



Faculty: DRAMA

Subject Vision:

The Drama curriculum intent is based around the subsection of Spoken Language within the English National Curriculum. Our curriculum explores the use of spoken language in a variety of forms, from plays and scripts to analysing Shakespearean texts. Students are given a variety a topics to study and will learn a diverse set of drama and oracy skills that can be transferred to all subjects as well as improving their confidence and resilience. Students will look at the historical and cultural meaning behind a range of plays and playwrights, exploring how they have contributed to some of the biggest events in history.

Our vision as a Drama department is to inspire a love for theatre and to allow students to become creative, critical learners through solving problems collaboratively. Students will experience a multidisciplinary approach that caters to all needs and abilities.

Subject Curriculum Mapping – Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Evacuee	Evacuee	Pantomime	Pantomime	Macbeth	Macbeth
	National Curriculum references & links	This links in with the English curriculum exploring characters through plays and books through role play and spoken language.		This links in with the English curriculum exploring characters through plays and books through role play and spoken language.		This links in with the English curriculum exploring characters through plays and books through role play and spoken language.	
	Summative Assessment	Practical performance assessments using success criteria.		Practical performance assessments using success criteria.		Practical performance assessments using success criteria.	
	Formative Assessment	<i>Verbal feedback</i> <i>Whiteboards</i> <i>Peer feedback</i> <i>Self-Assessment</i> <i>Low stakes quizzes</i> <i>Diagnostic quizzes</i>		Verbal feedback Whiteboards Peer feedback Self-Assessment Low stakes quizzes Diagnostic quizzes		Verbal feedback Whiteboards Peer feedback Self-Assessment Low stakes quizzes Diagnostic quizzes	

**Intent & Rationale:****Year 7 Topic 1: Evacuee Intent**

*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.*

**Year 7 Topic 2: Pantomime**

*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.*

**Year 7 Topic 3: Macbeth**

*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.*

**Reading & Literacy:**

*References to key texts/books throughout the year that students are exposed to – Literacy Canon*

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Netflix- Genres		Our Day Out		Design, Set and Costume	
	National Curriculum references & links	This links in with the English curriculum exploring characters through plays and books through role play and spoken language		This links in with the English curriculum exploring characters through plays and books through role play and spoken language		This links in with the English curriculum exploring characters through plays and books through role play and spoken language	
	Summative Assessment	Practical performance assessments using success criteria.		Practical performance assessments using success criteria.		Practical performance assessments using success criteria.	
	Formative Assessment	<i>Verbal feedback</i> <i>Whiteboards</i> <i>Peer feedback</i> <i>Self-Assessment</i> <i>Low stakes quizzes</i> <i>Diagnostic quizzes</i>		<i>Verbal feedback</i> <i>Whiteboards</i> <i>Peer feedback</i> <i>Self-Assessment</i> <i>Low stakes quizzes</i> <i>Diagnostic quizzes</i>		<i>Verbal feedback</i> <i>Whiteboards</i> <i>Peer feedback</i> <i>Self-Assessment</i> <i>Low stakes quizzes</i> <i>Diagnostic quizzes</i>	
<p><b>Intent &amp; Rationale:</b></p> <p><b>Curriculum rationale for each year</b> - How is the <u>purpose and aim</u> of the curriculum for this year group linked to your subject vision? What do students' study what they do when they do? Why is the curriculum <u>sequenced</u> in the way it is for this year group and how is it <u>progressive</u> and built upon each year</p> <p><b>Year 8 Netflix – Genres</b>  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.  Exploration of the soap opera as a genre and how certain dramatic conventions are used in it.</p> <p><b>Year 8 – Our day out</b>  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</p> <p><b>Year 8 Topic 3: Design, Set and Costume</b>  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</p>							

*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 there deisgns; 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 – Literacy Canon*

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic	Teechers by John Godber	Physical Theatre	Blood Brothers	ROTATION		
	National Curriculum references & links	This links in with the English curriculum exploring characters through plays and books through role play and spoken language	This links in with the English curriculum exploring characters through plays and books through role play and spoken language	This links in with the English curriculum exploring characters through plays and books through role play and spoken language			
	Summative Assessment	Practical performance assessments using success criteria.	Practical performance assessments using success criteria.	Practical performance assessments using success criteria.			
	Formative Assessment	Verbal feedback Whiteboards Peer feedback Self-Assessment Low stakes quizzes Diagnostic quizzes	Verbal feedback Whiteboards Peer feedback Self-Assessment Low stakes quizzes Diagnostic quizzes	Verbal feedback Whiteboards Peer feedback Self-Assessment Low stakes quizzes Diagnostic quizzes			
<p><b>Y9 Intent &amp; Rationale:</b></p> <p><b>Teechers by John Godber:</b> 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><b>Physical Theatre:</b> 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> <p><b>Blood Brothers:</b> 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.</p>							
<p><b>Reading &amp; Literacy:</b></p> <p>References to key texts/books throughout the year that students are exposed to – Literacy Canon</p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	Blood Brothers and exam questions	Intro to comp 2 devising Practitioner workshops	COMP 2 Devising rehearsals	Blood Brothers recap and comp 1 stages.	COMP 2 Devising exam recording period	Comp 2 coursework begins
	GCSE Specification Points	AQA GCSE Drama course.					
	Summative Assessment	Timed exam questions End of topic written assessment using exam style questions Whole class crib sheets	End of topic written assessment		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 5 in 5 Timed exam questions Whiteboard recap tasks Peer feedback Self-Assessment Using mark schemes	Whiteboard recap tasks Glossary key vocab tests 5 in 5	Peer feedback Self-Assessment Using mark schemes	Glossary key vocab tests 5 in 5 Timed exam questions Whiteboard recap tasks Peer feedback Self-Assessment Using mark schemes	Glossary key vocab tests 5 in 5 Whiteboard recap tasks	
<p><b>Y10 Intent &amp; Rationale:</b>  <i>The 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>  <b>Blood Brothers:</b> <i>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.</i></p>							
<p><b>Reading &amp; Literacy:</b>  <i>References to key texts/books throughout the year that students are exposed to – Literacy Canon</i></p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<b>Topic</b>	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.	COMP 3 exam and comp 2 coursework finals.	COMP 1 Revision for exam	EXAM PERIOD
	<b>GCSE Specification Points</b>	<b>AQA GCSE Drama course.</b>					
	<b>Summative Assessment</b>	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.	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	
	<b>Formative Assessment</b>	Glossary key vocab tests 5 in 5 Timed exam questions Whiteboard recap tasks Peer feedback Self-Assessment Using mark schemes		Peer feedback Self-Assessment Using mark schemes Glossary key vocab tests		Glossary key vocab tests 5 in 5 Timed exam questions Whiteboard recap tasks Peer feedback Self-Assessment Using mark schemes	
<p><b>Y11 Intent &amp; Rationale:</b>  <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 al 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><b>Reading &amp; Literacy:</b>  <i>References to key texts/books throughout the year that students are exposed to – Literacy Canon</i></p>							