

SUBJECT: Drama

Key Stage 3: Curriculum Intent

Overview for the website

| 2020-2021 | Year 7 | Year 8 | Year 9 |
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| Autumn 1 | <p>Topic: Darkwood Manor This topic will introduce students to characterisation for the first time. Students will explore and gain understanding of what makes a character and how they are performed on stage. By introducing these key characterisation elements within the first topic, students are taught from the outset about building a character as well as performing on stage. The social element to this topic is to make students aware of the dangers of roaming in abandoned houses and the consequence of lying to parents.</p> <p>Key skills and techniques Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>AFL Teacher and Self -Assessment</p> | <p>Topic: Lulu the Runaway Within this topic students are introduced to Drama practitioners for the first time. Stanislavski introduced rehearsal techniques to improve quality performances so students will learn to use these techniques to help them get to know their characters and make them more truthful for the audience. The students look at a poem based on a girl running away – there are links to GCSE English at looking at poetry as well as exploring the effects on the family when a child runs away and gets killed when missing. The social context of this topic is to explore the effects of children running away.</p> <p>Key skills and techniques Facts to develop a story Hot-seating Thought tunnels Magic If Given circumstances</p> <p>AFL Teacher and Self -Assessment</p> | <p>Topic: Whole Term-Blackout This topic brings together many skills and techniques learned in year 7 and 8 as students explore the play ‘Blackout’ which was inspired by true stories of a young 15year old offender from Glasgow who had committed a violent crime. ‘Blackout’ is a hard- hitting play about ‘getting bullied’ fighting back, trying to make a name for yourself, turning vicious, doing something stupid, losing everything, then finding your way again.</p> <p>Key Skills and technique Knowledge and understanding of use of ‘back stage’ roles such as music, lighting, sound, costume and props. Annotation of a script in detail Development of an individual performer and as part of an ensemble. Rehearse and refine scripted performance.</p> <p>AFL Teacher and self -assessment</p> |

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| <p>Autumn 2</p> | <p>Topic: Wacky Soap Students will continue their exploration on how to build characters and perform these on stage, as well as learning new techniques. This will be the first-time students have been introduced to these techniques and applying them to their performance. By introducing these classic techniques which are then used until GCSE/BTEC, the students will get to know how to apply these skills confidently embedding them into performances from an early stage. The social content to this topic includes the students investigating the dangers of drug taking and understanding the effects these have on you. Key skills and techniques Thought tracking Choral speaking Split scene Synchronised movement AFL Teacher and Self -Assessment</p> | <p>Topic: Murder Mystery Within this new topic students are given props, sets and clues to create their own murder mystery – each week another theatrical convention will be added to bring to life this murder investigation. The students will have control over the narrative for the first time, leading to their devising skills and giving them control linking to their GCSE/BTEC assignments. Students will end by looking at the play script ‘An Inspector Calls’ which has a plot twist within their narrative and links to GCSE English (if English choose it as a set text). The social context is for students to understand the implications of murder and murder by association. Key skills and techniques Narrative Plot twists Music in performances Props Setting a scene AFL Teacher and Self -Assessment</p> | <p>Topic: Whole Term- Blackout This topic brings together many skills and techniques learned in year 7 and 8 as students explore the play ‘Blackout’ which was inspired by true stories of a young 15year old offender from Glasgow who had committed a violent crime. ‘Blackout’ is a hard- hitting play about ‘getting bullied’ fighting back, trying to make a name for yourself, turning vicious, doing something stupid, losing everything, then finding your way again. Key Skills and technique Knowledge and understanding of use of ‘back stage’ roles such as music, lighting, sound, costume and props. Annotation of a script in detail Development of an individual performer and as part of an ensemble. Rehearse and refine scripted performance. AFL Teacher and self -assessment</p> |
| <p>Spring 1</p> | <p>Topic: It was Terrifying Students are introduced to the foundations of interacting with the audience and using symbols and motifs to give audience information about the characters and their relationships on stage. Students are given their first</p> | <p>Topic: The London Riots Students will look at more complex techniques, by being introduced to theatre company Frantic Assembly and their famous chair duets. By using these techniques, students are getting more technical in their ability and learning how to take their performances towards GCSE/BTEC standard.</p> | <p>Topic: Whole Term Responding to a stimulus This topic will help students explore devising skills, allowing students to understand devising and responding to given stimuli and how this is used to create engaging and educational performances.</p> |

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| | <p>introduction to the communication of an actor to the audience, they will investigate how these symbols have an effect on the audience and as an audience how we pick up clues based on what we are shown.</p> <p>The short story which involves a student starting school for the first time is to examine empathy within the class and to understand the feelings of new students. There is another social theme with the content of the performance as students are asked to look at a short story based on a student starting a new school.</p> <p>Key skills and techniques Proxemics Eye contact Status Audience involvement Creating an atmosphere AFL Teacher and Self -Assessment</p> | <p>The social element within this topic is looking at both why the riots of 2011 started and what happened to some of the looters as a consequence.</p> <p>Key skills and techniques Symbolism Chair duets Consequence of actions Contrasting characters AFL Teacher and Self -Assessment</p> | <p>Key Skills and technique Absent incident, mirroring, chair duet, sliding doors, vantage point, monologues, style, setting, target audience. Development of an individual performer and as part of an ensemble. Rehearse and refine scripted performance. AFL Teacher and self -assessment</p> |
| <p>Spring 2</p> | <p>Topic: Greenal/Graynal Within this topic, it is the second time students will be focusing on not only how they build a character, but how they show their character to the audience and the effect on the audience this may have. Students get their second opportunity to focus on creating a character as well as</p> | <p>Topic: Mask Work The students will work on this scheme of learning for the whole of the summer term. Within this topic students will look at the conventions of using mask in performance – students will each have their own masks for the topic and learn the rules of mask, as well as the difficulties when using mask. Students will need to be prepared for</p> | <p>Topic: Whole Term Responding to a stimulus This topic will help students explore devising skills, allowing students to understand devising and responding to given stimuli and how this is used to create engaging and educational performances. Key Skills and technique</p> |

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| | <p>showing what that character is feeling to the audience. The theme of the topic is the environment, by looking at two made up islands 'Greenal/Graynal' the students get to examine the effect of industry and technology on natural habitat. This will allow them to think about their future decisions and how they protect the environment. The social content to the topic is the exploration of climate change and the environment around us.</p> <p>Key skills and techniques Body language Facial expressions Movement Tone of voice Hand gestures AFL Teacher and Self -Assessment</p> | <p>their GCSE/BTEC in both Drama and English- using scripts will help students to understand the format and language used within scripts. Arson About is a GCSE script which is a challenging script and students explore the gangsters of arson and what it can lead to within society.</p> <p>Key skills and techniques Circle of attention Backstory Objective Subtext Super-objective AFL Teacher and Self -Assessment</p> | <p>Absent incident, mirroring, chair duet, sliding doors, vantage point, monologues, style, setting, target audience. Development of an individual performer and as part of an ensemble. Rehearse and refine scripted performance. AFL Teacher and self -assessment</p> |
| <p>Summer Term 1</p> | <p>Topic: Whole Term-The Terrible Fate of Humpty Dumpty For this final topic, students will use a complete script for the first time, therefore linking directly with both the GCSE and BTEC Drama. The students will work on the same script for the whole term so they can complete the play and get used to reading and analysing the play within discussion alike and will also focus on using stage directions and investigating subtext within the dialogue.</p> | <p>Topic: Whole Term-Arson About Within this topic students will be working on the same script for the whole term in order for them to get used to working with scripts for both GCSE/BTEC units as well as English GCSE. Students explore the gangsters of arson and what it can lead to within society. The social element within this topic is to explore the effects of arson and the repercussions that can cause for all involved. Key skills and techniques Circle of attention</p> | <p>Topic: Whole Term-Mugged This topic will help students apply devising skills and character features to a new script. The play 'Mugged' will allow students to understand how characterisation and skills are used to show various characters on stage and to emphasise key character and plot moments in scenes. This topic will also be used to assess student abilities in applying devising skills to create characterisation from the stimuli of a script.</p> |

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| | <p>This final topic of the year is a thought-provoking play with the social content is liked to exploring the terrible impact of bullying and peer pressure.</p> <p>Key skills and techniques Body language Facial expressions Movement Tone of voice Hand gestures AFL Teacher and Self -Assessment</p> | <p>Backstory Objective Subtext Super-objective AFL Teacher and Self -Assessment</p> | <p>Key Skills and technique Movement, facial expression, hand gestures, voice, body language, Devising, genre, style, conventions, beginning, middle, end, absent incident, mirroring, chair duet, sliding doors, monologues, vantage point, style, setting, target audience AFL Teacher and self -assessment</p> |
| <p>Summer 2</p> | <p>Topic: The Terrible Fate of Humpty Dumpty For this final topic, students will use a complete script for the first time, therefore linking directly with both the GCSE and BTEC Drama. The students will work on the same script for the whole term so they can complete the play and get used to reading and analysing the play within discussion alike and will also focus on using stage directions and investigating subtext within the dialogue. This final topic of the year is a thought-provoking play with the social content is liked to exploring the terrible impact of bullying and peer pressure.</p> <p>Key skills and techniques</p> | <p>Topic: Arson About Within this topic students will be working on the same script for the whole term in order for them to get used to working with scripts for both GCSE/BTEC units as well as English GCSE. Students explore the gangsters of arson and what it can lead to within society. The social element within this topic is to explore the effects of arson and the repercussions that can cause for all involved.</p> <p>Key skills and techniques Circle of attention Backstory Objective Subtext Super-objective AFL</p> | <p>Topic: Whole Term-Mugged This topic will help students apply devising skills and character features to a new script. The play ‘Mugged’ will allow students to understand how characterisation and skills are used to show various characters on stage and to emphasise key character and plot moments in scenes. This topic will also be used to assess student abilities in applying devising skills to create characterisation from the stimuli of a script.</p> <p>Key Skills and technique Movement, facial expression, hand gestures, voice, body language, Devising, genre, style, conventions, beginning, middle, end, absent incident, mirroring,</p> |

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| | Body language Facial expressions Movement Tone of voice Hand gestures AFL Teacher and Self -Assessment | Teacher and Self -Assessment | chair duet, sliding doors, monologues, vantage point, style, setting, target audience AFL Teacher and self -assessment |
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Key Stage 4: Curriculum Intent (BRIEF):

| 2020-21 | Year 10 | Year 11 |
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| <p>Autumn 1</p> | <p>Topic: Whole Term- Linked to Btec Tech Award L1 -Exploring the Performing Arts Students will research and explore different practitioners and styles in order to write a report on their findings. Students will examine professional practitioners’ performance work, explore the interrelationships between constituent features of existing performance material by means of independent research and practical exploration. Students will be expected to see live theatre to help put the practitioners work in context. Key skills and techniques Own research and communication Use of key terminology Use of description, explanation, discussion and being able to assess key stylistic qualities, processes, skills and interrelationships of key practitioners and various range of theatre styles. Development of transferrable skills</p> | <p>Topic: Developing skills and techniques within the Performing Arts (component 2) Students will now develop their performing arts skills and techniques through the reproduction of acting repertoire as a performer. Students will put in all the skills they have previously learnt to a scripted performance. Key skills and techniques Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance AFL Internal moderations by teacher Self- evaluations by students.</p> |
| <p>Autumn 2</p> | <p>Topic: Whole Term- Linked to Btec Tech Award L1 -Exploring the Performing Arts Students will research and explore different practitioners and styles in order to write a report on their findings. Students will examine professional practitioners’ performance work, explore the interrelationships between constituent features of existing performance material by means of independent research and practical exploration. Students will be expected to see live theatre to help put the practitioners work in context. Key skills and techniques</p> | <p>Topic: Developing skills and techniques within the Performing Arts (component 2) Students will continue to develop their performing arts skills and techniques through the reproduction of acting repertoire as a performer. Students will put in all the skills they have previously learnt to a scripted performance. Students will also focus more intently on how to revise their processes in rehearsal and performance and will use Milestone Rehearsals which are recorded in order to evaluate. Key skills and techniques Develop skills and techniques for performance</p> |

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| | <p>Own research and communication Use of key terminology Use of description, explanation, discussion and being able to assess key stylistic qualities, processes, skills and interrelationships of key practitioners and various range of theatre styles. Development of transferrable skills</p> | <p>Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance</p> <p>AFL Internal moderations by teacher Self- evaluations by students.</p> |
| Spring 1 | <p>Topic: - Linked to Btec Tech Award L1 -Exploring the Performing Arts Students will have researched and explored different practitioners and styles in order to write a report on their findings in the autumn term. Students will now collate their findings and work on their given assignment which will be a written report and power point presentation.</p> <p>Key skills and techniques Own research and communication Use of key terminology Use of description, explanation, discussion and being able to assess key stylistic qualities, processes, skills and interrelationships of key practitioners and various range of theatre styles. Development of transferrable skills AFL Teacher Internally assessed.</p> | <p>Topic: Developing skills and techniques within the Performing Arts (component 2) Students will be focusing on being performance ready for this component. Their scripted pieces will be performed to a small audience. Students will then watch and reflect back by submitting a written evaluation.</p> <p>Key skills and techniques Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance Evaluation of final performance</p> <p>AFL Internal moderations by teacher Self- evaluations by students.</p> |
| Spring 2 | <p>Topic: Developing skills and techniques within the Performing Arts (component 2) Students will now develop their performing arts skills and techniques through the reproduction of acting repertoire as a performer. Students will put in all the skills they have previously learnt to a scripted performance.</p> <p>Key skills and techniques Develop skills and techniques for performance</p> | <p>Topic: Whole Term-Using a stimuli to devise a workshop performance -Linked to Responding to a brief Component 3 Having completed Component 1 and Component 2 of the Btec, students will now be working on creating their own devised performance in which they have created from a given stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone. This term is about</p> |

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| | <p>Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance</p> | <p>preparation for the Component 3 which is an externally assessed unit set by the examination board in the Spring Term. Key skills and techniques Own research and communication Use of key terminology when writing own milestones and log diaries. Self-evaluation and review of skills and techniques. Use of style, form, characterisation, language and structure. AFL Teacher assessed of devised workshop performance</p> |
| Summer 1 | <p>Topic: Developing skills and techniques within the Performing Arts (component 2) Students will now develop their performing arts skills and techniques through the reproduction of acting repertoire as a performer. Students will put in all the skills they have previously learnt to a scripted performance. Students will now be given an edited script which they will have to add their own style, form and structure to make it more interesting for their audience. Key skills and techniques Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance</p> | <p><input type="checkbox"/> Topic: Whole Term-Using a stimuli to devise a workshop performance -Linked to Responding to a brief Component 3 Having completed Component 1 and Component 2 of the Btec, students will now be working on creating their own devised performance in which they have created from a given stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone. This term is about preparation for the Component 3 which is an externally assessed unit set by the examination board in the Spring Term. Key skills and techniques Own research and communication Use of key terminology when writing own milestones and log diaries. Self-evaluation and review of skills and techniques. Use of style, form, characterisation, language and structure. AFL Teacher assessed of devised workshop performance</p> |
| Summer 2 | <p>Topic: Developing skills and techniques within the Performing Arts (component 2)</p> | <p>Topic: Whole term: Responding to a brief (component 3)</p> |

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| | <p>Students will now develop their performing arts skills and techniques through the reproduction of acting repertoire as a performer. Students will put in all the skills they have previously learnt to a scripted performance. Students will have been working on their edited script in which they will have to added their own style, form and structure to make it more interesting for their audience. They will now perform these scripted performances to a small audience and will be assessed.</p> <p>Key skills and techniques Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance AFL Internally assessed</p> | <p>Assessment of component 3 to a chosen audience which will be externally assessed.</p> <p>Finalise BTEC course</p> |
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