

## Drama – Core Curriculum Strands

- Theatrical Conventions, Styles and Genres
- Devising and Theatrical Storytelling
- Exploring Social, Historical and Cultural context through Drama
- Theatre Makers in Practice
- Performance from Text
- Theatre Practitioners
- Live Theatre Analysis and Evaluation

## Drama Core Skills – The 6 Cs

- Creativity
- Co-operation
- Confidence
- Contribution
- Concentration
- Communication

# KS3 DRAMA

## Year 7

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p><b>Introduction to KS3 Drama:</b> Exploring skills, conventions, techniques and styles that will be used and developed throughout KS3 drama. This will include a brief look at Stanislavski and Naturalism in relation to characterisation skills. In addition, we will use the Victorians as a stimulus to consider how we communicate meaning through drama. This will allow the pupils to consider the lives of others from a different time as well as looking at social class and the treatment of children from different classes in Victorian society. <b>Key focus: Theatrical Conventions, Styles and Genres</b></p> <p><b>Commedia dell'arte:</b> This scheme develops pupils' knowledge of the key conventions and stock characters of Commedia dell'arte, the Italian theatrical form that flourished throughout Europe from the 16<sup>th</sup> through to the 18<sup>th</sup> Century. <b>Key focus: Theatrical Conventions, Styles and Genres</b></p>	<p><b>Darkwood Manor:</b> An experimental look at mood and atmosphere through the concept of a haunted house. Introducing storytelling skills as well as techniques to create tension and suspense, which are critical to effective performance. <b>Key focus: Devising and Theatrical Storytelling</b></p> <p><b>Titanic:</b> Approaching human dilemmas and the choices made in the face of adversity – this historical topic considers how different people were treated, the class divide and the social constructs of the early 20<sup>th</sup> Century. This unit will provide pupils with an opportunity to develop their characterisation skills. <b>Key focus: Exploring Social, Historical and Cultural Context through Drama</b></p>	<p><b>Shakespeare:</b> This scheme runs for the whole summer term to allow us to learn about the world of Shakespeare in two ways. It starts with an exploration of Shakespearean language and characters, developing the interpretative skills required to stage a performance of a selected script. <b>Key Focus: Theatre Makers in Practice</b></p> <p><b>Playmaking:</b> The second phase of this project is an opportunity to create and perform a piece of theatre for an audience, based on an abridged version of one of Shakespeare's plays. Pupils will be introduced to the skills required to take a script from the page to the stage and will have the opportunity to share their work with the other pupils in their Year Half in the school Performance Hall. <b>Key Focus: Performance from Text</b></p>	<p><b>Improv Club:</b> Lower School Drama Club, open to all students and run on a Wednesday 3-4.</p> <p>All students can audition for the annual <b>KS3 production.</b></p>

### Assessment:

- Assessment takes place on a half termly basis and will focus on skills related to **Creating/ Performing/ Analysis and Evaluation.**
- The baseline assessment in Year 7 will highlight any high-achieving students and they will be monitored throughout the year.

## Year 8

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p><b>Storytelling (LRRH):</b> Exploring skills, conventions, techniques and styles which will be used and developed throughout the year. Pupils will consider different versions of <i>Little Red Riding Hood</i> and will develop their understanding of the different theatrical techniques used for storytelling. <b>Key focus: Devising and Theatrical Storytelling</b></p>	<p><b>Just for Laughs:</b> Comedy comes in many guises and this scheme looks at different forms of comedy from Commedia dell'arte to slapstick. A comedic project which builds on last year's Commedia unit to develop the skill of presenting something humorous to an audience with focus and sustained characterisation. <b>Key focus: Theatrical Conventions, Styles and Genres</b></p>	<p><b>The Plague Village 1666:</b> A look at the dilemmas faced by the community of Eyam, which was decimated by the Plague and cut off from the outside world This will allow pupils another chance to consider the lives of people in a different social and historical context and to further develop their knowledge of characterisation techniques. The unit will culminate in an abstract performance of Ring a Ring o' Roses, developing pupils' understanding of non-naturalism. <b>Key focus: Exploring Social, Historical and Cultural Context through Drama</b></p>	<p><b>Improv Club:</b> Lower School Drama Club, open to all students and run on a Wednesday 3-4.</p> <p>All students can audition for the annual <b>KS3 production.</b></p>

<p><b>Epic Theatre:</b> An introduction to Brecht and Epic Theatre. This unit will focus on techniques such as Spass, breaking the fourth wall and use of narration, as well as learning about how we can create a proactive audience rather than a passive one. <b>Key focus: Theatre Practitioners</b></p>	<p><b>The Thief:</b> A consideration of ethical issues, including being responsible for your own actions. This unit explores how peer pressure and decision-making can impact on the path we choose. Pupils will also return to and develop further understanding of some key ideas in Epic Theatre. <b>Key focus: Exploring Social, Historical and Cultural Context through Drama</b></p>	<p><b>Ernie's Incredible Illucinations:</b> This scheme of work explores key moments from Alan Ayckbourn's play and supports pupils in developing their ability to interpret a playwright's intentions, allowing opportunity to develop performances from page to stage. The unit also allows pupils to further develop the skills developed in the storytelling unit. <b>Key Foci: Theatre Makers in Practice/ Performance from Text</b></p>	<p><b>Activities Week:</b> a week-long intensive project resulting in a series of performances on the fifth day</p>
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- Assessment takes place on a half termly basis and will focus on skills related to **Creating/ Performing/ Analysis and Evaluation.**
- The baseline assessment in Year 8 will highlight any high-achieving students and they will be monitored throughout the year.

## Year 9

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p><b>Mystery Pictures:</b> This is an investigative piece of drama where the pupils develop their understanding of symbolism in theatre and further develop their characterisation skills, while seeking to establish the nature of the traumatic ordeal the central character has been through. <b>Key focus: Exploring Social, Historical and Cultural Context through Drama</b></p>	<p><b>Introduction to Physical Theatre:</b> Pupils will learn about a range of physical theatre techniques and will touch on the work of the acclaimed physical theatre company, Frantic Assembly. The unit concludes with an opportunity to apply the knowledge developed during the scheme to extracts from the theatrical adaptation of <i>The Curious Incident of the Dog in the Night-time</i>, for which Scott Graham, Artistic Director of Frantic Assembly was Movement Director. <b>Key focus: Theatrical Conventions, Styles and Genres</b></p>	<p><b>Theatre Styles:</b> An exploration of different theatre styles from the perspective of a range of theatre practitioners including Konstantin Stanislavski, Antonin Artaud and Steven Berkoff. The students will experience a broad range of different styles and genres and consider the impact they have upon their audience. <b>Key foci: Theatrical Conventions, Styles and Genres/ Theatre Practitioners</b></p>	<p><b>Improv Club:</b> Lower School Drama Club, open to all students and run on a Wednesday 3-4.  All students can audition for the annual <b>KS3 production</b>.  <b>Frantic Assembly Workshop:</b> Year 9 students will be offered the opportunity to participate in this physical theatre workshop, run by a practitioner from the internationally renowned theatre company, Frantic Assembly.</p>

<p><b>Blood Brothers:</b> Textual exploration of the play and a look at multi-role techniques and characterisation. This play by Willy Russell provides an excellent opportunity to develop a more complex understanding of performance and directorial skills and to further develop knowledge of Epic Theatre. <b>Key foci: Theatre Makers in Practice/ Performance from Text</b></p>	<p><b>Epic Theatre with Live Theatre elements:</b> This unit builds pupils' existing knowledge of Epic Theatre to develop a more complex understanding of this theatre style. Pupils will watch a streamed performance of a piece of Epic theatre and will reflect upon the style in which it is presented, analysing and evaluating key moments. This will then evolve into a devised group piece using the performance techniques observed. <b>Key foci: Theatre Practitioners/ Live Theatre Analysis and Evaluation</b></p>	<p><b>Devising Theatre and Performance from a script:</b> An opportunity to use all of the skills developed throughout KS3. Pupils will create a performance, with a focus on TiE (Theatre in Education). They will also have the opportunity to plan and stage a performance from a selection of script extracts. This unit will enable pupils to develop a more complex understanding of the skills required for the two practical components in the GCSE Drama course. <b>Key focus: Devising and Theatrical Storytelling</b></p>	<p><b>Stage Fighting Workshop:</b> Year 9 students will be offered the opportunity to participate in a workshop run by qualified British Academy of Stage Combat practitioners.  <b>Activities Week:</b> a week-long intensive project resulting in a series of performances on the fifth day</p>
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### Assessment:

- Assessment takes place on a half termly basis and will focus on skills related to **Creating/ Performing/ Analysis and Evaluation**.
- The baseline assessment in Year 9 in September will highlight any high-achieving students and they will be monitored throughout the year.

# KS4 Drama

## Year 10

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p><b>Introduction to GCSE Drama:</b> A lively start to GCSE Drama sees each class forging their identity as a group and exploring immersive theatre through a project entitled 'Fatal Shore', based on the transportation of convicts from England to Australia in 1787. <b>Key focus: Exploring Social, Historical and Cultural Context through Drama</b></p> <p><b>Practitioner Workshops</b> Developing a more complex understanding of different theatre styles. Students will participate in a series of workshops focusing on different theatre practitioners, with a particular focus on Brecht, Berkoff and Frantic Assembly. <b>Key focus: Theatre practitioners</b></p> <p><b>Devising Performance Assessment:</b> Using a stimulus, the students will create a performance in the style of one of the workshopped practitioners, giving consideration to lighting, sound, costume and set design. <b>Key focus: Devising</b></p>	<p><b>Introduction to set text:</b> We begin to consider <i>DNA</i> by Dennis Kelly and examine the plotline, the characters and the playwright's intentions. Emphasis is put on the social, cultural and historical context of the play. <b>Key Focus: Theatre Makers in Practice</b></p> <p><b>Performance of 'DNA' scripted extract:</b> Each student will perform an extract/scene from the set text and consider the character they are playing both internally and externally to achieve a believable performance. <b>Key Focus: Performance from Text</b></p> <p><b>Studying set text – answering exam questions:</b> Continuing the study of 'DNA' we look at each scene in three ways – through the eyes of the director, the performer and the designer. <b>Key focus: Theatre Makers in Practice</b></p>	<p><b>Live Theatre Review:</b> We will either organise a theatre visit or stream a performance for the students to watch, analyse and evaluate. <b>Key focus: Live Theatre Evaluation</b></p> <p><b>Preparation for Component 1 devised performances:</b> <b>Key focus: Devising</b></p> <p><b>Mock written paper:</b> An end of year exam paper covering 'DNA' and the Live Theatre questions under timed conditions.</p>	<p>All students can audition for the annual <b>Upper School production</b>.</p> <p><b>Theatre visits and workshops</b> provide the opportunity for pupils to extend their knowledge of theatre.</p>

### Assessment:

- Assessment takes in relation to all three components – Devising theatre, Performance from Text and the Written Paper. This will take the form of weekly homework tasks, practice papers and assessed performances, as well as continuous class-based assessment.
- Pupils will be given constructive feedback, which will enable them to develop their knowledge and understanding and to improve their practical and writing skills, with a clear focus on the GCSE assessment criteria.
- The marking criteria can be located at:  
[https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016\\_L12\\_Drama\\_Issue\\_2\\_Specification.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016_L12_Drama_Issue_2_Specification.pdf)

## Year 11

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p><b>Devised examination (10% of GCSE):</b> The devised exam will start in September and will be performed in November. Students may take on a performance or design role.</p> <p><b>Portfolio coursework (30% of GCSE):</b> The coursework allows the students to analyse and evaluate the process they have gone through to create their devised performances.</p>	<p><b>Extract Performance exam (20% of GCSE):</b> Opportunity to perform a monologue, duologue or group extract from a selected script. Each student will be required to perform two extracts in any combination of the above groupings or to take on a design role.</p>	<p><b>Preparation for written examination (40% of GCSE):</b> The written exam consists of a series of questions on the set text 'DNA' by Dennis Kelly and questions related to a piece of live theatre.</p>	<p>All students can audition for the annual <b>Upper School production</b>.</p> <p><b>Theatre visits and workshops</b> provide the opportunity for pupils to extend their knowledge of theatre.</p> <p>Year 11 students are advised to limit their extra-curricular involvement due to the additional rehearsals the course demands of them beyond the school day.</p>

**Assessment:**

- The whole of Year 11 consists of examination work.
- Assessment takes place through the completion of all three components – Devising theatre, Performance of Script Extracts and the Written Paper
- Devised examination & portfolio – this is assessed by the teacher/ department and sent off to the exam board for moderation
- Extract performance examination – this is assessed by a visiting examiner.
- Weekly homework is set.
- Moderation happens in June and marks are released on results day in August.