



Curriculum Overview

Note: During key stage three students rotate between Music & Drama on a biweekly basis. At key stage 4 students select GCSE Music or GCSE Drama as option subjects.

Year 7	Topic Overview 1: Key Skills/Performing	Topic Overview 2: Devising	Topic Overview 3: Performing Drama
	Drama	Drama	Drama
Unit Title:	Step onto the Stage: Charlie & Chocolate Factory	Shrek/Fairytales	'All The World's A Stage'
Description:	An introduction to how to work safely in the drama studio, key physical and vocal drama skills, and characterisation through the exploration of the play Charlie & The Chocolate Factory.	Students to continue to work on Characterisation skills. Explore 'Shrek The Musical' and look at how it changes the characters to suit the setting and for comedy. Students create their own modern version of a Fairy-tale.	An exploration of different styles of theatre from around the globe including Chinese Theatre, French Mime & African Storytelling.
Assessment Focus:	<p>Knowing: Baseline Assessment</p> <p>Performing: Charlie & The Chocolate Factory Performance.</p>	<p>Knowing: Online Knowledge Test HW. Live Theatre Review of a scene from 'Shrek The Musical'.</p> <p>Creating: Devising Logbook HW.</p> <p>Performing: Final Performance of modern day fairytale.</p>	<p>Knowing: Online Knowledge Test HW.</p> <p>Performing: Final Performance of a Fairy Tale Story using the key conventions of a chosen style of one of the studied theatre styles.</p>
Key Concepts & Vocabulary:	<p>Working Safely in The Drama Studio.</p> <p>Characterisation.</p> <p>FEMPIG & VETAPE: Facial Expressions, Eye Contact Movement, Posture, Interactions, Gesture, Volume, Emotion, Tone, Accent, Pitch, Emphasis.</p> <p>Script Elements: Dialogue, Stage Directions.</p> <p>Stage Positions.</p>	<p>Characterisation Continued.</p> <p>FEMPIG & VETAPE: Facial Expressions, Eye Contact Movement, Posture, Interactions, Gesture, Volume, Emotion, Tone, Accent, Pitch, Emphasis.</p> <p>Creating/Adapting Characters. Setting – Time & Place, Character Tropes, Staging, Costume Design, Lighting & Sound, Atmosphere.</p>	<p>Geographical context of Theatre Styles.</p> <p>FEMPIG & VETAPE: Facial Expressions, Eye Contact Movement, Posture, Interactions, Gesture, Volume, Emotion, Tone, Accent, Pitch, Emphasis.</p> <p>Masked Theatre, Exaggerated Movements, Communicating Meaning Through Actions, Soundscapes & Storytelling.</p>
Links to National Curriculum:	No N.C for KS3 Drama but Drama is part of the young people's core curriculum entitlement in the United Kingdom.	No N.C for KS3 Drama but Drama is part of the young people's core curriculum entitlement in the United Kingdom.	No N.C for KS3 Drama but Drama is part of the young people's core curriculum entitlement in the United Kingdom.

	<p>It is included in the English Curriculum Orders and in the Key Stage Three Framework for Teaching English. It cites the following framework objectives teachers need to address: Setting Contexts, Developing Roles, Developing Narratives, Asking Questions, Reflecting, Analysing and Evaluating, and exploring tensions, issues and situations.</p>	<p>It is included in the English Curriculum Orders and in the Key Stage Three Framework for Teaching English. It cites the following framework objectives teachers need to address: Setting Contexts, Developing Roles, Developing Narratives, Asking Questions, Reflecting, Analysing and Evaluating, and exploring tensions, issues and situations.</p>	<p>It is included in the English Curriculum Orders and in the Key Stage Three Framework for Teaching English. It cites the following framework objectives teachers need to address: Setting Contexts, Developing Roles, Developing Narratives, Asking Questions, Reflecting, Analysing and Evaluating, and exploring tensions, issues and situations.</p>
--	---	---	---

Year 8	Topic Overview 1: Performing Drama	Topic Overview 2: Devising	Topic Overview 3: Devising
	Drama	Drama	Drama
Unit Title:	'Theatre through the Ages'	Trash TV	Shipwrecked
Description:	An exploration of the development of live theatre through the Ages from Greek Theatre to Commedia Dell'arte, Elizabethan Theatre and Modern Physical Theatre.	Students explore Naturalism in Drama through Kitchen Sink Drama and creating and performing their own soap opera style piece of theatre.	Students work on physical theatre and developing story from the starting point of being 'Shipwrecked' on a desert island.
Assessment Focus:	<p>Knowing: Baseline Assessment Online Knowledge Assessment Homework.</p> <p>Creating: Devising Logbook HW Tasks on creating Silent Movie.</p> <p>Performing: Horrible Histories Style performance educating the rest of the class about one chosen style of theatre from the ages.</p>	<p>Knowing: Online Knowledge Assessment HW.</p> <p>Creating: Devising Log HW, Character and Storyline Planning Sheets, Scripts & Set/Costume Design.</p> <p>Performing: Final Performance of Soap Opera Style Drama.</p>	<p>Knowing: Online Knowledge Assessment HW.</p> <p>Creating: Devising Log HW, Character and Storyline Planning Sheets, Scripts & Set/Costume Design.</p> <p>Performing: Final Performance of Shipwrecked Devised Drama.</p>
Key Concepts & Vocabulary:	<p>Historical and Geographical context for: Greek Theatre, Commedia, Elizabethan Theatre, Victorian Melodrama & Contemporary Physical Theatre.</p> <p>Stock Characters, Exaggerated Movement & Facial Expressions, Character Tropes, Propp's Character Theory, Narrative.</p>	<p>Naturalism, Stanislavski, Historical context of Kitchen Sink Dramas and Soap Operas.</p> <p>Development of Propp's Character Theory, Narrative, Cliff Hanger, Script Writing, Costume Design, Set Design.</p>	<p>Narrative, Characterisation, Character Development, Atmosphere, Plot & Plot Twists.</p> <p>Creative Response to a Stimulus.</p>
Links to National Curriculum:	<p>No N.C for KS3 Drama but Drama is part of the young people's core curriculum entitlement in the United Kingdom.</p> <p>It is included in the English Curriculum Orders and in the Key Stage Three Framework for Teaching English.</p>	<p>No N.C for KS3 Drama but Drama is part of the young people's core curriculum entitlement in the United Kingdom.</p> <p>It is included in the English Curriculum Orders and in the Key Stage Three Framework for Teaching English.</p>	<p>No N.C for KS3 Drama but Drama is part of the young people's core curriculum entitlement in the United Kingdom.</p> <p>It is included in the English Curriculum Orders and in the Key Stage Three Framework for Teaching English.</p>

	<p>It cites the following framework objectives teachers need to address: Setting Contexts, Developing Roles, Developing Narratives, Asking Questions, Reflecting, Analysing and Evaluating, and exploring tensions, issues and situations.</p>	<p>It cites the following framework objectives teachers need to address: Setting Contexts, Developing Roles, Developing Narratives, Asking Questions, Reflecting, Analysing and Evaluating, and exploring tensions, issues and situations.</p>	<p>It cites the following framework objectives teachers need to address: Setting Contexts, Developing Roles, Developing Narratives, Asking Questions, Reflecting, Analysing and Evaluating, and exploring tensions, issues and situations.</p>
--	--	--	--

Year 9	Topic Overview 1: Performing	Topic Overview 2: Devising	Topic Overview 3: Performing
	Drama	Drama	Drama
Unit Title:	Shakespeare	The Museum of Broken Relationships	DNA
Description:	<p>Students explore the importance of Shakespeare as a Playwright and look at the story of Macbeth in detail. Students explore the idea of theatrical adaptation and create a modern version of a key scene from the story.</p>	<p>Students to devise and perform a piece of original Drama from the stimulus of 'The Museum of Broken Relationships'.</p>	<p>Students to study and perform the play DNA by Dennis Kelly.</p>
Assessment Focus:	<p>Knowing: Online Knowledge Assessment HW.</p> <p>Creating: Adapting the setting/style of Shakespeare to create a performance.</p> <p>Performing: Final performance of a key scene from Macbeth in adapted setting.</p>	<p>Knowing: Online Knowledge Assessment HW.</p> <p>Creating: Devising Log HW, Character and Storyline Planning Sheets, Scripts & Set/Costume Design.</p> <p>Performing: Final Performance of devised piece based on a stimulus story/character from The Museum of Broken Relationships.</p>	<p>Knowing: Online Knowledge Assessment HW.</p> <p>Performing: Final performance of a section/scene from DNA by Dennis Kelly.</p>
Key Concepts & Vocabulary:	<p>Social and Historical Context of Shakespeare, Script Skills, Adaptation, Setting – Time & Place, Script Development.</p> <p>Shakespearean Language, Characterisation Skills, Performance Skills, Staging, Creative set & costume design.</p>	<p>Narrative, Characterisation, Character Development, Atmosphere, Plot & Plot Twists, Narrative, Story Arcs, Propp’s Character Theory.</p> <p>Creative Response to a Stimulus, Conveying Meaning Through Drama.</p>	<p>Script Skills, Performance Skills, Characterisation, Learning Lines, Creating Convincing Characters, Naturalism, Conveying Meaning Through Drama.</p>
Links to National Curriculum:	<p>No N.C for KS3 Drama but Drama is part of the young people’s core curriculum entitlement in the United Kingdom.</p> <p>It is included in the English Curriculum Orders and in the Key Stage Three Framework for Teaching English. It cites the following framework objectives teachers need to address: Setting Contexts, Developing Roles, Developing Narratives, Asking Questions, Reflecting, Analysing</p>	<p>No N.C for KS3 Drama but Drama is part of the young people’s core curriculum entitlement in the United Kingdom.</p> <p>It is included in the English Curriculum Orders and in the Key Stage Three Framework for Teaching English. It cites the following framework objectives teachers need to address: Setting Contexts, Developing Roles, Developing Narratives, Asking Questions, Reflecting, Analysing</p>	<p>No N.C for KS3 Drama but Drama is part of the young people’s core curriculum entitlement in the United Kingdom.</p> <p>It is included in the English Curriculum Orders and in the Key Stage Three Framework for Teaching English. It cites the following framework objectives teachers need to address: Setting Contexts, Developing Roles, Developing Narratives, Asking Questions, Reflecting, Analysing</p>

	and Evaluating, and exploring tensions, issues and situations.	and Evaluating, and exploring tensions, issues and situations.	and Evaluating, and exploring tensions, issues and situations.
--	--	--	--

Year 10	GCSE DRAMA					
	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title:	GCSE Skills – Theatre Styles & Practitioners	Mock Component 3 – Performing Drama – Monologues, Duologues & Small Group Performance.	Mock Component 2 – Devising Drama.	Component 1 – Blood Brothers & Live Theatre Review		Preparation for Component 1 – Live Theatre Review.
Description:	An introduction to the skills needed for GCSE Drama, Theatre Styles and Practitioners. A look at the Dramatic Conventions of Melodrama, Theatre in Education, Naturalism, Non-Naturalism and Physical Theatre through the practitioners Stanislavski, Brecht & Artaud.	Developing Dramatic performance skills through Monologues and Duologues. A focus on individual performance techniques, physical skills and vocal skills to perform characters and emotion.	A practice for the Component 2 Devising Drama NEA. Students will devise and perform an extended piece of Drama based on a chosen stimulus from a range of stimuli. Students will also complete a reduced version of the logbook to Analyse and Evaluate the process of creating Drama.	An in-depth study of the play Blood Brothers by Willy Russell in preparation for Section B of Component 1: Understanding Drama Written Paper. Students will study the plot, characters, themes and designs behind the play. They will also view and study a piece of live theatre in preparation for Section C of the Component 1 Written Paper.		Students are introduced to the Stimuli for their Component 2 NEA Devised piece. They will begin the devising process through by exploring their chosen Stimulus through workshops and research in preparation for their piece.
Assessment:	Knowing: Baseline Assessment. Creating: Devised Performance using the Dramatic Conventions from a chosen style.	Knowing: End of Unit Knowledge Test. Performing: Performance of one Monologue and one Duologue.	Knowing: Practice Logbook. Creating: Practice Final Devised Performance.	Knowing: Year 10 Mock Drama Paper. Performing: Performing Extracts from The Play Blood Brothers.		Knowing: Logbook Section 1 & Research Document. Creating: Devised Performance WIP.
Key Concepts & Vocabulary:	Naturalism, Non-Naturalism, Melodrama, Physical Theatre, Theatre in Education, Verbatim Theatre, Stanislavski, Brecht, Artaud.	Monologues, Duologues, Learning Lines. Vocal Skills: Pause, Pace, Projection, Accent, Emphasis. Physical Skills:	Stimulus, Symbolism, Style, Form, Structure, Plot, Narrative, Characters, Settings, Themes, Evaluation, Analysis.	Themes: The Class System, Violence, Superstition, Coming of Age. Vocal Skills: Accents, Projection, Singing, Dialogue, Direct Address, Narration, Monologue, Emphasis, Colloquial Language. Physical Skills: Childlike Movements, Energy, Pace, Gait, Facial Expressions, Gestures, Levels, Proxemics.		Stimulus, Symbolism, Research, Style, Form, Structure, Plot, Narrative, Characterisation, Settings, Themes, Evaluation Analysis.

		Movement, Gesture, Facial Expressions, Gait, Levels, Proxemics.			
--	--	---	--	--	--

Year 11	GCSE DRAMA					
	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title:	Component 2 – Devising Drama NEA.		Component 3 – Performing Drama NEA		Revising for Component 1 Understanding Drama Exam.	
Description:	Completion of the Component 2 Devised Drama NEA. Students create and perform a piece of drama from a chosen stimulus. They also complete a written logbook Analysing and Evaluating the process of creating Drama.		Performance of two extracts/monologues from a selected play. Examined by a visiting external examiner.		Final revision for Component 1 Understanding Drama Written Paper. Students will re-visit and revise for the final Written Paper.	
Assessment:	Knowing: Component 2 Logbook & November Mock Written Paper. Creating: Component 2 NEA Coursework.		Knowing: Homework Revision Knowledge Tests & April Mock Written Paper. Performing: Component 3 Performance NEA.		Knowing: Final Component 1 Written Paper Exam. Performing & Creating: All NEA Coursework is completed.	
Key Concepts & Vocabulary:	Stimulus, Symbolism, Research, Style, Form, Structure, Plot, Narrative, Characterisation, Settings, Themes, Evaluation Analysis.		Script, Dialogue, Stage Directions, Context. Vocal Skills: Accents, Projection, Singing, Dialogue, Direct Address, Narration, Monologue, Emphasis, Colloquial Language. Physical Skills: Childlike Movements, Energy, Pace, Gait, Facial Expressions, Gestures, Levels, Proxemics.		Revision.	