

## Subject: Drama

Year 7	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Unit &amp; length</b>	<b>Last Wish In the World</b>	<b>Pantomime</b>	<b>Anansi</b>	<b>Storytelling: Roald Dahl</b>	<b>Prometheus</b>	<b>Ernie's Incredible Illucinations</b>
<b>Curriculum outline</b>	Using a story as a stimulus, this unit introduces students to characterisation through voice and physicality. In this unit, students will learn fundamental drama skills and terminology. Students will also develop the ability to work as a group and create a well-structured performance. (7 Lessons)	This unit focuses on comedy and communication with the audience, so students will improve their confidence and stage presence. Students will learn the stock characters and stage conventions of a Pantomime, as well as learning about the different stage directions, using the story of Cinderella as a stimulus. (7 Lessons)	Students will learn about the African Slave Trade, how the stories of Anansi, in the shape of a cunning spider, gave hope to the enslaved people. Using a script, students will develop the ability to tell the sombre and frightening story of an enslaved girl, whilst also telling the uplifting stories of Anansi. Students will become versatile actors throughout this unit. (7 lessons)	Charlie and the Chocolate Factory, The Twits and Matilda are the stimuli for this half term's unit, focusing on creating larger than life characters. Students will further develop their use of physicality and voice, as well as developing their rapport with the audience. (6 lessons)	Following on from their studies of Greek Mythology in English, students will develop their skills in telling these bold and heroic stories, focusing on the story of Prometheus. Contrasting from the comedy characters created in previous units, students will develop their use of voice and physicality to communicate status and power. (6 lessons)	Using a comedy script, students will develop the ability to turn stage directions and dialogue into well-developed and interesting scenes. They will improve their characterisation and ability to create mood and atmosphere. This unit prepares the students for the script work we will undertake in Year 8. (6 lessons)
<b>Assessment/s</b>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Baseline Assessment: L2 –</b> Working together in a pair to create and sustain a character appropriate to the story. Assessment of voice and physical skills in performance.</p>	<p><b>Quizzes:</b> Regular verbal quizzing on drama vocabulary and stage directions.</p> <p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment: L3 –</b> Performance of a devised Pantomime scene, assessing the use of typical Pantomime conventions such as audience interaction, direct address and slapstick humour.</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment:</b> Performance of one of the Anansi stories, using physical theatre and soundscape. Assessment of voice and physical skills in performance.</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment:</b> L4 Twits – over the top characterisation and use of voice.</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment:</b> L4 Trial – organising a well structured scene which explores each characters motives. Showing power.</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment:</b> L3 – Performance of boxing scene.. physical skills</p>

Year 8	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Unit &amp; length</b>	<b>Melodrama</b>	<b>Remembrance</b>	<b>Titanic</b>	<b>Arabian Nights</b>	<b>Gothic – Creating Atmosphere</b>	<b>Theatre in Education</b>
<b>Curriculum outline</b>	Starting Year 8 with a bang, students will develop the ability to play exaggerated characters, with larger than life physicality and voice. They will learn terminology such as the stock characters of a Melodrama. This unit will use both script and devising skills to explore the theatrical genre. (7 lessons)	Linking with Remembrance Day in November, students will use texts based on children affected by war (Goodnight Mr Tom and Boy in the Striped Pyjamas) as a stimulus for their drama. This unit is all about carefully creating atmosphere and meaning to affect the audience. Students will create their own paper puppets and learn key puppetry skills to assist in their performances. (7 lessons)	Using the story of the ill-fated Titanic’s maiden journey, students will develop their ability to empathise with characters from a period in history and create theatre based on their observations of how the different passengers would have felt through the boarding and ultimate sinking of the ship. A unit for historians and thespians alike! (7 lessons)	Using the magical stories of the 1001 Arabian Nights, students will develop the ability to use script and costume to tell the stories. Students will develop their knowledge of framing stories and culminate the unit in a whole class performance of some stories from the Arabian Nights. Costume and lighting will be used to enhance the mood and atmosphere. (6 lessons)	Students will develop the ability to create tension and atmosphere in performance. We will use the following stories as vehicles to create atmosphere and tension; <i>Darkwood Manor</i> , <i>The Tale of Witches Rock</i> and <i>Tell Tale Heart</i> by Edgar Allan Poe. Students will develop their skills in characterisation, voice, physicality and have the opportunity to explore sound and lighting as methods of enhancing atmosphere. (6 lessons)	This unit introduces students to Theatre in Education, a style of theatre used to communicate health, social and political issues to school children through exciting and relatable performance. Students will build their own theatre companies and create hypothetical performances for Year 6 students about Beach Safety. (6 lessons)
<b>Assessment/s</b>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Baseline Assessment: L2 –</b> students will create a short piece of Melodrama in groups of 3 using the stock characters of the hero, villain and the heroine.</p> <p><b>Final Assessment: L6 –</b> Performance of Train Track Terror! Students will use the skills they have developed over the course of the unit to perform in a Melodramatic style.</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment: L4 –</b> Performance of Goodnight Mr Tom. Students will be assessed on their ability to create mood and atmosphere, as well as using their puppets effectively.</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment: L5 –</b> Final performance of A Titanic Survivor’s Story. Students will be assessed on their ability to create mood and atmosphere and their ability to accurately depict the characters and their emotions during the tragedy.</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment: L6 –</b> Final performance in a whole class telling of the Arabian Nights. Students will be assessed on their storytelling skills, physicality, voice and ability to learn lines.</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment: L4 –</b> Performance of a soundscape to depict the story of Tell Tale Heart. Students will be assessed on their ability to use voice and sound to create atmosphere.</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment: L6 –</b> Students will perform a piece of Theatre in Education on beach safety that they have devised themselves. They will be assessed on their ability to appropriately get their message across whilst engaging their target audience.</p>

Year 9	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Unit &amp; length</b>	<b>Physical Theatre</b>		<b>DNA by Dennis Kelly</b>		<b>Blood Brothers by Willy Russell</b>	<b>Introduction to BTEC Performing Arts</b>
<b>Curriculum outline</b>	<p>This term long unit allows students to bridge the gap between weekly performances at Y7 and Y8, to longer term rehearsal and performance work like they will encounter at KS4.</p> <p>For the first 4 lessons, students will be introduced to the style of Physical Theatre, using the techniques of Frantic Assembly to create props out of their bodies, handshakes and chair duets.</p> <p>For the following 4/5 lessons, students will work on a final piece of work to bring together all of the techniques that they have learned.</p> <p>Students will curate their performances using their own choices of sound, lighting, costume and, of course, physical theatre.</p> <p>This unit continues to be a stand out unit in our curriculum for Drama. Our students become real theatre creators here, and many students impress and excel in their work. (12 lessons)</p>		<p>This term-long unit studies a GCSE text in depth. As students have focused mainly on physicality in the Autumn Term, a focus is put on use of voice.</p> <p>DNA is a play based on a group of teenagers who together commit a serious crime, and explores the themes of power, conflict, bullying and consequences.</p> <p>Throughout this unit, students will study the characters and themes in depth, furthering their ability to use text at KS4. Students will also perform extracts from the play and develop their characterisation skills, as well as their ability to create mood and atmosphere. (12 lessons)</p>		<p>In the Summer term of Y9, we study our first piece of musical theatre, Blood Brothers by Willy Russell. Students will study the social and political context of the text, which explores the themes of social class, nature vs nurture and friendship &amp; loyalty. Each lesson, we will explore the text, characters and plot in detail, before students will begin rehearsing and perfecting the ability to take the script to performance. Students will continue to develop their performance skills to a high level, including the use of voice, physicality, gesture and gate. (8 lessons)</p>	<p>Students who have chosen to further their studies of the Performing Arts in KS4, will be introduced to the BTEC Performing Arts course. Students will take part in team building and trust exercises, before completing a series of lessons on Physical Theatre, using Frantic Assembly's techniques. (18 lessons)</p>
<b>Assessment/s</b>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Baseline Assessment: L2 –</b></p> <p><b>Final Assessment: L9/10 –</b> Students will devise and perform a scene based on themes of DNA, using the skills in voice and physicality developed throughout the unit. Students will be assessed on both their performing and devising skills.</p>		<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Baseline Assessment: L2 –</b> Use of voice and physicality in Mark and Jan's Duologue</p> <p><b>Final Assessment: L9/10 –</b> Students will devise and perform a scene based on themes of DNA, using the skills in voice and physicality developed throughout the unit. Students will be assessed on both their performing and devising skills.</p>		<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment: L5 –</b> Performance of both Eddie and Mickey's classroom scene at the start of Act II. Students will be assessed on the ability to show the contrast between the two characters, as well as their characterisation skills (voice and physicality).</p>	<p><b>Weekly:</b> Performance to the class.</p> <p><b>Feedback:</b> Students are given weekly feedback to develop their performances.</p> <p><b>Final Assessment:</b> Physical Theatre final performance</p>

Year 10	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit & length	<b>Preparation for Component 2: Developing skills and techniques in the Performing Arts</b>		<b>Component 2: Developing skills and techniques in the Performing Arts</b>		<b>Preparation for Component 1: Developing a broad knowledge of modern theatre</b>	
Curriculum outline	<p>At the start of Y10, students will be developing their practical skills and techniques in acting and/or musical theatre, in order to prepare them for C2 in the Spring Term (which is worth 30% of their overall grade).</p> <p>Students will take part in workshops using the techniques of Stanislavsky and prepare many performance pieces including monologues.</p> <p>This term will grow each student as a performer, with regular opportunities for performance and group work with different members of the class.</p> <p>The curriculum will also offer opportunities to watch performances and participate in workshops with industry professionals.</p>		<p>In the Spring Term, students will embark on their first piece of coursework, developing a performance of a piece of script / text.</p> <p>The key purpose of this assessment is for students to develop their skills in producing a performance or production based in existing repertoire. This can be either straight acting or musical theatre. The assignment for this component consists of three tasks.</p> <p>Task 1 - students will prepare for a performance or pitch/presentation of designs of/for existing repertoire.  Task 2 - students will showcase performance or production designs for an audience.  Task 3 - students will review the development and application of skills and techniques during the process and after.</p>		<p>BTEC Performing Arts requires students to have a broad knowledge of theatre repertoire, job roles within the theatre and theatre design, as well as developing skills in a range of theatre styles and genres.</p> <p>So, our Summer Term curriculum is designed to saturate our students with as many theatre styles and skills as possible. Students will have the opportunity to watch live performance (recorded or in person), develop their skills in each area through practical lessons and assessments, and begin to build up an impressive portfolio of theoretical knowledge. Our studies will include styles such as Verbatim Theatre and Musical theatre.</p> <p>Towards the end of the term, we will watch and complete initial notes and study on <b><i>Come From Away</i></b> in preparation for Component 1 in the Autumn Term of Year 11.</p>	
Assessment/s	<p>In November/December, students will complete a mock assessment of Component 2. This will involve building a portfolio of rehearsal evidence, a final performance and a written evaluation.</p>		<p>The timing of the assessment is approximately 15 hours of supervised assessment.</p>		<p>Students will be regularly assessed in both their practical and theory work.  Students will be assessed under the assessment criteria set by Pearson BTEC.</p>	

Year 11	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Unit &amp; length</b>	<b>Component 1: Exploring the Performing Arts</b>		<b>Component 3: Responding to a brief</b>			
<b>Curriculum outline</b>	<p>Students will begin the completion of their coursework. The key purpose of this assessment is for learners to demonstrate an awareness of the techniques, processes and elements used by professionals in performing arts.</p> <p>The assignment for this component consists of two tasks.</p> <p>Task 1 - students will investigate one example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Students will also cover the skills and responsibilities required and the influences of other work.</p> <p>Task 2 - students will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.</p>		<p>In this unit, students will devise their own performance based on a brief set by the exam board. Students will be given the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a brief and stimulus.</p> <p>Students' learning from C1 and C2 will culminate in their response to this assessment. They will need to draw on their knowledge of theatre practices and industry professional work that they gained in C1, as well as the skills and techniques that they developed during C2.</p> <p>At the start of term, we will begin by studying the work of the Paper Birds and Brecht, before the stimulus is released in mid-January. Students will then spend the remaining weeks devising and creating their performance, which is underpinned by 3 short pieces of writing.</p>			
<b>Assessment/s</b>	The timing of the assessment is approximately 12 hours of supervised assessment.		The timing of the assessment is approximately 15 hours of supervised assessment. This is the final unit for BTEC Performing Arts and it is externally assessed.			