

Drama – Key Stage 3

Intent:

At The Rodillian Academy, our ambition is to provide a broad and varied curriculum that offers students of all abilities the opportunity to participate in the artistic practice of Drama. The curriculum is structured to stimulate students' imaginations allowing them to explore issues beyond their own experience, in a safe and supportive environment. Students will expand their thought processes and learn to articulate their ideas, opinions and feelings, collaborating creatively to confidently to present their ideas for an audience.

Our aim is to build and develop personal competences which students can apply, not only in drama lessons, but beyond school life and in future employment. We aim to inspire students to opt for Drama at GCSE, and ensure all students leave with a qualification that reflects the best of their ability.

The drama schemes of work are structured to offer students experience in theatrical techniques, genres and performance styles, script interpretation and characterisation, devising original drama and exploring the technical and design aspects of a performance. A range of texts and media from classic to contemporary are used, including Shakespeare and schemes develop contextual links through the exploration of themes and theatre practitioners (historical, contemporary and from diverse cultures).

At Key Stage Three, the curriculum has been written to ensure progression allowing students to revisit, embed and extend their knowledge and understanding when:

- **creating** drama
 - by exploring performance texts, understanding their social, cultural and historical context
 - by developing a range of theatrical skills and applying them to create performance
 - by working collaboratively to generate, develop and communicate ideas
 - by developing as creative, effective, independent and reflective students who are able to make informed choices in process and performance;
- **performing** drama
 - by contributing as an individual to a theatrical performance;
- **responding** to drama
 - by reflecting upon and evaluating their own work and that of others.

These skills are taken from the GCSE assessment criteria, so students are on a journey to drama qualification success from the start of Year 7.

Implementation:

| Term | Year 7 | | | Year 8 | | | Year 9 | | |
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| | In Year 7 students receive one 50-minute Drama lesson each week. | | | In Year 8 students receive one 50-minute Performing Arts lesson per week. The specialism of the allocated teacher may be Drama, Dance or Music. | | | | | |
| | Topic | Knowledge | Skills/Assessment | Topic | Knowledge | Skills/Assessment | Topic | Knowledge | Skills/Assessment |
| Term 1 | HT1 Introduction to Drama | Core Skills Control Co-operation Communication Creativity Concentration Compromise Confidence Commitment | ASSESSMENT: Baseline Test Explore a variety of performance skills Create and perform work applying a variety of performance skills Describe features using appropriate theatrical vocabulary Perform with an awareness of the whole performance Evaluate work using drama vocabulary | HT1 Devising Drama The Identification | Dialogue Flashback Cross Cutting Soundscape Thought Tracking Freeze Frames Angel and Devil Narration | ASSESSMENT: Devised piece Explore a variety of drama techniques Create and perform devised piece, applying a variety of drama techniques Describe features using appropriate theatrical vocabulary Perform with an awareness of the whole performance Evaluate performances using drama vocabulary | | | |
| | HT2 Devising Drama The Rockpile | Freeze Frames Thought Tracking Angel and Devil Cross Cutting Narration Flashback | Explore a variety of drama techniques Create and perform devised piece, applying a variety of drama techniques | HT2 Physical Theatre | Mime: <ul style="list-style-type: none"> • Linear • Manipulation • Personification Control Confidence Narration | Explore a variety of miming techniques Create and perform work, applying miming techniques | | | |

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| | | | <p>Describe features using appropriate theatrical vocabulary</p> <p>Perform with an awareness of the whole performance</p> <p>Evaluate performances using drama vocabulary</p> | | | <p>Describe features using appropriate theatrical vocabulary</p> <p>Perform with an awareness of the whole performance</p> <p>Evaluate performances using drama vocabulary</p> | | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 2</p> | <p>HT3</p> <p>Texts in Practice</p> | <p>Vocal Skills</p> <p>Physical Skills</p> <p>Pace</p> <p>Tension</p> <p>Audience</p> <p>Awareness</p> | <p>ASSESSMENT:</p> <p>Scripted piece</p> <p>Explore a variety of texts</p> <p>Create and perform texts, applying a variety of performance skills</p> <p>Describe features using appropriate theatrical vocabulary</p> <p>Perform with an awareness of the whole performance</p> <p>Evaluate performances using drama vocabulary</p> | <p>HT3</p> <p>Texts in Practice</p> | <p>Vocal Skills</p> <p>Physical Skills</p> <p>Pace</p> <p>Tension</p> <p>Audience</p> <p>Awareness</p> <p>Interpretation</p> | <p>ASSESSMENT:</p> <p>Scripted piece</p> <p>Explore a variety of texts</p> <p>Create and perform texts, applying a variety of performance skills</p> <p>Describe features using appropriate theatrical vocabulary</p> <p>Perform with an awareness of the whole performance</p> <p>Evaluate performances using drama vocabulary</p> | | | |

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| | <p>HT4</p> <p>Theatre History & Performance Styles</p> | <p>Greek Chorus Morality Plays Shakespearean Insults Commedia dell'Arte Melodrama Multi-roling Non-naturalism Chair duets</p> | <p>Understand how theatre has developed</p> <p>Explore different performance styles based on historical periods</p> <p>Understand the impact of social, cultural and historical context on a piece of drama</p> <p>Perform work from a variety of historical periods.</p> | <p>HT4</p> <p>Children in Conflict: Evacuees</p> | <p>Vocal Skills Physical Skills Pace Tension Audience Awareness Freeze Frames Thought Tracking Angel and Devil Split Screen Narration Flashback Role on Wall Hot Seating Interview Monologue</p> | <p>Explore a variety of drama techniques</p> <p>Create and perform devised piece, applying a variety of drama techniques</p> <p>Describe features using appropriate theatrical vocabulary</p> <p>Perform with an awareness of the whole performance</p> <p>Evaluate performances using drama vocabulary</p> | | | |
| <p>Term 3</p> | <p>HT5 & 6</p> <p>Charlie & the Chocolate Factory</p> | <p>Role on Wall Hot Seating Interview Monologue Set Design Costume Design</p> | <p>Explore a variety of drama techniques</p> <p>Create and perform devised piece, applying a variety of drama techniques</p> <p>Describe features using appropriate theatrical vocabulary</p> <p>Perform with an awareness of the whole performance</p> <p>Evaluate performances using drama vocabulary</p> | <p>Option</p> <p>Pupils move to 2nd Performing Arts Option.</p> <p>Focus: Music/Dance</p> <p>See PA Curriculum Map</p> | | | | | |

Drama – Key Stage 4

Intent:

Implementation:

| Term | Year 10/11 – One Year GCSE | | |
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| | Topic | Knowledge | Skills/Assessment |
| Term 1 | | | |
| Term 2 | | | |
| Term 3 | | | |

Drama – Key Stage 5

Intent:

Implementation:

| Term | Year 12 | | | Year 13 | | |
|---------------|---------|-----------|-------------------|---------|-----------|-------------------|
| | Topic | Knowledge | Skills/Assessment | Topic | Knowledge | Skills/Assessment |
| Term 1 | | | | | | |
| Term 2 | | | | | | |
| Term 3 | | | | | | |