

Drama Curriculum Plan

KS3 Rationale: (Spiral Curriculum Key: **Dramatic Theory, **Creating Original Work**, **Script Interpretation**, **Historical, Cultural & Social Issues**)**

Year 7: To introduce students to the basic drama techniques & practical skills needed to create & sustain a role as well as the disciplines required in presenting work for an audience. Students analyse & interpret dramatic works, applying the devices identified within their own original presentations & become aware of the language of drama.

Year 8: To build on skills learnt in Yr7 & teach students how to create developed characters using involved presentation techniques. Students develop a practical knowledge of drama from different times through analysis of dramatic works from those periods & applying devices & dramatic terminology identified with their own original presentations.

Year 9: To extend & deepen prior learning whilst introducing students to acting technique & more advanced staging applications, thereby providing a link with KS4. Students analyse & interpret dramatic works as well as professional & amateur performances, applying devices & dramatic terminology identified within their own original presentations.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Drama Strategies: Mime, Still Image, Thought Track, Staging Theory & Evaluation HRRECK <i>Introducing physical expression, skill acquisition & audience communication</i>	Drama Strategies: Role Play, Impro, Choral Speaking HRRECK <i>Developing Physical expression, skill acquisition audience communication</i>	Exploring Classical Plays HRFRECK <i>Exploring storytelling & character motivation using strategies & devices</i>	Exploring Modern Plays HRRECK <i>Script interpretation, developing spatial awareness & controlling audience focus</i>	Perception & Reality HRRECK <i>Creating a role; sequencing action; developing opinion</i>	Perception & Reality HRRECK <i>Developing character; consolidating technique; expressing opinion</i>
Year 8	Developing Drama: Mask & Impro HRRECK <i>Developing character physicality; creating informative dialogue & audience interaction</i>	Developing Drama: Characterisation & Skill Integration HRRECK <i>Exploring structure, technique integration, sequencing & the creative response.</i>	Melodrama & Silent Movie HRRECK <i>Creating & sustaining extreme characters; genre analysis; sequencing action</i>	Film and Theatre HRRECK <i>Exploring Film & Theatre performance; style analysis; creating tension & building to a climax.</i>	Script HRRECK <i>Endowing Dialogue; analysis of narrative structure; writing & designing for performance</i>	TIE HRFRECK <i>Performing to inform & educate; style analysis; consolidate technique acquired</i>
Year 9	Stagecraft Stage Combat & Acting HRRECK <i>Physical control & discipline; understanding theatre; audience manipulation</i>	Physical Theatre HRRECK <i>Creative approaches; genre analysis; use of symbolism & creative physicality</i>	The Devising Process HRRECK <i>Exploring stimuli; creating & developing drama; performing with impact</i>	Issue Drama HRRECK <i>Exploring topical issues; finding a voice & communicating opinion</i>	Interpreting Modern Plays HRRECK <i>Ensemble performance; stylistic approaches & script interpretation</i>	Interpreting Classical Plays HRFRECK <i>Character motivation; Script Interpretation; alternative ways to create original script</i>

Links with SEXEY'S 7 and Christian beliefs and spiritual development opportunities:

Honesty: Self-reflection & Peer-evaluation of work, recognising achievement & identifying targets for improvement

Resilience: Responding positively & productively to staff & peer feedback; adapting working practices to work productively with different individuals & working groups

Forgiveness: Working with others requires acceptance of alternate opinion and the errors that others make; recognising the justification others make for their lifestyle choices in TIE; recognising characters rising above circumstance to forgive and move on in script study – EG: *Prospero forgiving his brother & Antonio, Hamlet forgiving his mother etc*

Respect: Listening proactively to alternate opinion; sharing ideas positively & compromising ideas for the good of the group work; providing evaluative comment in a productive manner

Empathy: supporting peers in groups; understanding character motivation in script work EG *Why Prospero creates the storm; Why Hamlet delays killing his uncle; providing productive evaluative comment*

Courage: to perform work in front of their peers spontaneously & after preparation; to practically explore new techniques & ideas; to listen to & take on board peer and staff evaluation

Kindness: Working with others, helping them to improve, providing solutions to peer problems

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KS4 Rationale: (Spiral Curriculum Key: **Dramatic Theory, Creating Original Work, Script Interpretation, Historical, Cultural & Social Issues)**

Year 10: To build on the skills and approaches acquired at KS3 to actively explore ways into performance. Students are also provided with key skills in how to interpret ideas for performance by utilising the approaches of key theatre practitioners in the creation of their own original work. Preparation for the written examination involves practical exploration of ideas prior to individual written development of their own unique interpretations, research into the performing arts industry including roles and responsibilities, venues, creative design approaches and consolidation of the written content and structures required for communicating and evaluating their own work and that of others.

Year 11: To extend and deepen prior learning whilst introducing students to more advanced theatrical terminology and approaches, thereby providing a link with KS5. Students research analyse & interpret the approaches and structures of the performing arts industry then apply them in preparation for the written examination and coursework assessments. They apply prior learning, dramatic devices & theatrical terminology within their own original presentations to meet the requirements of the course.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	U1 Devising; U3 Roles & Stages HRFRECK <i>Exploring stimuli & topical issues; finding a voice; creating drama</i>	U1 Devising; U3 Analysis & Evaluation HRFRECK <i>Communicating opinion; developing drama & performing with impact</i>	U2 Script Interpretation U3 Practitioner Theory HRRECK <i>Interpreting scripts for performance; Exploring practitioner approaches.</i>	U2 Script Interpretation U3 Practitioner Theory HRRECK <i>Applying practitioner approaches; Performing with impact</i>	U1 Practitioner Devising U3 Mock Preparation HRFRECK <i>Industry approaches; dramatic interpretation & design theory</i>	U1 Practitioner Devising U3 Mock Preparation HRFRECK <i>Developing character; consolidating technique; expressing opinion</i>
Year 11	U1 Group Devising HRFRECK <i>Responding to a stimulus; creating & developing dramatic opinion</i>	U1 Group Devising HRFRECK <i>Presenting dramatic opinion; preparing analysing & evaluating performance</i>	U2 Practitioner Perform/Prod HRFRECK <i>Creating & sustaining characters; skills analysis; sequencing action</i>	U2 Practitioner Perform/Prod HRFRECK <i>Exploring & developing performance; style analysis; create tension & building to a climax</i>	U3 Exam Preparation HRRECK <i>Theatrical approaches; Script interpretation; Analysing & evaluating performance</i>	U3 Exam Preparation HRRECK <i>Theatrical approaches; Script interpretation; Analysing & evaluating performance</i>

Links with SEXEY'S 7 and Christian beliefs and spiritual development opportunities:

Honesty: Self-reflection & Peer-evaluation of work, recognising achievement & identifying targets for improvement

Resilience: Responding positively & productively to staff & peer feedback; adapting working practices to work productively with different individuals & working groups

Forgiveness: Working with others requires acceptance of alternate opinion and the errors that others make: recognising the justification characters make for their choices in set text & live theatre; recognising characters rising above circumstance to forgive and move on in script study EG: *Pamela realising Hannay is telling the truth*

Respect: Listening proactively to alternate opinion; sharing ideas positively & compromising ideas for the good of the group work; providing evaluative comment in a productive manner

Empathy: supporting peers in groups; understanding character motivation in script work EG: *Why Hannay goes to the theatre*; providing productive evaluative comment

Courage: to perform work in front of their peers spontaneously & after preparation; to practically explore new techniques & ideas; to listen to & take on board peer and staff evaluation

Kindness: Working with others, helping them to improve, providing solutions to peer problems