

## Drama Curriculum Overview 22-23 - Key Stage 3 & 4

	Topic 1 (Sept-Oct ½ Term) Autumn 1	Topic 2 (Oct-Dec) Autumn 2	Topic 3 (Jan-Feb ½ Term) Spring 1	Topic 4 (Feb-Easter) Spring 2	Topic 5 (April-May 1/2 Term) Summer 1	Topic 6 (May ½ Term-July) Summer 2
Year 7	<p><b>Topic: Introduction to Drama</b></p> <p><b>Resources:</b></p> <p><b>Focus:</b> rules of the drama studio / warm up-cool down / why games? / Team work / Spatial Awareness / stage directions / stage types / Following instructions / Growth in confidence</p> <p><b>Outcome:</b> A written review of a piece of theatre they have seen (baseline assessment) Google form quiz on stage directions and stage types.</p> <p><b>Duration:</b> 3 or 4 lessons</p>	<p><b>Topic: Introduction to Technical Acting Skills</b></p> <p><b>Resources:</b> Short monologue</p> <p><b>Focus:</b> Target setting / Facial expression/physicality and gesture / voice / characterisation / auditions / Responsibilities of an Actor</p> <p><b>Outcome:</b> Skills Audit and short monologue performance</p> <p><b>Duration:</b> 3 or 4 lessons</p>	<p><b>Topic: Introduction to Improvisation</b></p> <p><b>Resources:</b></p> <p><b>Focus:</b> Rules of improvisation / Why improvisation is used / Encourages creativity, spontaneity, imagination / Camaraderie / collaboration</p> <p><b>Outcome:</b> Google form quiz recalling rules of improvisation via iPad/ short analysis of what they observe in an improvised performance</p> <p><b>Duration:</b> 3 lessons</p>	<p><b>Topic: Cluedo Characterisation</b></p> <p><b>Resources:</b> Character overview handouts</p> <p><b>Focus:</b> From naturalistic to exaggeration / drama strategies such as hot seating, character profiles, given circumstances etc. / improvisation &amp; devising revisited / Stanislavski</p> <p><b>Outcome:</b> Rehearsal performance / character profile</p> <p><b>Duration:</b> 3 lessons</p>	<p><b>Topic: Introduction to Movement</b></p> <p><b>Resources:</b> Music/Hall</p> <p><b>Focus:</b> Contemporary dance, musicality, basic release technique phrases, parallel position, neutral, uses of the spine, timing, weight, release, alignment, suspension, coordination, use of breath, balance, contact improvisation, ballet, jazz, lyrical.</p> <p><b>Outcome:</b> Peer performance of learnt technique with peer feedback</p> <p><b>Duration:</b> 3 lessons</p>	<p><b>Topic: Introduction to Scripted Performance</b></p> <p><b>Resources:</b> Printed '15 reasons not to be in a play' by Alan Haehnel</p> <p><b>Focus:</b> / Line learning / Stage Direction / Stage Layout / relationships on stage / blocking / character / Naturalistic acting / Following directions / applying feedback</p> <p><b>Outcome:</b> Group or peer performance / self-reflection and peer feedback via iPad</p> <p><b>Duration:</b> 3 or 4 lessons</p>
Year 8	<p><b>Topic: Communicating with an audience - Halloween</b></p> <p><b>Resources:</b> Roles paper exercise</p> <p><b>Focus:</b> / Mood and atmosphere / technical elements of theatre / Theatre of Cruelty – Artaud / Communicating with an audience / Tension / roles and responsibilities</p>	<p><b>Topic: Christmas Storytelling</b></p> <p><b>Resources:</b> Stimulus relevant to topic and theme</p> <p><b>Focus:</b> Rehearsal process / storytelling techniques / plot &amp; narrative, narration / script writing / devising / descriptive writing / tableaux / consideration of target audience / set /</p>	<p><b>Topic: Script Work</b></p> <p><b>Resources:</b> Printed Duologues/Short Scene Extracts Love &amp; Money by Dennis Kelly</p> <p><b>Focus:</b> Line learning / blocking and structuring scenes / status / characterisation / technical acting skills</p>	<p><b>Topic: Devising &amp; Physical Theatre</b></p> <p><b>Resources:</b> Devised performance footage from Frantic Assembly, insight into professional company processes</p> <p><b>Focus:</b> Creating an original performance piece using various dramatic stimuli inspired by Frantic Assembly /</p>	<p><b>Topic: Classical Theatre Shakespeare</b></p> <p><b>Resources:</b> Printed Shakespearean Insults / Iambic Videos / Scripts Macbeth and/or Romeo &amp; Juliet</p> <p><b>Focus:</b> Elizabethan Theatre / How to research / Shakespearean language</p>	<p><b>Topic: Grease Lightening Rock 'n' Roll!</b></p> <p><b>Resources:</b> Music/Hall</p> <p><b>Focus:</b> Rock 'n' Roll, musicality and timing, quick tempo movement, repetition, partner work, 50's style dance, performance, relationships on stage.</p>

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	<p><b>Outcome:</b> Group Halloween performance/s and written/filmed evaluation via iPad</p> <p><b>Duration:</b> 6 lessons</p>	<p>props / costume</p> <p><b>Outcome:</b> Performance in Cape Christmas Showcase</p> <p><b>Duration:</b> 8 lessons</p>	<p><b>Outcome:</b> Group performance and self-reflection and peer feedback via iPad</p> <p><b>Duration:</b> 6 lessons</p>	<p>How to evaluate and cast judgement</p> <p><b>Outcome:</b> Group devised performance and a written/filmed evaluation of its strengths and weaknesses via iPad</p> <p><b>Duration:</b> 6 lessons</p>	<p>/ Iambic Pentameter / Characterisation / Script Learning / emotional content / Stanislavski naturalistic acting / Shakespearean insults.</p> <p><b>Outcome:</b> Research portfolio / Google forms quiz</p> <p><b>Duration:</b> 6 lessons</p>	<p><b>Outcome:</b> Small group performances / Written or filmed evaluation of a peers performance via iPad</p> <p><b>Duration:</b> 6 lessons</p>
Year 9	<p><b>Topic:</b> Ancient Greek Theatre</p> <p><b>Resources:</b> Masks / Greek Chorus Script (Women of Troy or Antigone)</p> <p><b>Focus:</b> (C2 Links) Use of rehearsal process / applying skills and techniques for performance / review of own development and application of performance skills</p> <p>Scripted performance / physical theatre / ensemble / Flocking / Chorus / masked performance rules / Song performed in spoken word / make masks to wear for the performance based upon genre/ Unison / Canon / Timing / Self Awareness / Collaboration</p> <p><b>Outcome:</b> Written or filmed via iPad rehearsal journals reflecting upon own development</p> <p><b>Duration:</b> 5 or 7 lessons</p>		<p><b>Topic:</b> Devising</p> <p><b>Resources:</b> Various stimulus</p> <p><b>Focus:</b> (C3 Links) Devising in response to a brief based upon a theme, style or genre and inspired by various practitioners or companies</p> <p><b>Outcome:</b> Written or filmed via iPad rehearsal journals reflecting upon the creative process, problem solving, what went well, what went less well, solutions, creative input, research used.</p> <p><b>Duration:</b> 5 or 6 lessons</p>		<p><b>Topic:</b> Musical Theatre</p> <p><b>Resources:</b> Everybody's Talking About Jamie Script/Videos</p> <p><b>Focus:</b> (C1 Links) To investigate how professional performance or production work is created / Demonstrate understanding of the skills and techniques used by professionals to create performance work.</p> <p>Choreographic devices / Learning Repertoire / Musicality / Triple Threat / Themes / Costume / Design / Musical Theatre Warm Ups / Vocal Singing Warm Ups / Fitness / Jazz Dance Technique /</p> <p><b>Outcome:</b> Musical Theatre Research Document</p> <p><b>Duration:</b> 6 or 7 lessons</p>	
Year 10	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Resources:</b> The Curious Incident of the Dog in the Night-time – Frantic Assembly</p>	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Resources:</b> DNA – Dennis Kelly Bouncers – John Godber</p> <p><b>Focus: Component 1:</b> Exploring the Performing Arts</p>	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Resources:</b> Exploring a script that meets the needs of the Pearson Set Assignment</p>	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Resources:</b></p> <p><b>Focus:</b> Comp 1 &amp; 2 final assessment Comp 1 delivery of Pearson</p>	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Resources:</b></p> <p><b>Focus: Component 3:</b> Responding to a Brief - Devising, creating,</p>	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Resources:</b></p> <p><b>Focus: Component 3:</b> Responding to a Brief - Devising, creating, responding to a stimulus</p>

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	<p><b>Focus: Component 1:</b> Exploring the Performing Arts</p> <p><b>Component 2:</b> Developing Skills and Techniques in the Performing Arts</p> <p><b>Outcome:</b> Google form quiz / Skills audit / Reflective rehearsal journals and research document</p> <p><b>Duration: 13 Lessons</b></p>	<p><b>Component 2:</b> Developing Skills and Techniques in the Performing Arts</p> <p><b>Outcome:</b> Google form quiz / Reflective rehearsal journals and research document</p> <p><b>Duration: 14 lessons</b></p>	<p><b>Focus: Component 1:</b> Exploring the Performing Arts</p> <p><b>Component 2:</b> Developing Skills and Techniques in the Performing Arts</p> <p><b>Outcome:</b> Reflective rehearsal journals and research document</p> <p><b>Duration: 11 lessons</b></p>	<p>Set Assignment Comp 2 delivery of Pearson Set Assignment</p> <p><b>Outcome:</b> Work produced practically and theoretically in response to Pearson Set Assignments</p> <p><b>Duration:</b> 12 lessons</p>	<p>responding to a stimulus</p> <p><b>Outcome:</b> Devised performance / Reflective rehearsal journals</p> <p><b>Duration:</b> 12 lessons</p>	<p><b>Outcome:</b> Devised performance / Reflective rehearsal journals</p> <p><b>Duration:</b> 14 lessons</p>
Year 11	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Component 3:</b> Responding to a Brief</p> <p><b>Resources:</b></p> <p><b>Focus:</b> Mock Assessment</p> <p><b>Outcome:</b></p> <p><b>Duration:</b></p>	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Component 3:</b> Responding to a Brief</p> <p><b>Resources:</b></p> <p><b>Focus:</b> Mock Assessment</p> <p><b>Outcome:</b></p> <p><b>Duration:</b></p>	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Component 3:</b> Responding to a Brief</p> <p><b>Resources:</b></p> <p><b>Focus:</b> External Assessment</p> <p><b>Outcome:</b></p> <p><b>Duration:</b></p>	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Component 3:</b> Responding to a Brief</p> <p><b>Resources:</b></p> <p><b>Focus:</b> External Assessment</p> <p><b>Outcome:</b></p> <p><b>Duration:</b></p>	<p><b>Topic:</b> BTEC Tech Award Performing Arts</p> <p><b>Component 3:</b> Responding to a Brief</p> <p><b>Resources:</b></p> <p><b>Focus:</b> External Assessment</p> <p><b>Outcome:</b></p> <p><b>Duration:</b></p>	