



School's Curriculum Vision:

Hope Academy is a family, guided by Christian love, in which we serve our whole community with empathy and compassion, helping every member to flourish so all can pursue a rich and full life.

Our curriculum is designed to encourage a love of life-long learning, guided by the ultimate Christian value of love. We work to ensure that our curriculum makes our school's vision a reality and that every member of our Hope family can flourish and be the best that they can be.

Faculty: Creative Arts Drama

Subject Vision:

Our aim in Creative Arts is to stimulate creativity through our students, allowing them to articulate through expression in their work. We inspire students to develop their skills regardless of ability and motivate them to achieve their highest potential in a holistic environment using a multidisciplinary approach. We aim to create a deep appreciation of the Arts and our place within the real world. [Curriculum Policy](#)

Subject Curriculum Mapping – Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Evacuees		Pantomime		Shakespeare's Macbeth	
	National Curriculum references & links	This links in with the English curriculum exploring characters through plays and books through role play and spoken language. We focus on the importance of oracy skills and Personal development.		This links in with the English curriculum exploring characters through plays and books through role play and spoken language. We focus on the importance of oracy skills and Personal development.		This links in with the English curriculum exploring characters through plays and books through role play and spoken language. We focus on the importance of oracy skills and Personal development.	
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Practical performance assessments using success criteria based around the three		Practical performance assessments using success criteria based around the three		Practical performance assessments using success criteria based around the three	

		strands: Responding, Collaborating and Performing. Hope Academy Assessment Model.docx		strands: Responding, Collaborating and Performing. Hope Academy Assessment Model.docx		strands: Responding, Collaborating and Performing. Hope Academy Assessment Model.docx	
	Formative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	<i>Diagnostic Assessment Whiteboards Peer feedback Self-Assessment Low stakes quizzes</i>		<i>Diagnostic Assessment Whiteboards Peer feedback Self-Assessment Low stakes quizzes</i>		<i>Diagnostic Assessment Whiteboards Peer feedback Self-Assessment Low stakes quizzes</i>	
<p>Intent & Rationale:</p> <p>Year 7 Topic 1: Evacuee Intent <i>The aim is to explore drama through the 5 core drama skills and basic drama techniques through the theme of evacuees. To understand ‘what is drama’; trust and co-operation in drama; rules for performance. To empathise with the experiences and feelings of evacuees through thought tracking. To present the viewpoints of different characters through dialogue, role-play and freeze frame. To understand and use drama strategies to explore issues. To identify and discuss the qualities of others’ performances through buddy feedback.</i></p> <p>Year 7 Topic 2: Pantomime <i>To understand what pantomime is, historical background and the key features. Year 7 students will look at basic skills in Drama such as characterisation, performance discipline, cooperation, and body language/facial expressions. Students will become confident, creative by using the technical skill exaggeration and audience interaction within pantomime. Using a basic script that allows for students to have autonomy (changing the script), which incorporates the subsection of Spoken Language within the English National Curriculum.</i></p> <p>Year 7 Topic 3: Macbeth <i>The aim is to explore further the core drama skills through the play Macbeth written by Shakespeare. Improving students’ confidence by devising scenes from Macbeth using all the skills they have acquired over the year; hot seating, freeze frames, thought tracks and soundscapes. Students will learn about the Elizabethan era; historical facts, cultural and Shakespearean language. Students will acquire understanding of terms such as Superstition, witchcraft, murder power and reality. These are linked to plays studied in Key stage 4, Blood Brothers. Students will become confident and resilient by using skills, tone of voice, levels for status. They will also explore subconscious thoughts using the angel and devil technique. They will be able to identify and discuss the qualities of others’ performances through buddy feedback with greater knowledge.</i></p>							
<p>Reading & Literacy: <i>References to key texts/books throughout the year that students are exposed to Literary Canon Overview DRAMA.docx</i></p>							

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Netflix Genres		Our Day Out by Willy Russell		Creative Arts Backstage Project	
	National Curriculum references & links	This links in with the English curriculum exploring characters through plays and books through role play and spoken language. We focus on the importance of oracy skills and Personal development.		This links in with the English curriculum exploring characters through plays and books through role play and spoken language. We focus on the importance of oracy skills and Personal development.		This links in with the English curriculum exploring characters through plays and books through role play and spoken language. We focus on the importance of oracy skills and Personal development.	
	Summative Assessment	Practical performance assessments using success criteria based around the three strands: Responding, Collaborating and Performing. Hope Academy Assessment Model.docx		Practical performance assessments using success criteria based around the three strands: Responding, Collaborating and Performing. Hope Academy Assessment Model.docx		Practical performance assessments using success criteria based around the three strands: Responding, Collaborating and Performing. Hope Academy Assessment Model.docx	
	Formative Assessment	Diagnostic Assessment Whiteboards Peer feedback Self-Assessment Low stakes quizzes		Diagnostic Assessment Whiteboards Peer feedback Self-Assessment Low stakes quizzes		Diagnostic Assessment Whiteboards Peer feedback Self-Assessment Low stakes quizzes	
<p>Intent & Rationale:</p> <p><i>Year 8 Netflix – Genres</i></p> <p><i>Introduction to a range of popular genres such as Soap Opera and Horror. This scheme of work explores the creation of tension in drama with devising scenes and sustaining a character throughout. Using conventions, theatrical styles, techniques and character types, associated with each genre. Using music alongside drama to influence the mood, tone and audience response. Selecting skills and techniques and making choices in keeping with chosen genre. Students will be able to understand dramatic tension and how this can be applied to create different genres.</i></p> <p><i>Exploration of the soap opera as a genre and how certain dramatic conventions are used in it.</i></p>							

Year 8 – Our day out

Students will explore drama through looking at social themes and issues, key extracts from texts and refining their skills and preparing them for the future. Using a variety of drama techniques to explore a range of play extracts and learning how to bring the character to life and give meaning to the performance. Key skills are to work from a script, use characterisation, split stage, devising, rehearsal, blocking, line learning and evaluation. Students will develop a range of vocal skills and techniques, for example accent, and phrasing; pace, pause and timing; projection, pitch.

During performances students will collaborate with others, develop own ideas and rehearse, refine and amend their work in progress, through analysis and evaluate their own process of creating

They develop their creative talents further, perform confidently, and refine their life-long social skills such as cooperation and communication.

Students learn to express themselves in a safe environment. The main focus of teaching and learning is to encourage the free use of creativity and imagination, through exploration of story and character; empathise and engage with others outside their own social, cultural and historical setting.

Year 8 Topic 3: Design, Set and Costume

Students will know a range of jobs relating to the theatre and some of the backstage roles in theatre. They will understand the importance of design in bringing a production to life and know key terminology in theatre design. They will be able research, analyse, different costumes, make-up and set design creating a mood board annotated using key terminology. This will represent a time, place and mood linking to costume, make-up and design. Students will understand concepts in order to design imaginative set, costume, music, lights, make up and props to enhance performance. They will be able to evaluate their designs; in speech, articulate and express their ideas, views and opinions about a wide range of topics and issues clearly, confidently and respectfully.

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to - [Literary Canon Overview DRAMA.docx](#)

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic	Teechers by John Godber		Physical Theatre with Frantic Assembly		Blood Brothers by Willy Russell	
	National Curriculum references & links	This links in with the English curriculum exploring characters through plays and books through role play and spoken language. We focus on the importance of oracy skills and Personal development.		This links in with the English curriculum exploring characters through plays and books through role play and spoken language. We focus on the importance of oracy skills and Personal development.		This links in with the English curriculum exploring characters through plays and books through role play and spoken language. We focus on the importance of oracy skills and Personal development.	
	Summative Assessment	Practical performance assessments using success criteria based around the three strands: Responding, Collaborating and Performing. Hope Academy Assessment Model.docx		Practical performance assessments using success criteria based around the three strands: Responding, Collaborating and Performing. Hope Academy Assessment Model.docx		Practical performance assessments using success criteria based around the three strands: Responding, Collaborating and Performing. Hope Academy Assessment Model.docx	
	Formative Assessment	Diagnostic Assessment Whiteboards Peer feedback Self-Assessment Low stakes quizzes		Diagnostic Assessment Whiteboards Peer feedback Self-Assessment Low stakes quizzes		Diagnostic Assessment Whiteboards Peer feedback Self-Assessment Low stakes quizzes	
<p>Y9 Intent & Rationale:</p> <p>Teachers by John Godber: Topic 1 in the year 9 curriculum challenges the students to explore a script that pushes the technique of multi role to the limits! Students study the historical context behind the play whilst looking into observational comedy and the use of stereotypes with Godber's work, they will complete three scripts with each becoming more challenging with more characters to explore each time.</p> <p>Physical Theatre: Topic 2 explores the boundaries of physical theatre through the company Frantic Assembly and their building block techniques to create and respond to a stimulus using the body. This topic challenges students on a physical and creative level as they must respond collaboratively using narration and body as prop. Collaboration is key in this scheme of work.</p>							

Blood Brothers: *Our last topic, we read the play Blood Brothers as a class and explore the historical, cultural and political aspects of the play and how this contributes to the message Willy Russell is trying to tell, the nature vs nurture debate. As a class we will bring some of the most iconic scenes of the play to life exploring the power of friendship, the gap in social class and violence in the 1970/80's.*

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to - [Literary Canon Overview DRAMA.docx](#)

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	Blood Brothers and exam questions	Comp 2: Practitioner Workshops	COMP 2 Devising rehearsals	Blood Brothers recap and comp 1 stages. Mocks prep	COMP 2 Devising exam recording period	Comp 2 coursework begins
	GCSE Specification Points	AQA GCSE DRAMA Specification					
	Summative Assessment	Timed exam questions End of topic written assessment using exam style questions Whole class crib sheets.	End of topic written assessment on skills and practitioner styles.		Timed exam questions End of topic written assessment using exam style questions Whole class crib sheets	Exam recording Mark schemes used.	Coursework component using AQA mark scheme sheets.
	Formative Assessment	Glossary key vocab tests fortnightly. Timed exam questions Whiteboard recap tasks Peer feedback Self-Assessment Using mark schemes	Whiteboard recap tasks Glossary key vocab tests	Peer feedback Self-Assessment Using mark schemes	Glossary key vocab tests fortnightly. Timed exam questions Whiteboard recap tasks Peer feedback Self-Assessment Using mark schemes	Glossary key vocab tests 5 in 5 Whiteboard recap tasks	
<p>Y10 Intent & Rationale: <i>he first year of the course, students are taught the Theatre industry section of the exam paper and the study of our set text Blood Brothers, we aim by the end of year to have completed the performance element of COMP 2 and start the coursework that compliments this. Students study a variety of theatre practitioners to explore the key drama skills used to communicate meaning on stage, this will then be embedded in their own performances.</i> Blood Brothers: The course requires students to understand the historical, cultural and political background and how this is portrayed within the story and how this effects the characters in the play.</p>							
<p>Reading & Literacy: References to key texts/books throughout the year that students are exposed to - Literary Canon Overview DRAMA.docx</p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	Blood Brothers and Live Theatre Review Section A revision recap.	Section A revision recap. Intro to COMP 3 practical exam	COMP 3 exam rehearsals and COMP 1 recap for sections of exam. Mock prep.	COMP 3 exam and comp 2 coursework finals.	COMP 1 Revision for exam	EXAM PERIOD
	GCSE Specification Points	AQA GCSE Drama Specification					
	Summative Assessment	Timed exam questions End of topic written assessment using exam style questions Whole class crib sheets	Timed exam questions End of topic written assessment using exam style questions Whole class crib sheets	MOCK EXAM PERIOD Full paper with whole class crib sheet for feedback.	COMP 3 practical Exam Comp 2 final coursework corrections using mark schemes.	Timed exam questions Whole class crib sheets	
	Formative Assessment	Glossary key vocab tests fortnightly. Timed exam questions Whiteboard recap tasks Peer feedback Self-Assessment Using mark schemes	Glossary key vocab tests fortnightly. Timed exam questions Whiteboard recap tasks Peer feedback Self-Assessment Using mark schemes	Glossary key vocab tests fortnightly. Timed exam questions Whiteboard recap tasks Peer feedback Self-Assessment Using mark schemes	Peer feedback Self-Assessment Using mark schemes Glossary key vocab tests	Full exam papers.	
<p>Y11 Intent & Rationale: <i>The year 11 GCSE Drama course is focused on the introduction of the live theatre element and the exploration of script work, whilst recapping the content covered in year 10. Students must watch a piece of live theatre and be able to apply all knowledge of how meaning is communicating theatrically through stage, the skills and meaning behind was taught in year 10 and is now analysed and evaluated. Students are then introduced to their scripted exam, in which students must choose a script of their choose, analyse the historical and cultural background and apply their knowledge and own creative ideas to perform two extracts. The course finishing with a recap of all three sections of the comp 1 exam ready for summer.</i></p>							
<p>Reading & Literacy: <i>References to key texts/books throughout the year that students are exposed to - Literary Canon Overview DRAMA.docx</i></p>							