

| Drama | Autumn Term | Spring Term | Summer Term | Enrichment Opportunities |
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| Year 7 | <p><u>Introduction to Drama / Space</u></p> <p>This scheme introduces students to drama, learning physical and vocal skills and how to build a character. We then move on to the theme of outer space, with students using improvisation and process drama to learn dramatic techniques.</p> | <p><u>Fairytales / Myths & Legends</u></p> <p>This scheme explores the concept of storytelling, and how students develop the narrative of well-known tales, myths, and legends to make them their own. We cover moral dilemmas, encouraging students to consider choices and relate this to their own lives.</p> | <p><u>Evacuees</u></p> <p>Students explore the concept of a group of children that are evacuated from their home due to a war. They explore real life links that this has on the world today, as well as developing the story of the children using a range of new dramatic techniques and some script work.</p> | Spotlight Musical Theatre Centre Stage Dance |
| Year 8 | <p><u>Musical Theatre</u></p> <p>A scheme which explores the world of musical theatre acting, an exaggerated version of a naturalistic story. Students learn the story of Matilda, using scripts and song to develop performance and incorporating dramatic techniques to make the musical their own.</p> | <p><u>Alice in Wonderland</u></p> <p>Students go through the looking glass to explore the fantasy world of Alice in Wonderland. They consider the non-naturalistic elements of the story, using new techniques to bring this to life for an audience.</p> | <p><u>Gangs</u></p> <p>Students explore a story of a student named Sam, who has had his life upheaved and moved across the country. He falls in with the wrong crowd and the students consider how this impacts him and his life. They consider ways in which we can tell his story using non-naturalism and dramatic techniques, as well as putting themselves in the characters position to develop empathy.</p> | |
| Year 9 | <p><u>Physical Theatre / Disasters</u></p> <p>Students begin this scheme by developing their knowledge of physicality and how this can represent a narrative for an audience. They learn Frantic Assembly techniques and develop their own ways of representing character, emotions, and events for an audience, using real life events as a stimulus.</p> | <p><u>Comedy</u></p> <p>Students explore the comedy genre, including stereotypes, exaggerated character, dramatic techniques and comic timing. They explore the techniques between a mixture of devised and scripted drama.</p> | <p><u>Find Me</u></p> <p>Students study a script called 'Find Me', in which they explore the scenes from the story using a range of rehearsal and dramatic techniques. They delve into the world of the characters and bring the script to life as their own.</p> | |

Curriculum on a Page

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| <p>Year 10</p> | <p><u>Component 1</u> Devised Drama / Practitioners Students develop their knowledge of devised drama, using a range of techniques to develop their own piece of theatre based on a stimulus. They also explore the work of practitioners to further develop their work.</p> <p><u>Component 2</u> Performance Skills / Rehearsal Techniques Students study a range of performance skills to help them develop character when they are acting in a scripted piece. They also look at rehearsal techniques and how these can be utilised to develop character and story further.</p> <p><u>Component 3</u> Context / Introduction to An Inspector Calls Students study the context and background for the play and then explore the play and story itself. They consider how to create a character from the play from the perspective of a performer and a director.</p> | <p><u>Component 1</u> Devised Drama Students begin to complete their component 1, using three stimuli to create a piece of devised drama with a clear message or intention.</p> <p><u>Component 3</u> Interpreting a Play Students begin to explore the play from a design perspective and start to consider how as a director and a designer they could bring the play to life for an audience.</p> | <p><u>Component 1</u> Devised Drama / Portfolio Students work towards completing their devised drama piece and perform this to a live audience. They also begin work on their portfolio which runs alongside the devised piece, discussing what the students created and how they reached the final performance.</p> <p><u>Component 3</u> Students explore the structuring of questions for the exam paper, using all of the knowledge they have learnt over they year.</p> | |
| <p>Year 11</p> | <p><u>Component 1</u> Portfolio Students will complete or make any necessary changes after the first draft of the portfolio has been handed in.</p> <p><u>Component 2</u> Scripted Drama Students will begin their work on their C2 scripted pieces. They will cover rehearsal techniques and acting workshops, ready to perform for the final exam.</p> <p><u>Component 3</u> An Inspector Calls / Live Theatre Review Students will revisit content from the previous year and recap the knowledge and the structure of questions in preparation for their November mock exams. They will also watch a live performance and prepare for the live review section of the written paper.</p> | <p><u>Component 2</u> Scripted Drama – Final Performance Students will prepare and rehearse for their final performance which is watched by an external examiner.</p> <p><u>Component 3</u> An Inspector Calls / Live Theatre Review Students will revisit content from the previous year and recap the knowledge and the structure of questions in preparation for their November mock exams. They will also watch a live performance and prepare for the live review section of the written paper.</p> | <p><u>Component 3</u> An Inspector Calls – Theory Exam Students will prepare for their final part of the GCSE drama course, using revision techniques to ensure they are ready to sit the written paper.</p> | |