

# Curriculum Overview

## Drama

### KS3

	Year 7	Year 8	Year 9
Half term 1	<p><b>Introduction to Drama:</b> Exploring skills such as teamwork, trust, respect and co-operation as well as key drama skills and techniques.</p>	<p><b>Stages Through the Ages:</b> Exploring historical theatre styles including Elizabethan Theatre, Restoration Comedy, and 18th Century Theatre, developing understanding of performance conventions and historical context.</p>	<p><b>Theatre Practitioners:</b> Investigating Stanislavski's Naturalism and Brecht's Epic Theatre, focusing on acting methods, performance style, and audience impact.</p>
Half term 2	<p><b>Slapstick Comedy and Silent Movies:</b> Physical comedy, choreography and exaggerated characters to convey humour and storytelling without dialogue.</p>		
Half term 3	<p><b>Stylised and Ensemble Movement:</b> We will use Lewis Carroll's poem 'Jabberwocky' to develop ensemble work, creative movement, and collaborative performance skills.</p>	<p><b>Theatre in Education:</b> Through a range of engaging workshops and performance activities, students will develop a healthy understanding of the background and purpose of Theatre in Education. Students will learn about and practically develop the</p>	

<p><b>Half term 4</b></p>	<p><b>Telling Tales:</b> Students will explore a range of engaging stories from different genres, learning how to create atmosphere and tension, as well as developing character through vocal and physical skills.</p>	<p>different performance techniques and skills required to effectively deliver an educational message to an audience and understand how theatre and performance can be used to educate about specific worldly issues.</p>	<p><b>Devising:</b> Students will explore how to create original drama from a range of stimuli including poetry, images and real historical events, using explorative rehearsal strategies to develop creativity and collaboration.</p>
<p><b>Half term 5</b></p>	<p><b>Script and Genre:</b> Investigating different dramatic genres and scripts, developing performance and characterisation.</p>	<p><b>Set Text:</b> The Terrible Fate of Humpty Dumpty by David Calcutt Analysing and performing a scripted play, focusing on characterisation, storytelling, and key themes and context.</p>	<p><b>Set Text:</b> Teachers by John Godber Analysing and performing a scripted play, focusing on characterisation, storytelling, and key themes and context.</p>
<p><b>Half term 6</b></p>	<p><b>Ancient Greek Theatre:</b> A study of classical theatre, including masks and chorus work to understand historical performance conventions.</p>		

# Curriculum Overview

## GCSE Drama

### KS4

	Year 10	Year 11
Half term 1	<p><b>Study of Theatre Practitioners:</b> Stanislavski – Naturalism Brecht – Epic Theatre Artaud – The Theatre of Cruelty Frantic Assembly – Physical Theatre</p>	<p><b>Component 1: Understanding Drama</b> This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.</p> <p><b>Set Text:</b> Blood Brothers</p> <p><b>Component 3: Texts in Practice</b> This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. For this component students must complete two assessment tasks:</p> <ul style="list-style-type: none"> <li>• study and present a key extract (monologue, duologue or group performance)</li> <li>• study and present a second key extract (monologue, duologue or group performance) from the same play.</li> </ul>
Half term 2		
Half term 3	<p><b>Component 2: Devising Drama</b> This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.</p>	
Half term 4		
Half term 5	<p><b>Component 2: Devising Logs</b> Each student is required to complete a Devising log documenting the creation and development of their ideas to communicate meaning through a devised piece and analysing and evaluating their individual contribution to the devising process and the final devised piece.</p>	

<b>Half term 6</b>	<b>Finalise Coursework and Component 1 Preparation</b>	
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## Curriculum Overview

# Drama and Theatre

## KS5

	Year 12	Year 13
Half term 1	<b>Study of Theatre Practitioners:</b> Stanislavski – Naturalism Brecht – Epic Theatre Berkoff – Total Theatre Boal – Theatre of the Oppressed Gecko – Physical Theatre Katie Mitchell – Multi-media and Live Cinema	<b>Component 3: Making Theatre</b> This component is assessed practically. Students must learn how to contribute to text-based drama in a live theatre context for an audience. Students must also study for this component the work and methodology of one influential theatre practitioner.  <b>Component 1: Drama and Theatre Continued</b> This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed and on their ability to analyse and evaluate the live theatre work of others.  <b>Set Texts:</b> Yerma by Federico Garcia Lorca Antigone by Sophocles
Half term 2		
Half term 3	<b>Component 2: Creating Original Drama</b> Students must learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process. Students must also study for this component the work and methodology of one influential theatre practitioner.  For this component, students must complete two assessment tasks: <ul style="list-style-type: none"> <li>• Produce an individual Working Notebook documenting the devising process</li> <li>• Contribute to a final devised group performance.</li> </ul>	
Half term 4		
Half term 5	<b>Component 1: Drama and Theatre</b> This component is a written exam in which students are assessed on their knowledge and understanding of how	

<b>Half term 6</b>	drama and theatre is developed and performed and on their ability to analyse and evaluate the live theatre work of others.	
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