



Drama Curriculum

"Drama is life with the dull bits cut out"

Drama is an exciting curriculum for all learners; enabling everyone to participate at their own level. It is not just about becoming an actor, it is designed to foster creativity, confidence and social skills such as interaction and communication. Drama at Idsall School provides a safe environment for students to explore or escape current life situations and experiences, whilst equipping them with knowledge and skills for life. Through practical activities, students will encounter and gain an appreciation of a variety of drama styles and practitioners and will consider the creative intentions of individual playwrights. Drama is an inclusive and yet challenging place to learn.

At the heart of our curriculum lie three Golden Threads:

1. Performance Skills
2. Key Social Skills
3. Themes and Issues

Drama skills: encourage students to develop their performance skills, such as understanding how to control their vocal delivery, physical control and working on character development.

Social skills: cover the broad range of skills that are useful in everyday life – for example, leadership, planning, communication skills, confidence... The list goes on and on and includes pretty much anything which help build skills that will enhance both our professional and personal lives. Of-course, it is almost impossible to study these skills unless there is something to study – and so this provides us with the opportunity to explore some challenging, important **themes** where students can safely and methodically consider consequences of a **character's actions**, **as well as developing an understanding of how to deal with a range of situations.**

Themes and Issues: These topics include climate change, migration, mental health, peer pressure and recognising criminal activity. Through using a range of explorative techniques, students can safely engage with these difficult issues, helping them to make informed choices and considering a range of perspectives. All we ask is that students are open-minded and supportive of each other. Verbal feedback is given every lesson and students are actively encouraged to question their own progress and that of their classmates. Work completed in KS3 can provide skills useful in a range of subjects, not just GCSE Drama. However, there is no doubt that the skills studied do provide a secure base from which further study of Drama can be taken.

KS4 Drama

The GCSE Drama course is designed to build on the skills gained at KS3.

Following the Pearson/Edexcel GCSE Drama course, students create, rehearse, perform and analyse their own plays, perform scripted pieces and study a set text. There are also opportunities to see live theatre.

The aim of this curriculum is to develop an appreciation of the performing arts, create an opportunity to explore a range of topics and use theatre to communicate a chosen message to a selected audience. The course also develops analysis skills, as well as constantly expanding the social skills developed in KS3.

By the end of the course, students will be able to demonstrate a wide range of transferable skills which can have a transformative impact on their professional and personal lives.

1. Amadorra
4000 years ago...An Island paradise...an ancient tribe. Journey back in time to see how the Amadorrians live and work together in one of the most beautiful places in the world.

3. Gresford
A close-knot community...A coal mine...And a manager who cannot be trusted...

1. Jo
Meet Jo – just a normal, everyday student. However, not everything is as it may seem on the surface.

Key Stage 3

Year 7

Year 8

2. Rose Blanche

80 Years ago the world is a very different place. Conflict is everywhere and not everyone knows the full story

2. The Haunted School

Strange things go on... a terrified caretaker... Teachers behaving badly...What is going on when the school is closed...?

3. The Arrival

Using a graphic novel as a stimulus, follow the journey of a man as he looks for a new life...

1. Identity

Everyone has a secret. But some secrets are darker than others...



Key Stage 4

Year 9

3. Cody and Quinn

Two friends from different backgrounds. Conflict is everywhere and not everyone knows the full story...

Year 10

2. The Stones

It's just a normal day. Boredom sets in. And a couple of mates just want to have a laugh...

1. Devise a performance

Mock Component 1 - Cover the creating and developing process, and analyse and evaluate this process. (AO1, AO4)

1. Devise a performance

Component 1 - Cover the creating and developing process, and analyse and evaluate this process. (AO1, AO4)

3. Set Text – The Crucible

Component 3 - Bringing Texts to Life – Questions based on an extract from the Set text.



2. Text Performance

Mock Component 2 - Apply theatrical skills to realise artistic intention in live performance.

Year 11

3. Set Text – The Crucible

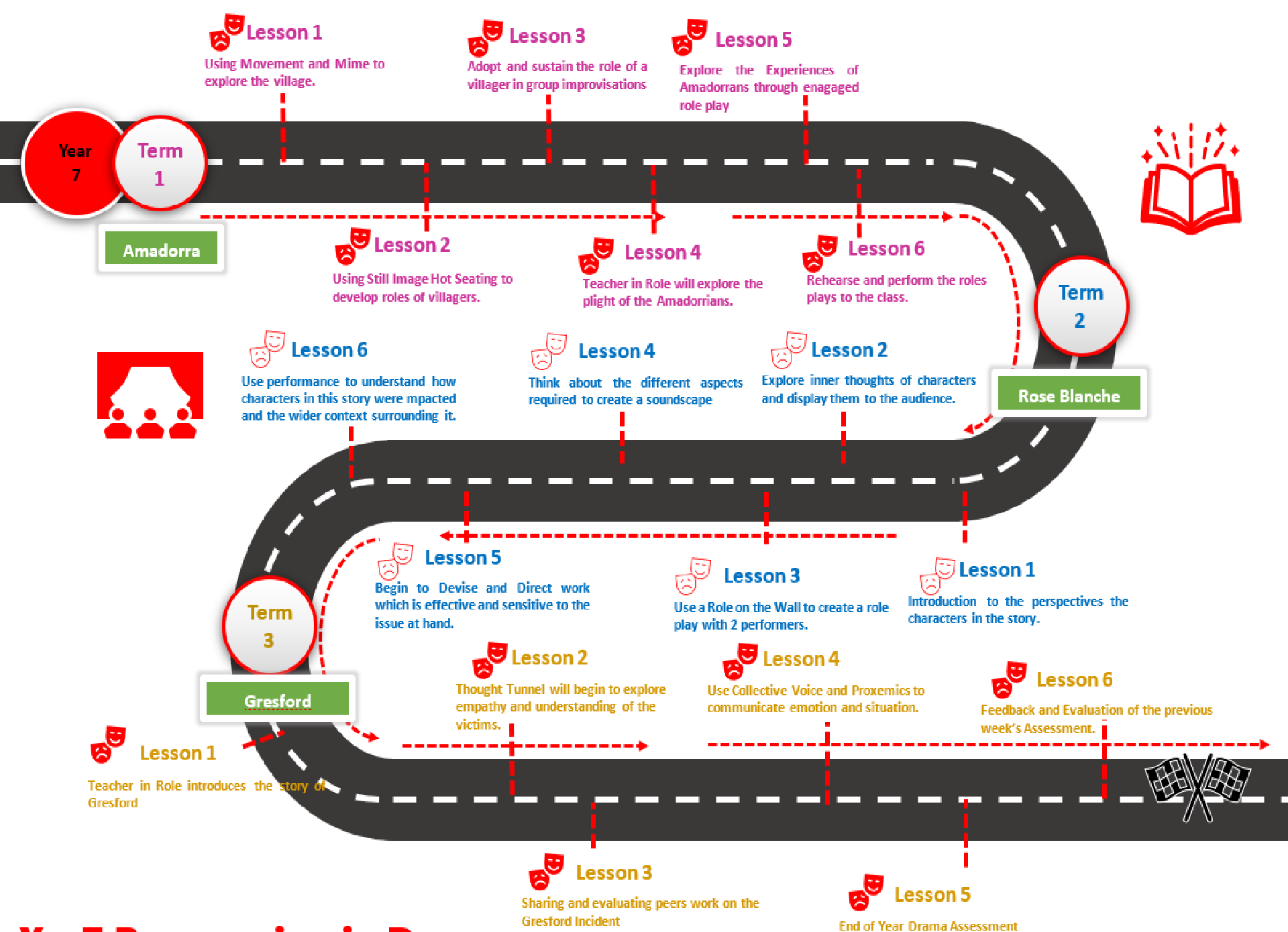
Component 3 - Bringing Texts to Life – Questions based on an extract from the Set Text.

2. Text Performance

Component 2 - Mock Component 2 - Apply theatrical skills to realise artistic intention in live performance.



Progression in Drama



Yr. 7 Progression in Drama

The Big Picture – Intent:

This year aims to provide a grounding in basic performance and devising skills as well as basic script work and evaluation skills. Pupils will be introduced to explorative strategies and techniques and will be taught how to devise and create characters.

The year begins with students travelling back thousands of years to explore the island of Amadorra, an island paradise where things are not quite as perfect as they may initially seem. Using a range of performance and explorative techniques, students will begin to work collaboratively and develop their creative confidence.

After Christmas, students will look at *Rose Blanche*, considering key historical events from a very different perspective.

Finally, students will move to the village of Gresford to explore how a small, close-knit community deal an exceedingly difficult event.

Students will build upon performance and acting skills, while exploring a range of social topics.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

Students receive 1 hour of Drama per fortnight.

Units: *Amadorra, Rose Blanche, Gresford.*

Skills: Performance (characterisation, vocal, physical, spatial awareness), Social skills (communication, confidence, collaboration, leadership, empathy)

Lessons are very practical, and students will have the opportunity to work individually, in pairs, small and large groups as well as whole class.

At the end of each lesson, students will complete a lesson log in their books, indicating what they have achieved, What Went Well, Even Better If and how they intend to respond to their evaluation next lesson.

Key Summative Assessments:

Performance assessments

End of Year exam

Retrieval homework.

Live marking and low stakes quizzing

Autumn Term

Performance assessment
Character Assessment

Spring Term

Performance Assessment
Design Assessment

Summer term

Performance Assessment
Evaluation Assessment

Impact:

Pupils are confident when working with others in a group and have learned and developed skills of communication and cooperation. Pupils can confidently use basic explorative strategies in their work. They can comfortably perform in front of peers, receive and act upon feedback. They can devise short role plays and are able to show some characterisation skills. Pupils are also confident when working with a script. Pupils know how to behave as part of an audience.

Students who develop increasing confidence and are inquisitive about the world around them. They will consider a range of different perspectives and be able to communicate their thoughts with clarity. Students will also develop an understanding of performance and evaluate the work they have created. Students will gain a deeper understanding about how the skills they gain in Drama, can be applied to their professional and personal lives.

Year 7 Curriculum Overview Drama

Autumn Term
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues
Unit: Amadorra <ul style="list-style-type: none">• How can we use hotseating to develop character?• How can we effectively use Teacher in Role to explore Amadorra?• How can we solve our environmental problems?• How can we use role play to explore arriving on a new island?• How does the experience of the Amadorrians link to modern day refugees?• Students will develop an understanding of climate change and reasons behind migration.

Spring Term
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues
Unit: Rose Blanche <ul style="list-style-type: none">• How can we use Teacher in Role to explore our town?• How can we use Still Image to change the timeline?• How can Role on the Wall help develop character?• How can a soundscape help create a scene?• How can a group work effectively with a Director?• How did the Holocaust impact the wider community?

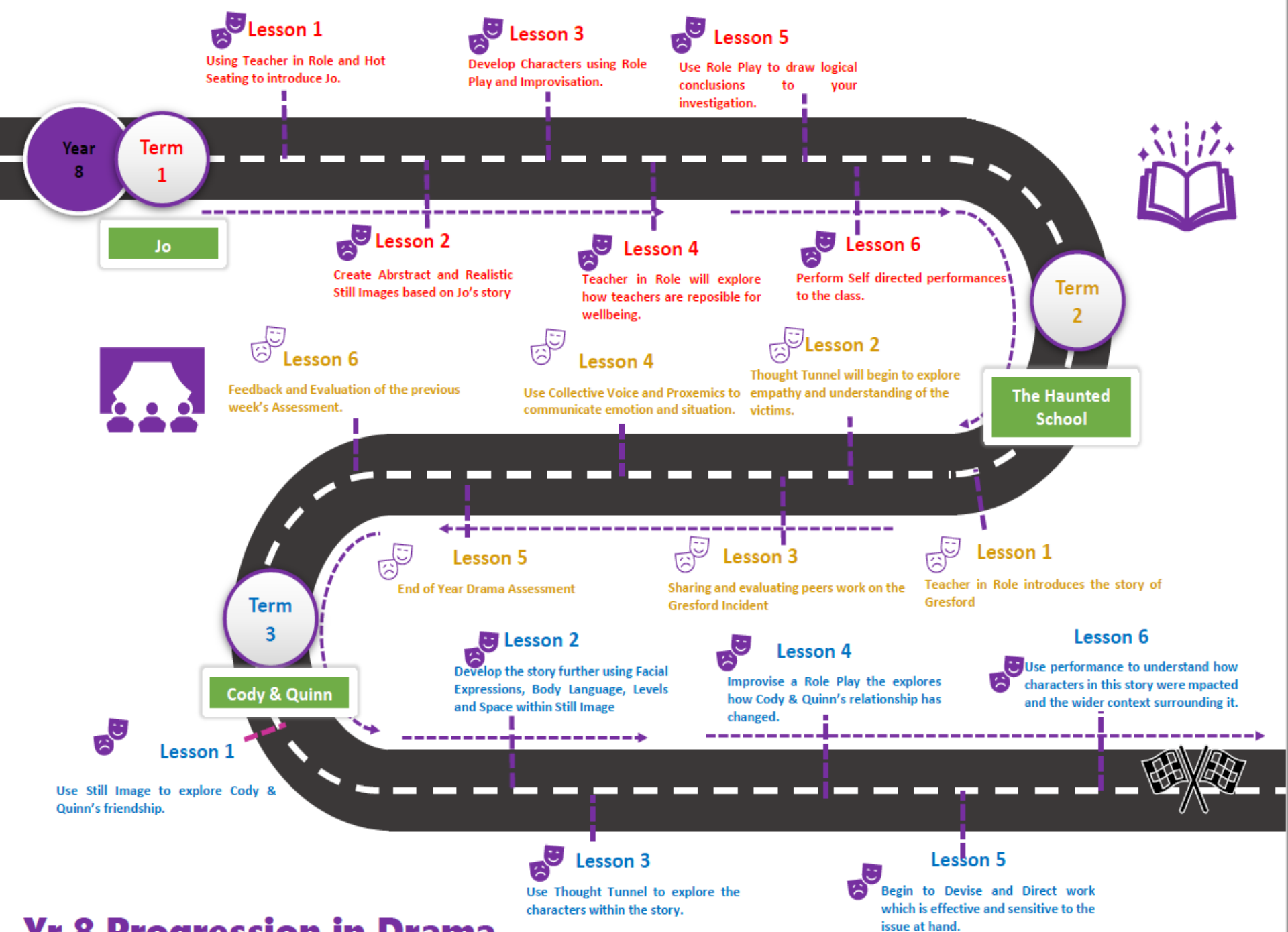
Summer Term

Golden Threads: Performance Skills, Key Social Skills, Themes and Issues

Unit: Gresford

- What can we find out about Gresford through **Teacher in Role**?
- How can we use **Thought Tunnel** to explore character?
- How can we use **Role Play** to share our ideas with others?
- What is **Collective Voice** and how can we use it to explore different view points?
- What skills do you need for a **movement sequence**?

Yr 8 Progression in Drama



The Big Picture – Intent:

Y8 Drama: This year is designed to encourage pupils to further develop skills acquired in Year 7 and using these Drama skills to explore some challenging topics.

Pupils begin by exploring the story of Jo, a teenager with a series of complex issues. Working collaboratively, pupils will piece together evidence from different parts of Jo’s life to work out what could be wrong – and what possible solutions there may be.

This is followed in the Spring Term by looking at two friends, Cody and Quinn, whose relationship eventually leads to potential tragedy. Through using role play, hot-seating and a range of other explorative techniques, the story will begin to reveal itself, highlighting the choices made by each character – and what they could have done differently.

Finally, students will explore the strange events of happening in a school. Through creative collaboration, role play and Teacher in Role exercises, pupils begin to explore what is behind the mystifying happenings. What could possibly be the cause – and how could we find out exactly what is behind the mysterious events?

Students will build upon performance and acting skills, while exploring a range of social topics.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

Students receive 1 hour of Drama per fortnight.

Units: Jo. Cody and Quinn. The Haunted School

Skills: Performance (characterisation, vocal, physical, spatial awareness), Social skills (communication, confidence, collaboration, leadership, empathy)

Lessons are very practical, and students will have the opportunity to work individually, in pairs, small and large groups as well as whole class.

At the end of each lesson, students will complete a lesson log in their books, indicating what they have achieved, What Went Well, Even Better If and how they intend to respond to their evaluation next lesson.

Key Summative Assessments:

Performance assessments

End of Year exam

Retrieval homework.

Live marking and low stakes quizzing

Autumn Term

Performance assessment
x2

Spring Term

Performance Assessment
x2
Design Assessment

Summer Term

Performance Assessment
Director Assessment

Impact:

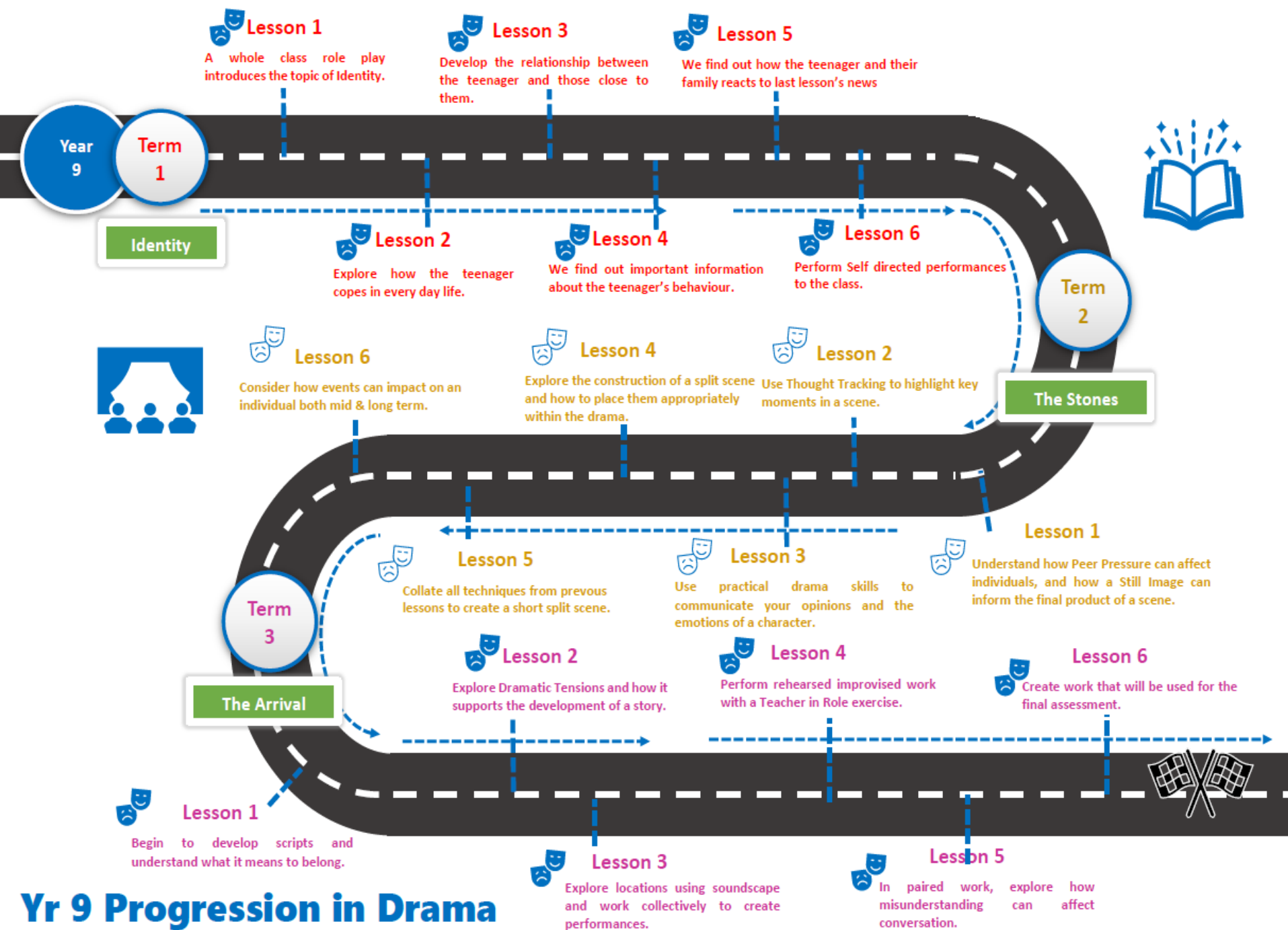
Students who develop increasing confidence and are inquisitive about the world around them. They will consider a range of different perspectives and be able to communicate their thoughts with clarity. Students will also develop an understanding of performance and evaluate the work they have created. Finally, students will gain a deeper understanding about how the skills they gain in Drama, can be applied to their professional and personal lives

Year 8 Curriculum Overview

Autumn Term
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues
Unit: Jo <ul style="list-style-type: none">• What can we find out about Jo?• What is the difference between a Naturalistic and Abstract Still Image?• How can we use Improvisation to explore Jo's situation?• How can playing a different character help us understand the situation?• How can we develop an effective duologue?• How can we use performance to develop confidence?
Spring Term
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues
Unit: The Haunted School <ul style="list-style-type: none">• How can we tell an effective story?• How can we ask effective questions to unlock information?• What are Stock Characters and how can they create variety in our drama?• How can hotseating help us find out new information?• How can you share your solutions through performance?

Summer Term
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues
<u>Unit: Cody and Quinn</u> <ul style="list-style-type: none">• How can we use Image Theatre to explore a situation?• How can we safely use physical theatre to represent difficult moments?• How can we safely work together to create a stage combat sequence?• How can thought-tunnel help us explore a characters opinions?• What are the potential consequences of carrying a knife?

Yr 9 Progression in Drama



The Big Picture – Intent:

This year aims to consolidate the learning that has taken place in Year 8, expanding performance skills and encouraging students to use Drama techniques to independently explore a range of topics and issues. The year begins with students exploring the story of a teenager who appears to be experiencing a range of problems – but is there a dark secret waiting to be uncovered? In Spring, students will study “The Stones,” a script about two bored teenagers who pressurise each other with disastrous consequences. Finally, Year 9 ends with students exploring Shaun Tan’s “The Arrival” – a novel about migration but with a twist...

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Intent:

Students receive 1 hour of Drama per fortnight.

Units: Identity The Stones The Arrival

Skills: Performance (characterisation, vocal, physical, spatial awareness), Social skills (communication, confidence, collaboration, leadership, empathy)

Next Steps: Students will build upon performance and acting skills, while exploring a range of social topics.

Lessons are very practical, and students will have the opportunity to work individually, in pairs, small and large groups as well as whole class.

At the end of each lesson, students will complete a lesson log in their books, indicating what they have achieved, What Went Well, Even Better If and how they intend to respond to their evaluation next lesson.

Key Summative Assessments:

Performance assessments

End of Year exam

Retrieval homework

Live marking and low stakes quizzing

Autumn Term

Performance assessment

Design Assessment

Spring Term

Performance Assessment
x2

Summer term

Performance Assessment
Director Assessment

Impact:

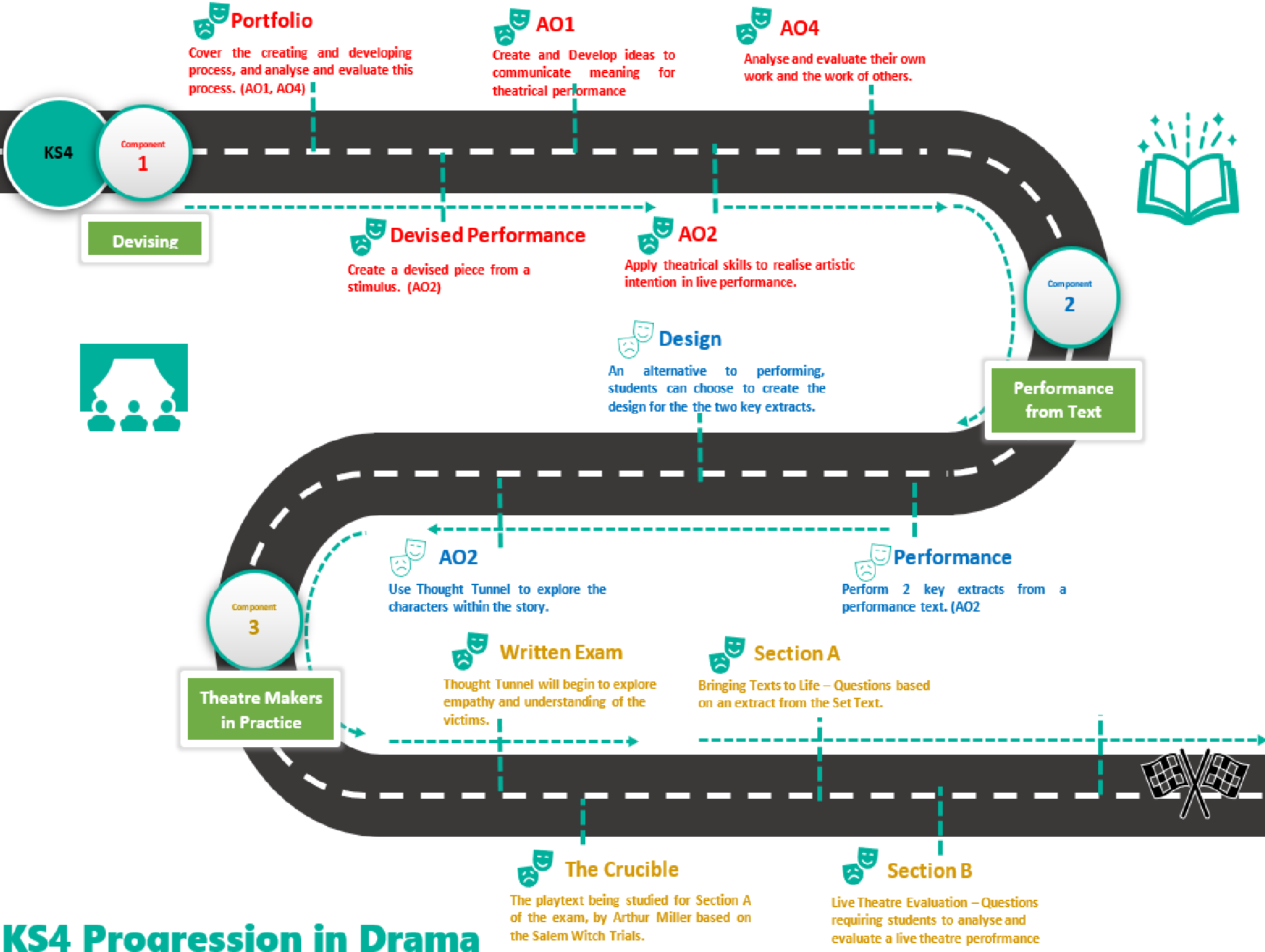
Students will be increasingly confident in using a range of performance techniques to help ask questions and explore techniques. They are comfortable performing their work in front of their peers and have developed an understanding that there is often more to a theme or issue than may initially meet the eye.

Students who develop increasing confidence and are inquisitive about the world around them. They will consider a range of different perspectives and be able to communicate their thoughts with clarity. Students will also develop an understanding of performance and evaluate the work they have created. Finally, students will gain a deeper understanding about how the skills they gain in Drama, can be applied to their professional and personal lives.

Year 9 Curriculum Overview

Autumn Term
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues
<u>Unit: Identity</u> <ul style="list-style-type: none"> • How can we effectively participate in whole class role play? • How can Image Theatre help to explore changing time frames? • How can conflict help to move a drama forward? • How can hotseating help to develop understanding of a character? • How can Writing in Role help to develop a character? • How can we apply our knowledge to different scenarios?
Spring Term
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues
<u>Unit: The Stones</u> <ul style="list-style-type: none"> • What is Peer Pressure and how can it influence us? • How can we be an Active Audience? • How can we decide what a key moment is in a performance and recreate it ourselves? • What is a Split Scene and how can we effectively create one? • How can we present challenging work with sensitivity? • How can we perform our work with confidence?

Summer Term
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues
<u>Unit: The Arrival</u> <ul style="list-style-type: none">• What does it mean to Belong – or not belong?• How might we communicate if we don't understand each other?• What does it feel like to be alone in an unfamiliar place?• How can we interpret a story and emotions from a stimulus?• How can we analyse a story taken from images?



The Big Picture - Intent:

In the first year of the Pearson/Edexcel GCSE Drama course, students will have the opportunity to have a trial at all three Components, devising, producing and performing their own pieces, perform scripted pieces and also study their set text – The Crucible. The course will enable students to work as directors, performers and designers, fulfilling a wide range of roles and developing a huge depth of skills – both performance (vocal, physical skills) and personal (teamwork, resilience, communication amongst other skills).

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

Units: Component 1 (Devised). Component 2 (Performance from Text). Component 3 (Theatre Makers in Practice)

Skills: Performance (characterisation, vocal, physical, spatial awareness), Social skills (communication, confidence, collaboration, leadership, empathy), understanding how to approach the written paper, script analysis.

While the emphasis is very much on practical work, there is also a balanced approach to written work. Students will be working in small groups to develop ideas from stimuli, developing a narrative and ensuring there is a clear intention for their performance. They will then find effective and creative ways to communicate those intentions to an audience. This practical approach will also continue when looking at “The Crucible”, enabling students to explore how different scenes and characters can be interpreted and portrayed. Throughout this process, students will be expected to keep a diary, outlining the work they have completed and highlighting the next steps they need to take. This diary will form the basis of their revision notes and Component 1 portfolio.

Next Steps: Students will build upon performance and acting skills, developing resilience, creativity and a love of theatre/performance arts.

Key Summative Assessments:

Performance assessments

Retrieval Homework

Live marking

Low stakes quizzing

End of Year mock exam

Autumn 1

Baseline Assessment – Component 1

Autumn 2

Mock Assessment Component 1

Spring Term 1

End of unit assessment on Component 1

Spring Term 2

Component 1 Coursework Focus

Summer Term

Component 1 final performance
Mock Exam Component 3

Impact:

Students who can demonstrate a deepening knowledge of a range of theatre techniques and understand how to apply them to the work they have created. They will know how to begin to create work and develop ideas from a stimulus, selecting and rejecting ideas with confidence and an evidence-based approach. Individual work will be recorded, and students will demonstrate a growing confidence and independence relating to their work, taking responsibility for elements of the performance. Students will be able to explore texts practically and begin to discuss their ideas in written form, supporting both the portfolios (Component 1) and written exam (Component 3).

GCSE Drama Curriculum Overview

Year 10 Curriculum Overview

Autumn Term	
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues	
Unit: Component 1 – Devising (40% - Mock) <ul style="list-style-type: none">• How to effectively use a range of Explorative Strategies such as hot seating, thought tunnels, thought tracking, writing in role.• Explore a stimulus to generate inspiration for material.• Formulate a creative intention.• Working in groups to create a devised piece to communicate creative intention to an audience.	Unit: Component 2 – Script Work (20% - Mock) <ul style="list-style-type: none">• Using duologue and monologue to introduce the requirements of Component 2 assessment.• What are the most effective ways to learn lines?• How can we direct and support other performers to perform a script?• How can we begin to explore character using Explorative Strategies?

Spring Term	
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues	
Unit: Component 1 – Devising <ul style="list-style-type: none">• How to effectively use a range of Explorative Strategies such as hot seating, thought tunnels, thought tracking, writing in role.• Explore a stimulus to generate inspiration for material.• Formulate a creative intention.• Working in groups to create a devised piece to communicate creative intention to an audience.	Unit: Component 1 – Devising <ul style="list-style-type: none">• How can we develop our performance to ensure our intentions are clear?• How can we ensure the work is appropriate for our target audience?• How can we use Theatre Design (lighting/costume/sound/props) to support our storytelling?• How can we work more effectively together and fulfil our collaborative commitments?

Summer Term

Golden Threads: Performance Skills, Key Social Skills, Themes and Issues

Unit: Component 3 – Theatre Makers in Practice (40% - Mock)

- Introduction to “**The Crucible**” – set text.
- Who are the main **characters**?
- What is the overarching **narrative**?
- What are the main **themes and issues** within the text?

Unit: Component 3 – Theatre Makers in Practice (40% - Mock)

- What are the **requirements** for each **Question** on the exam?
- What is the **context** of the original performance?
- What are the **common mistakes** candidates make in the written exam?
- What are the requirements for the different **design skills** questions?

The Big Picture - Intent: In the first year of the Pearson/Edexcel GCSE Drama course, students will have the opportunity to have a trial at all three Components, devising, producing and performing their own pieces, perform scripted pieces and also study their set text – The Crucible. The course will enable students to work as directors, performers and designers, fulfilling a wide range of roles and developing a huge depth of skills – both performance (vocal, physical skills) and personal (teamwork, resilience, communication amongst other skills).

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

Units: Component 1 (Devised). Component 2 (Performance from Text). Component 3 (Theatre Makers in Practice)

Skills: Performance (characterisation, vocal, physical, spatial awareness), Social skills (communication, confidence, collaboration, leadership, empathy), understanding how to approach the written paper, script analysis.

While the emphasis is very much on practical work, there is also a balanced approach to written work. Students will be working in small groups to develop ideas from stimuli, developing a narrative and ensuring there is a clear intention for their performance. They will then find effective and creative ways to communicate those intentions to an audience. This practical approach will also continue when looking at “The Crucible”, enabling students to explore how different scenes and characters can be interpreted and portrayed. Throughout this process, students will be expected to keep a diary, outlining the work they have completed and highlighting the next steps they need to take. This diary will form the basis of their revision notes and Component 1 portfolio.

Next Steps: Students will build upon performance and acting skills, developing resilience, creativity and a love of theatre/performance arts.

Key Summative Assessments:

Performance assessments

Retrieval Homework

Live marking

Low stakes quizzing

End of Year mock exam

Autumn 1

Final Portfolio submitted

Autumn 2

Mock Assessment Component 2

Spring Term 1

Component 2 final assessment
Component 3 Mock assessment

Spring Term 2

Component 3 Mock assessment

Summer Term

Component 3 final assessment
(written exam)

Impact:

Students who can demonstrate a deepening knowledge of a range of theatre techniques and understand how to apply them to the work they have created. They will know how to begin to create work and develop ideas from a stimulus, selecting and rejecting ideas with confidence and an evidence-based approach. Individual work will be recorded, and students will demonstrate a growing confidence and independence relating to their work, taking responsibility for elements of the performance. Students will be able to explore texts practically and begin to discuss their ideas in written form, supporting both the portfolios (Component 1) and written exam (Component 3).

Year 11 Curriculum Overview

Autumn Term	
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues	
Unit: Component 1 – Devising <ul style="list-style-type: none"> • Can we ensure we are ready for final performance? • How can we ensure the portfolio reflects the practical process and evaluates progress? • How can we measure the success of our performance? • Have we been successful in communicating our creative intentions? 	Unit: Component 3 – Theatre Makers in Practice (40% - Mock) <ul style="list-style-type: none"> • Can we remember the key elements of “The Crucible”? Including character, plot, setting, themes and context? • How can we apply our understanding to a vision for performance? • How can we effectively use an extract to answer exam paper questions? • Can we understand the motives each character has throughout the play?

Spring Term	
Golden Threads: Performance Skills, Key Social Skills, Themes and Issues	
Unit: Component 2 – Script Work (20% - Mock) <ul style="list-style-type: none"> • Using duologue and monologue to introduce the requirements of Component 2 assessment. • What are the most effective ways to learn lines? • How can we direct and support other performers to perform a script? • How can we begin to explore character using Explorative Strategies? 	Unit: Component 2 – Script Work (20% - Mock) <ul style="list-style-type: none"> • Final preparations for examination performance? • Do we understand the appropriate time limits? • How can we most effectively communicate our characters intentions? • What is the most effective technique for performance? • Are all lines learnt?

Summer Term

Golden Threads: Performance Skills, Key Social Skills, Themes and Issues

Unit: Component 3 – Theatre Makers in Practice (40% - Mock)

- What are the **requirements** for each **Question** on the exam?
- What is the **context** of the original performance?
- What are the **common mistakes** candidates make in the written exam?
- What are the requirements for the different **design skills** questions?
- Have we got effective and legal notes to support us in the final exam.

Unit: Component 3 – Theatre Makers in Practice (40% - Mock)

- Sit final exam.