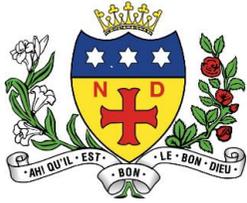


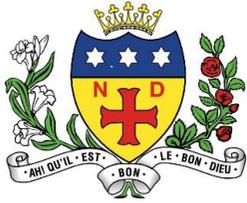
Drama Curriculum Plan

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.

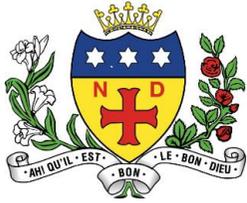
Year	What will students learn?	Rationale	How will students be assessed?	What links are made to the real world, to careers and to developing disciplinary knowledge so that students can become better Performers, Creators, Designers and Dramaturgs?
7 Students follow an 8-week rotation with Technology (2hrs a week)	<ul style="list-style-type: none"> - How to perform using effective facial expressions, body language, vocal skills and audience awareness - How to perform a script - How to create performance from a stimulus - Knowing and understanding what a good performance 	<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.</p> <p>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</p>	<p>The vast majority of assessment at KS3 in Drama is verbal.</p> <p>Week 2: Baseline assessment. Performance of still image - teacher verbal feedback written into book as WWW/EBI</p> <p>Week 3: Performance assessment. Criteria in book. Teacher/peer verbal feedback written into book as WWW/EBI.</p>	<ul style="list-style-type: none"> - How to create a successful performance - How to work with others to create something collaboratively - Focus on the development of explanation and evaluation skills through teacher questioning and



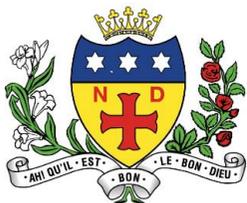
	<p>looks like, and how/why it is effective</p> <ul style="list-style-type: none"> - How to evaluate and constructively criticise performance work - Development of 'soft skills' (confidence, group work, leadership etc.) - How to start using technical theatre to enhance a performance (lighting, sound, set) 	<p>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>Week 4: Key word quiz in book</p> <p>Week 5: Evaluation task of their own performance</p> <p>Week 7: Evaluation task of another groups performance</p>	<p>peer and teacher feedback.</p> <ul style="list-style-type: none"> - How to think as a designer to make choices to enhance the acting, to create mood and atmosphere, and to reach an intended aim.
<p>8 (1hr a week)</p>	<p>Technical Theatre</p> <ul style="list-style-type: none"> - How to design and use lighting to enhance a performance. - Lighting specific knowledge (angles, brightness, gobo, how to use the desk) - How to design and use sound to enhance a performance. - How to design and use set to enhance a performance. 	<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>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</p>	<p>The vast majority of assessment at KS3 in Drama is verbal. However, there are 6 formal assessment points throughout the year.</p> <p>Autumn ½ term 1: Performance assessment based on script including acting and technical elements.</p> <p>Autumn ½ term 2: Written assessment focusing on the</p>	<ul style="list-style-type: none"> - Focus on the development of explanation and evaluation skills through teacher questioning and peer and teacher feedback. - How to think as a designer to enhance a performance through design elements



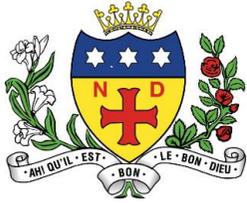
	<ul style="list-style-type: none"> - How to design and use costume to enhance a performance. <p>Page to Stage</p> <ul style="list-style-type: none"> - How to create a clear character whilst using a script - How to approach a script for performance <p>Artaud</p> <ul style="list-style-type: none"> - Knowledge of Artaud's methods and style and use of these conventions in performance. <p>Brecht & Scriptwriting</p> <ul style="list-style-type: none"> - Knowledge of Brecht's methods and style and use of these conventions in performance and creation of new theatre. <p>Physical Theatre</p>	<p>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>In the final Spring 1/2 Term students will write, develop and perform a presentation based on 'My Favourite Place' in collaboration with the English Department's focus on Travel Writing, and in preparation and support of students Spoken Language assessment in Y10 in which they must present in front of an audience and be examined.</p>	<p>creation of characters and meaning - writing in role.</p> <p>Winter ½ term 1: Written evaluation of their own, and another person's performances.</p> <p>Winter ½ term 2: Scriptwriting assessment.</p> <p>Spring ½ term 1 Performance assessment based on Physical Theatre.</p> <p>Spring ½ term 2: Performance/presentation assessment.</p>	<ul style="list-style-type: none"> - Knowledge and use of how to use lighting desks and sound mixers - How to approach a script as a designer and actor - How to take influence from practitioners and develop their own work inspired by them
--	--	--	--	---



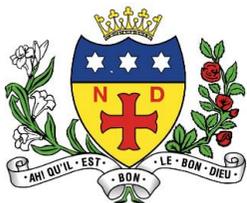
	<ul style="list-style-type: none"> - Knowledge of the style of Physical Theatre and use of the techniques and conventions in performance. <p>Presenting to an audience</p> <ul style="list-style-type: none"> - How to create an engaging presentation and confidently present to an audience using appropriate body language, vocal skills and facial expressions 			
9 (2hrs a week)	<ul style="list-style-type: none"> - Introduction to the set text (reading, and knowledge of the text and characters) - Introduction to Live Theatre using their evaluation skills - Recapping and exploring in more detail – Brecht, Physical Theatre, and Scripts 	<p>1st 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>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>	<ul style="list-style-type: none"> - How to approach a text/performance as a Dramaturg by analyzing, evaluating and challenging. - Exploring their own process as a creator and actor



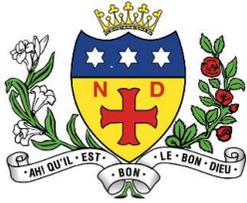
		<p>Students are introduced to the set text for their Component 3 written exam, which they will sit in Y11. They will read this and learn about the plot, themes, characters, original performance, and writer's intentions. This is entirely focused on knowledge of the text.</p> <p>To further develop student's 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>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>	
<p>10 (2hrs a week)</p>	<ul style="list-style-type: none"> - Component 3 exam technique (Using knowledge of the set text and Live theatre analysis/evaluation skills) - Completion of Component 1 (40% of GCSE) 	<p>2nd 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>	<ul style="list-style-type: none"> - April - Internal examination assessment for Component 1. - May/June – Mock Component 3 exam. <p>Set text knowledge quizzes.</p> <p>Verbal and written feedback on homework, classwork and mock exams for Component 3 focus.</p>	<ul style="list-style-type: none"> - How to approach a text/performance as a Dramaturg by analyzing, evaluating and challenging. - Exploring their own process as a creator and actor - Developing their creation of performance from a stimulus
<p>11 (2hrs a week)</p>	<ul style="list-style-type: none"> - Component 3 exam technique (Using knowledge of the set 	<p>3rd year of Long Thin GCSE</p>	<ul style="list-style-type: none"> - December – Mock Component 3 exam. 	<ul style="list-style-type: none"> - How to approach a text/performance as a Dramaturg by



	<p>text and Live theatre analysis/evaluation skills)</p> <ul style="list-style-type: none"> - Completion of Comp 2 (20% of GCSE) 	<p>The main focus for Y11 Drama is preparing for the Component 3 exam in the Summer term. Students will spend $\frac{3}{4}$ 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>	<ul style="list-style-type: none"> - March - External examination assessment for Component 2. - May - External examination assessment for Component 3. 	<p>analyzing, evaluating and challenging.</p> <ul style="list-style-type: none"> - Developing their acting ability and approach to script
<p>12 (2hrs a week)</p>	<ul style="list-style-type: none"> - Recapping/basic knowledge of Physical Theatre and Brecht - Deep exploration of Frantic Assembly, their methods, techniques and performances. - Completion of Component 1 (20% of A-Level) - Exploration of Set text 1, and exam technique - Introduction to Curious Incident of the Dog in the Night-Time 	<p>2 hours a week dedicated to Component 3 written exam.</p> <p>2 hours a week dedicated to Component 1.</p> <p>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.</p> <p>Students will learn about the innovative style of Frantic Assembly. This continues widening students experience of performance, and allows them to</p>	<p>Component 1</p> <ul style="list-style-type: none"> - Verbal feedback (teacher and peer) on performance work during rehearsal. - Self-assessment tasks based on performance work. - Internal examination for Component 1. <p>Component 3</p> <ul style="list-style-type: none"> - Exam practice homework and classwork. 	<ul style="list-style-type: none"> - How to approach a text/performance as a Dramaturg by analyzing, evaluating and challenging. - Developing their acting ability and approach to script - Exploring their own process as a creator and actor - Developing their creation of



		<p>develop their own creative skills. Students can use Frantic Assembly 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>	<ul style="list-style-type: none"> - Mock exam on set text 1 in Summer of Y12. - Knowledge quizzes - Focus on the development of explanation and evaluation skills through teacher questioning and peer and teacher feedback. 	<p>performance from a stimulus</p>
<p>13 (2hrs a week)</p>	<ul style="list-style-type: none"> - Introduction to Artaud - Completion of Component 2 (40% of A-Level) - Exploration of Set text 2, and exam technique - Exam technique for Curious Incident of the Dog in the Night-Time 	<p>2 hours a week dedicated to Component 3 written exam.</p> <p>2 hours a week dedicated to Component 1.</p> <p>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</p>	<p>Component 2</p> <ul style="list-style-type: none"> - Verbal feedback (teacher and peer) on performance work during rehearsal. - Self-assessment tasks based on performance work. In preparation for Comp 2 - External examination for Component 2. 	<ul style="list-style-type: none"> - How to approach a text/performance as a Dramaturg by analyzing, evaluating and challenging. - Developing their acting ability and approach to script - Exploring their own process as a creator and actor



ST CLARE
Catholic Multi Academy Trust

		<p>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 of 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>	<p>Component 3</p> <ul style="list-style-type: none">- Exam practice homework and classwork.- Knowledge quizzes- Mock exams.- June - External examination for Component 3.	<ul style="list-style-type: none">- Developing their creation of performance from a stimulus
--	--	--	---	--