



Curriculum Intent – Drama

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	New Planet	Bugsy Malone	Devising from stimulus	Ernie's Incredible Illucinations	The Titanic	A Midsummer's Night's Dream
	8	Greek Theatre	Melodrama/ Pantomime	Medieval Theatre	Murder Mystery	Surrealism	Verbatim Theatre – 'Chicken'
	9	Devising 'Outsiders'	Scripted 'Blood Brothers'	Devising 'War'	Scripted 'DNA'	Devising 'Prejudice'	Scripted 'Teechers'
	10	Improvisation/ Introduction Introduction to C2 - 'Blood Brothers'	Completion of C2 Resubmission of C2 if necessary	Introduction to C1 – 'Blood Brothers'	Completion of C1 – 'The Crucible'	Completion of C1 – 'Too Much Punch for Judy'	Resubmission of C1 if necessary C3 Mock
	11	Preparation of C3 Mock – 'Better Together'	Assessment of mock C3 – 'Better Together'	Introduction of C3 (external assessment)	Continuation of C3	Completion of C3	N/A
What key concepts /core skills / themes are covered each half term?	7	History of mime, movement & physicality, natural disasters	Key features of musicals, use of social issues, characterization, job roles	Creativity, rehearsals, plot, purpose/intentions	Use of stage directions, structure of plot/script, physical theatre, job roles	Use of context/ historical time period, social class, performance skills	Elizabethan theatre, history of theatre, use of literary elements in drama
	8	History of theatre, staging, stage directions, masks, Greek myths	Key features of style, slapstick, traditions, archetypes, job roles	Impact of religion on society, purpose of theatre, the 10 commandments	Performance skills, conventions, archetypes, plot	Key features of style, use of art in performance, conceptual theatre	Development of theatre as an educational tool but within a modern context, job roles
	9	Target audience, addressing social issues, using stimulus, introduction to Stanislavski	Key features of musicals, use of context, job roles in the industry	Target audience, world events, using stimulus, introduction to physical theatre	Developing performance skills, understanding social issues, job roles	Target audience, historical events, social issues, use of practitioners, introduction to Brecht	Key features of Observational Comedies, multi-rolling, direct address, job roles



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	10	Team building skills, improvisation, Epic theatre vs Naturalism (Brecht & Stanislavski)	Development of performance skills, using feedback, creating an actor's log Use of feedback to improve assessment (for those resubmitting).	Key features of performance styles, research skills, exploration skills, interpretation skills, company roles.	Key features of performance styles, research skills, exploration skills, interpretation skills, company roles.	Key features of performance styles, research skills, exploration skills, interpretation skills, company roles.	Introduction to assessment requirements, rehearsal skills, devising for a specific target audience, conveying a message through a performance
	11	Introduction to assessment requirements, rehearsal skills, devising for a specific target audience, conveying a message through a performance	Exploration of performance styles to inform external assessment next term, research, rehearsal & devising skills relating to a target audience	Assessment requirements, practical & written skills for assessment tasks	Completion of external assessment	Completion of external assessment	N/A
Why is this important? Has this content been re-sequenced as a result of remote learning or identified gaps in knowledge?	7	Students are introduced to key skills of drama and encouraged to have confidence in their imagination. This gives them a solid foundation on which to build confidence, design and literacy skills. Foundation links to C1 BTEC – understanding performance styles & C2 BTEC – developing performance skills	Links to C1 BTEC – understanding performance styles. Students learn the importance of research, interpretation and understanding context.	Links to C2 BTEC – using stimulus. Students are introduced using a stimulus to devise a performance, plot & characterization	Links to C2 – developing understanding of interpretation & performance skills. Students are introduced to a non-linear plot structure.	Links to C3 BTEC – using an historical event as a stimulus for devising.	Links to C1 BTEC – understanding performance styles. Students learn the importance of research, interpretation and understanding context.
	8	Links to C1 BTEC – understanding performance styles. A cross-curricular project	Links to C2 BTEC – using key features of a performance style to	Links to C1 BTEC – understanding performance styles. A cross-curricular project	Links to C2 BTEC – using key features of a performance style to	Links to C1 – understanding performance styles.	Link to C3 BTEC – using an educational performance style to



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		which teaches them historical origins of drama as well as literary aspects such as story-telling.	develop Melodramatic performance skills	which teaches them historical origins of drama as well as the purpose of religion in drama.	develop archetypal performance skills	Exploring performance concepts and the link between art & theatre.	convey a message to the audience.
	9	Link to C3 BTEC – using an educational performance style to convey a message about social issues to the audience.	Links to C1 BTEC – understanding performance styles. Students learn the importance of research, interpretation and understanding context.	Link to C3 BTEC – using an educational performance style to convey a message about historical/current issues to the audience.	Links to C1 BTEC – understanding performance styles. Students learn the importance of research, interpretation and understanding context.	Link to C3 BTEC – using an educational performance style to convey a message about historical/current issues to the audience.	Links to C1 BTEC – understanding performance styles. Students learn the importance of research, interpretation and understanding context.
	10	Introduction/ improvisation - Students get to know one another, develop team building skills and understand the assessment requirements of the course. 'Blood Brothers' - in depth analysis of context to inform character & style	Internally assessed unit – 30% of course	Internally assessed unit – 30% of course	Internally assessed unit – 30% of course	Internally assessed unit – 30% of course	Students will use the play studied as a stimulus for creating their own piece of Verbatim theatre which will prepare them for C3 which is 40% of the course.
	11	Students will use the stimulus for creating their own piece of Verbatim theatre which will prepare them for C3 which is 40% of the course.	Students will use the stimulus for creating their own piece of Verbatim theatre which will prepare them for C3 which is 40% of the course.	Externally assessed unit – 40% of course	Externally assessed unit – 40% of course	Externally assessed unit – 40% of course	



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How will your curriculum demonstrate progression?		<p>Rehearsal, performance & evaluative skills are at the core of every drama lesson. Students are given the opportunity to develop the 4 C's of drama; confidence, collaboration, creativity & concentration.</p> <p>Year 7 are introduced to a variety of skills, by exploring well known plays and devising using stimulus. Performance skills are the focus for year 7 as the core of the 4 C's of drama. Interpretation skills are explored through characterization tasks and exploration of historical events & imaginative stimulus.</p> <p>Year 8s learn about the History of Theatre which covers aspects such as key features and their application of those to a variety of design & interpretation tasks. The year 9 curriculum is new for this academic year, and develops their understanding of devising, performance skills and also how to approach social issues within a performance. Their work becomes more topical and they are challenged to think about the message they are conveying and how they will successfully do so.</p> <p>Year 10 learn the assessment requirements of the course and begin assessment in the first term. They are then able to explore other plays using the skills learnt & are given opportunities to improve on work submitted.</p> <p>Year 11 focusses on developing skills ready for the external assessment which is released by the exam board in Jan/Feb each academic year. Assessment will be adjusted according to exam board guidelines & updates.</p>					
How and why do you organise/sequence your curriculum in the way you do?		<p>The knock on effect of Covid lockdowns has been very apparent in drama lessons as I have seen a lack of tolerance and self-awareness. There also seems to be an increase in apathy and drive. I have adapted my teaching to allow for more recall through the use of retrieval tasks and discussion. The schemes/content are flexible to take into account the interests/needs of all students. The drama curriculum is supporting the interpersonal skills of students which enriches their post-pandemic needs. All schemes within the drama curriculum are linked to a specific BTEC component to ensure that knowledge & skills explored are relevant and scaffolded. Year 7 focuses on learning & developing skills, year 8 is based on styles, and year 9 is based on interpretation & independence. This allows for skills to be explored, developed and embedded through the years in preparation for KS4. Current year 10 are the first to study the new specification with new assessment windows. Mocks are delivered in lesson prior to the formal assessment windows. Formal internal mocks are included in the schedule at the end of y10 and in year 11 with topics introduced in advance so that students have preparation time delivered in the same format as the exam-board set assignments.</p>					
How do skills develop over time?		<p>KS3 starts with basic skills so that students practise working collaboratively and learning about effective plot structure. These basic skills are embedded and recalled/reviewed in lessons and then built on throughout years by learning about performance styles and character development to prepare students for KS4 if they choose it as an option. KS4 begins with Component 1 & 2 being delivered alongside each other as a mock in the Autumn term. We revisit a play introduced in year 9 with regular retrieval activities and go into depth by developing research, interpretation & performance skills with regular interim feedback for both theory & performance skills. Year 11 is the culmination of all the skills explored and developed and the focus is on independent learning. Students are introduced to more practitioners who could influence their work. This is to build on their knowledge and devising skills for success in Component 3.</p>					