



## **Curriculum Plan**

**Intent:** We aim to provide students with the opportunity to build their confidence, teamwork and leadership, and evaluation skills whilst exploring theatre. Students should broadly develop an understanding of how to create a successful performance. All students should be able to speak confidently in front of an audience, presenting positive and appropriate body language and facial expressions.

<b>Year</b>	<b>What will students learn?</b>	<b>Rationale</b>	<b>How will students be assessed?</b>
7	Drama Basics <ul style="list-style-type: none"> <li>- Script</li> <li>- Creating drama</li> <li>- Evaluating – WAGOLL</li> <li>- Working with others</li> <li>- Soft skills</li> </ul>	<p>Introducing students to Drama, and the three key elements of Drama learning – rehearsing/creating, performing and being an audience member/evaluating. These elements are the basis for Drama learning at all key stages.</p> <p>Students mature their teamworking skills throughout their Drama learning, by working in groups to create performance work. The performance work developed in every lesson touch on different elements to ensure that students understand the different types of drama performance. Students look at a script, and explore how to move this from the page to the stage; this supports their literacy whilst also giving them an opportunity to work with stage directions, characters and dialogue. Students also create their own performances from a variety of stimuli which helps support their ‘soft skill’ development, and allows them to use their creativity freely. The overall aim for performance work is to improve student’s confidence in speaking in front of others.</p>	<p>All assessment at KS3 in Drama is verbal.</p> <p>Focus on the development of explanation and evaluation skills through teacher questioning and peer and teacher feedback.</p>
8	<ul style="list-style-type: none"> <li>- Technical Theatre</li> <li>- Page to Stage</li> <li>- Artaud</li> <li>- Brecht</li> <li>- Physical theatre</li> </ul>	<p>The learning in Y8 is focused on building on the skills learnt in Y7. Students will revisit and continue to develop their creation of new performance, use of scripts, ‘soft skills’, and evaluation, throughout the year.</p>	<p>The vast majority of assessment at KS3 in Drama is verbal.</p>

		<p>Students will gain a more sophisticated understanding of Drama and will explore different styles of performance, including Artaud, Brecht and Physical Theatre. Learning about different and innovative styles of theatre gives students a broader understanding of what performance can look like. The three named foci are also key practitioners for GCSE and A-level. The overall aim for performance work is to improve student's confidence in speaking in front of others.</p> <p>In Y8 students will also gain an understanding of non-performance elements of Drama, including Lighting, Sound, Set and Costume. These are all pathways at GCSE and A-level Drama. This exploration of non-performance elements encourages students to think of Drama as more than just acting, and allows them to be creative in different ways.</p>	<p>Focus on the development of explanation and evaluation skills through teacher questioning and peer and teacher feedback.</p> <p>Students will complete pieces of written self and peer evaluation on performance work.</p>
9	<ul style="list-style-type: none"> <li>- Introduction to the set text (reading, and knowledge of the text and characters)</li> <li>- Introduction to Live Theatre using their evaluation skills</li> <li>- Recapping and exploring in more detail – Brecht, Physical Theatre, and Scripts</li> </ul>	<p>1<sup>st</sup> year of Long Thin GCSE.</p> <p>Students continue to build on the learning from KS3, with a focus on specifically developing the skills for the three GCSE Components.</p> <p>Students will revisit the learning from KS3 on scripts and practitioners, and will explore these in more detail. They will create and develop longer performances, to assessment criteria, and will evaluate these both verbally and through pieces of extended writing.</p> <p>Students are introduced to the set text for their Component 3 written exam, which they will sit in Y11. They will read this and learn about the plot, themes, characters, original performance, and writer's intentions. This is entirely focused on knowledge of the text.</p> <p>To further develop student's analysis and evaluation skills, and in preparation for the Component 3 exam, students will begin to look at professional live theatre. This will broaden their experience of performance work, and allow them to begin to think critically about performance work.</p>	<p>Verbal feedback - Focus on the development of explanation and evaluation skills through teacher questioning and peer and teacher feedback.</p> <p>Students will be assessed on practical work which is marked against performance assessment criteria.</p> <p>Set text knowledge quizzes.</p> <p>Student's will also be assessed on written work, which will be marked against the appropriate criteria. This could include measuring knowledge, evaluation, or analysis.</p>

10	<ul style="list-style-type: none"> <li>- Component 3 exam technique (Using knowledge of the set text and Live theatre analysis/evaluation skills)</li> <li>- Completion of Component 1 (40% of GCSE)</li> </ul>	<p>2<sup>nd</sup> year of Long Thin GCSE</p> <p>The main focus for Y10 Drama is to complete Component 1. As this is worth 40% of the final GCSE, spreading it over ½ the year gives students the opportunity to reflect on and develop their skills in devising, performing, and evaluating.</p> <p>Students begin and end the year by continuing their learning on their set text, and live theatre with the focus on exam technique. Students will complete a mock Component 3 in the summer of Y10.</p>	<p>Internal examination assessment for Component 1.</p> <p>Set text knowledge quizzes.</p> <p>Verbal and written feedback on homework, classwork and mock exams for Component 3 focus.</p> <p>External examination assessment for Component 1.</p>
11	<ul style="list-style-type: none"> <li>- Component 3 exam technique (Using knowledge of the set text and Live theatre analysis/evaluation skills)</li> <li>- Completion of Comp 2 (20% of GCSE)</li> </ul>	<p>3<sup>rd</sup> year of Long Thin GCSE</p> <p>The main focus for Y11 Drama is preparing for the Component 3 exam in the Summer term. Students will spend ¾ of the year on developing their exam technique, and revising their knowledge of the set text. They will also continue to think critically about live theatre, and improve their evaluation skills in preparation for the exam.</p> <p>The secondary focus for Y11 Drama is Component 2. This is an examination based on solely performance skills. Students have been developing these skills since Y7, but in Y11 we introduce rehearsal techniques and Stanislavski's methods, to develop their performance of naturalistic character.</p>	<p>External examination assessment for Component 2.</p> <p>External examination assessment for Component 3.</p>
12	<ul style="list-style-type: none"> <li>- Recapping Physical Theatre and Brecht</li> <li>- Introduction to Punchdrunk</li> <li>- Completion of Component 1 (20% of A-Level)</li> <li>- Exploration of Set text 1, and exam technique</li> </ul>	<p>2 hours a week dedicated to Component 3 written exam. 2 hours a week dedicated to Component 1. 1 hour a week alternates between being focused on one of the above.</p> <p>The initial half term of Y12 is solely focused on the group developing their teamworking skills. We do this through recapping Physical Theatre skills, and Brecht skills and ensuring that all students have worked with each other. Students can use Brecht, or Physical Theatre as a focus for Component 1.</p>	<p>Exam practice homework and classwork.</p> <p>Mock exam on set text 1 in Summer of Y12.</p> <p>Focus on the development of explanation and evaluation skills through teacher questioning and peer and teacher feedback.</p>

	<ul style="list-style-type: none"> <li>- Exploration of Curious Incident of the Dog in the Night-Time</li> </ul>	<p>Students will be introduced to Punchdrunk Theatre Company, and will learn about the innovative style of immersive theatre. This continues widening students experience of performance, and allows them to develop their own creative skills. Students can use Punchdrunk as a focus for Component 1.</p> <p>The completion of Component 1 happens in the Summer term. This gives students the majority of the year to develop their performance and devising skills, and understanding of the demands of Component 1.</p> <p>Students will be introduced to their first set text, and will study this throughout the year. They will be gaining a knowledge of the text (themes, original performance, context, characters, plot etc.), alongside developing their written exam technique. Students will also gain knowledge of Curious Incident of the Dog in the Night-Time, with some focus on exam technique.</p>	<p>Verbal feedback (teacher and peer) on performance work during rehearsal.</p> <p>Self-assessment tasks based on performance work. In preparation for Comp 2</p> <p>Internal examination for Component 1.</p> <p>External examination for Component 2.</p> <p>External examination for Component 3.</p>
13	<ul style="list-style-type: none"> <li>- Introduction to Artaud</li> <li>- Completion of Component 2 (40% of A-Level)</li> <li>- Exploration of Set text 2, and exam technique</li> <li>- Exam technique for Curious Incident of the Dog in the Night-Time</li> </ul>	<p>2 hours a week dedicated to Component 3 written exam. 2 hours a week dedicated to Component 1. 1 hour a week alternates between being focused on one of the above.</p> <p>Students are introduced to their second set text, and will study this throughout the year. They will be gaining a knowledge of the text (themes, original performance, context, characters, plot etc.), alongside developing their written exam technique. Students will also develop their knowledge of Curious Incident of the Dog in the Night-Time, with focus on exam technique.</p> <p>Students will be introduced to the methods of Antonin Artaud, and Theatre or Cruelty. This continues widening students experience of performance, and allows them to develop their own creative skills. Students will use Artaud as a focus for Component 2.</p>	

		<p>The completion of Component 2 happens in the Spring term. This gives students time to develop their performance and devising skills, and understanding of the demands of Component 2.</p>	
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