| <b>Extracurricular and Enrichment opportunities</b>  |
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| <ul style="list-style-type: none"> <li>• Whole school production</li> <li>• KS3 Weekly drama club</li> <li>• Live performance experience for all year groups</li> <li>• Reward workshops from external theatre makers</li> <li>• GCSE practitioner exploration workshop</li> </ul> |

