

Drama is a feature within the English National Curriculum – Students are encouraged to develop skills such as role play to develop understanding and give students access to the language they are reading in context.

Year 7	Year 8	Year 9	Year 10	Year 11
<b>Content</b>				
<p>Students will explore through a variety of topics such as:</p> <ul style="list-style-type: none"> <li>• Circus (Devised)</li> <li>• Victorians</li> <li>• Greek theatre; where it all began</li> <li>• George’s Marvellous Medicine (Adaptation)</li> <li>• Let him have it</li> <li>• The Terrible Fate of Humpty Dumpty by David Calcutt (Script)</li> </ul>	<p>Students will explore through a variety of topics such as:</p> <ul style="list-style-type: none"> <li>• Lost Child</li> <li>• Advertising</li> <li>• Comedy and Character</li> <li>• Much Ado about Nothing (Script)</li> <li>• Borley Rectory</li> <li>• Soap Operas.</li> </ul>	<p>Students will explore through a variety of topics such as:</p> <ul style="list-style-type: none"> <li>• Blood Brothers by Willy Russel</li> <li>• Introduction to devising and responding to stimuli</li> <li>• Bertolt Brecht practitioner study</li> <li>• Genre focus Theatre in education</li> <li>• Bang out of Order By Danny Sturrock and Johnny Carrington (Script)</li> <li>• Too Much punch for Judy by Mark Wheeler (Script)</li> </ul>	<p>Students will explore through a variety of topics such as:</p> <ul style="list-style-type: none"> <li>• Steven Berkoff practitioner study</li> <li>• The Curious Incident of the dog in the night time by Simon Stephens</li> <li>• Stanislavski practitioner study.</li> <li>• Hard to Swallow by Mark Wheeler or D.N.A by Dennis Kelly (Set text)</li> <li>• Noughts and Crosses by RSC</li> </ul>	<p>Students will explore through a variety of topics such as:</p> <ul style="list-style-type: none"> <li>• Devised project employing the exam board set stimulus and features of a genre / practitioner</li> <li>• Complete written accompaniments for component 1 – Devising portfolio and evaluation</li> <li>• Component 2—working in groups 2-4 for scripted performances to external examiner.</li> <li>• Revision for component 3 of set text.</li> </ul>
<b>Skills</b>				
<p>Introduction to drama— focus group work and technical elements such as freeze frame, sound scape, split stage Students will learn about the various staging types The use of chorus and ensemble Devising Building a character Using script Skills of analysis and evaluation as part of reflection through verbal and written communication</p>	<p>Units ask students to engage in the creative process by devising process by developing own stories independently Use of multi role Devising work of different genres such as horror / gothic / naturalistic Written accompaniments are beginning to look more like the GCSE required written elements</p>	<p>Genre / practitioner focus- Pupils learn about the new genre / practitioner– students then develop the skills necessary to plan, devise and create their own performance using what they have learnt as integral elements within performance– Mock for component 1 – Students will focus on the practical skills but also the write up of the process and the evaluation. Introduction to physical theatre / stage combat Mock component 2 – performances from script Mock component 3 after a study of a text</p>	<p>Analyse and evaluate their own work and the work of others. Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Apply theatrical skills to realise artistic intentions in live performance. Create and develop ideas to communicate meaning for theatrical performance.</p>	<p>Examined - Component 1 -Develop skills, understanding and knowledge of practitioner – apply skills in a devised performance using exam board selected stimulus. Supporting evidence from component 1 completed – Reflection on the devising process and a final evaluation to analyse performances. Examined component 2 – 2 extracts performed to an external examiner - performance skills are assessed here which look at confidence, ability to work with others, being able to use theatrical skills to realise artistic intentions. Through component 3 students must demonstrate knowledge and understudying of how drama and theatre is developed and could be performed / staged.</p>

Draft **Subject Drama** curriculum – Students are encouraged to develop skills such as role play to develop understanding and give students access to the language they are reading in context.

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<b>Assessment</b>				
<ul style="list-style-type: none"> <li>• Initial baseline assessment of practical ability.</li> <li>• Filmed practical performances</li> <li>• Quiz</li> <li>• Reflective journal evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Devising process – complete a key moments diary</li> <li>• Filmed practical performances</li> <li>• Evaluations – self and peer write up</li> <li>• Quiz</li> <li>• Evaluation – analyse the use of an acting skill in performance</li> </ul>	<ul style="list-style-type: none"> <li>• Component 2 – mock practical performances</li> <li>• Component 1 – practical performance</li> <li>• Component 1 – Devising portfolio initially started with a diary and reflection of key moments</li> <li>• Component 1 –Evaluation</li> <li>• Component 3– Mock exam, extended writing tasks.</li> </ul> <p>All assessment objectives for GCSE will be looked at A01, A02,A03 and AO4.</p>	<ul style="list-style-type: none"> <li>• Component 2 – mock practical performances timed</li> <li>• Component 1 – practical performance</li> <li>• Component 1 – Devising portfolio 3 paragraphs and meet word limits</li> <li>• Component 1 –Evaluation</li> <li>• Component 3– Mock exam, extended writing tasks.</li> </ul> <p>All assessment objectives for GCSE will be looked at A01, A02,A03 and AO4.</p>	<ul style="list-style-type: none"> <li>• Component 1 – Performance</li> <li>• Component 1 – Devising portfolio</li> <li>• Component 1 – Evaluation</li> <li>• Component 2 – practical performances to external examiner (March)</li> <li>• Component 3 – written exam (May)</li> </ul> <p>All assessment objectives for GCSE will be looked at A01, A02,A03 and AO4.</p>