

## Drama Curriculum Plan

**KS3 Rationale: (Build-on 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
<b>Year 7</b>	<b>Drama Skills:</b> Mime, Still Image, Thought Track, Staging Theory & Evaluation <b>HRRECK</b> <i>Introducing physical expression, skill acquisition &amp; audience communication</i>	<b>Drama Skills:</b> Role Play, Impro, Choral Speaking <b>HRRECK</b> <i>Developing Physical expression, skill acquisition audience communication</i>	<b>Drama Plays:</b> Classic Exploration <b>HRFRECK</b> <i>Exploring storytelling &amp; character motivation using strategies &amp; devices</i>	<b>Drama Plays:</b> Modern Exploration <b>HRRECK</b> <i>Script interpretation, developing spatial awareness &amp; controlling audience focus</i>	<b>Drama Style:</b> Radio Plays <b>HRRECK</b> <i>Creating a role; sequencing action; developing opinion</i>	<b>Drama Theme:</b> Africa & Racism <b>HRRECK</b> <i>Developing character; consolidating technique; expressing opinion</i>
<b>Year 8</b>	<b>Developing Drama:</b> Mask & Impro <b>HRRECK</b> <i>Developing character physicality; creating informative dialogue &amp; audience interaction</i>	<b>Developing Drama:</b> Characterisation & Skill Integration <b>HRRECK</b> <i>Exploring structure, technique integration, sequencing &amp; the creative response.</i>	<b>Genre &amp; Style:</b> Melodrama & Silent Movie <b>HRRECK</b> <i>Creating &amp; sustaining extreme characters; genre analysis; sequencing action</i>	<b>Genre &amp; Style:</b> Film & Theatre <b>HRRECK</b> <i>Exploring Film &amp; Theatre performance; style analysis; creating tension &amp; building to a climax.</i>	<b>Creating Script</b> <b>HRRECK</b> <i>Endowing Dialogue; analysis of narrative structure; writing &amp; designing for performance</i>	<b>TIE</b> <b>HRFRECK</b> <i>Performing to inform &amp; educate; style analysis; consolidate technique acquired</i>
<b>Year 9</b>	<b>Stagecraft</b> Stage Combat & Acting <b>HRRECK</b> <i>Physical control &amp; discipline; understanding theatre; audience manipulation</i>	<b>Physical Theatre</b> <b>HRRECK</b> <i>Creative approaches; genre analysis; use of symbolism &amp; creative physicality</i>	<b>The Devising Process</b> <b>HRRECK</b> <i>Exploring stimuli; creating &amp; developing drama; performing with impact</i>	<b>Issue Drama</b> <b>HRRECK</b> <i>Exploring topical issues; finding a voice &amp; communicating opinion</i>	<b>Interpreting Modern Plays</b> <b>HRRECK</b> <i>Ensemble performance; stylistic approaches &amp; script interpretation</i>	<b>Interpreting Classic Plays</b> <b>HRFRECK</b> <i>Character motivation; Script Interpretation; alternative ways to create original script</i>

**SEXEY'S 7: 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

## Drama Curriculum Plan

**KS4 Rationale: (Build-on 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
<b>Year 10</b>	<b>U1 Devising:</b> <b>U3 Roles &amp; Stages</b> 	<b>U1 Devising:</b> <b>U3 Analysis &amp; Evaluation</b> 	<b>U2 Script Interpretation</b> <b>U3 Practitioner Theory</b> 	<b>U2 Script Interpretation</b> <b>U3 Practitioner Theory</b> 	<b>U1 Practitioner Devising</b> <b>U3 Mock Preparation</b> 	<b>U1 Practitioner Devising</b> <b>U3 Mock Preparation</b> 
	<b>H R F R E C K</b> <i>Exploring stimuli &amp; topical issues; finding a voice; creating drama</i>	<b>H R F R E C K</b> <i>Communicating opinion; developing drama &amp; performing with impact</i>	<b>H R R E C K</b> <i>Interpreting scripts for performance; Exploring practitioner approaches.</i>	<b>H R R E C K</b> <i>Applying practitioner approaches; Performing with impact</i>	<b>H R F R E C K</b> <i>Industry approaches; dramatic interpretation &amp; design theory</i>	<b>H R F R E C K</b> <i>Developing character; consolidating technique; expressing opinion</i>
<b>Year 11</b>	<b>U1 Group Devising</b> 	<b>U1 Group Devising</b> 	<b>U2 Practitioner Perform/Prod</b> 	<b>U2 Practitioner Perform/Prod</b> 	<b>U3 Exam Preparation</b> 	<b>U3 Exam Preparation</b> 
	<b>H R F R E C K</b> <i>Responding to a stimulus; creating &amp; developing dramatic opinion</i>	<b>H R F R E C K</b> <i>Presenting dramatic opinion; preparing analysing &amp; evaluating performance</i>	<b>H R F R E C K</b> <i>Creating &amp; sustaining characters; skills analysis; sequencing action</i>	<b>H R F R E C K</b> <i>Exploring &amp; developing performance; style analysis; create tension &amp; building to a climax</i>	<b>H R R E C K</b> <i>Theatrical approaches; Script interpretation; Analysing &amp; evaluating performance</i>	<b>H R R E C K</b> <i>Theatrical approaches; Script interpretation; Analysing &amp; evaluating performance</i>

**SEXEY'S 7: 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**