

Secondary Curriculum Information Pro-Forma

Subject:

Drama

Subject Leader:

Miss E Grant

YEAR 7	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	The Breakfast Show	<ul style="list-style-type: none"> Learning the basics of Drama – Introduction to drama techniques, spatial awareness of performing and audience, staying in role and characterisation of creating a character that is clearly different from their selves 	Freeze Frames , Physical Theatre, Role Play, Body Language, Facial Expression Exploring devising from stimulus Team building and communication skills Evaluating themselves and others work Links between their own and theatre
Term 2 (November – December)	Scripted Performance	Learning the necessary tools to be able to go from page to stage, exploring the concepts on what an actor endures when embarking on learning lines and making an realistic performance to an audience	Freeze Frames , Physical Theatre, Role Play, Body Language, Facial Expression Learning to direct and be directed The skill of learning lines Staging, where to stand in accordance to the script or their own decision Making characters real to an audience
Term 3 (January – February)	Agony Aunt	Exploring bullying and the impact it has on friendship groups. To think about how behaviour impacts the way we think and our actions. Exploring the harsh reality of peer pressure and looking at problem/dilemma solving	Dilemma solving Learning to dissect a character to find the deeper meaning The skill of learning lines Staging, where to stand in accordance to the script or their own decision Making characters real to an audience
Term 4 (March – April)	Greek Theatre	Investigating the start of drama and how it all began through choral work, masks, storytelling and movement. Working as an	Cultural awareness- Drama through the ages Links from olden to modern

		ensemble to create choral performances	<p>Working as a ensemble</p> <p>Movement with dialogue</p> <p>Working with the 4P's to creating vocal choral work</p>
Term 5 (April – May)	Physical Theatre	Introduction to Physical Theatre and drawing on inspiration from Shakespeare	<p>Creating shapes that resemble imagery from the play</p> <p>Usage of characters to explore status</p> <p>Introduction of soundscape</p> <p>Movement with dialogue</p> <p>Usage of the 4 P's</p>
Term 6 (June – July)	Teenage Crime	Exploring the concepts of situations that happen in real life and how it dealt with by the media and police	<p>Reconstructing events</p> <p>Usage new techniques such as split scene, documentary drama ,subtext and improvisation to devise a scene</p> <p>Choices that people make and how it effects those around it</p>

YEAR 8	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	Lost	Working with empathy and exploring the deeper context behind a theme. Connections	<ul style="list-style-type: none"> Exploring inner and outer thoughts

		between the real world, reality and fiction	<ul style="list-style-type: none"> • Exploration of techniques such a thought tracking, thought alley, though tunnel, mirror reflection and teacher in role to contextualise the characters through process • Dealing with concepts of 'all isn't what it seen
Term 2 (November – December)	Haunted House	<ul style="list-style-type: none"> • Looking at how create an atmosphere and tension • Building climax and anti-climax in a scene 	<ul style="list-style-type: none"> • To be able to select and organise material as part of the dramatic process • To develop and sustain a role in a specific situation • To explore and consolidate students' experience of strategies such as still image, storyboard teacher in role
Term 3 (January – February)	What is wrong with Robbie	Looking at bullying and the impact it has on everyday life	<ul style="list-style-type: none"> • Using empathy to explore the background story to the character • Working to find solutions that solve both sides of the problem
Term 4 (March – April)	Little Sister	Thinking about social interactions and judgements made without exploring who or what the person is about	<ul style="list-style-type: none"> • Looking at perceptions and stereotypes of characters and exploring 'not to judge a book by its cover'
Term 5 (April – May)	Script work	Developing the tools to be able to go from page to stage, exploring the concepts on what an actor endures when embarking on learning lines and making an realistic performance to an audience	<ul style="list-style-type: none"> • Know what super-objective, status and blocking are and apply these skills to their performance of the script • Get to grips with format of a script and learn the different functions and how they work with the actor to create a performance
Term 6 (June – July)	Macbeth	Introduction to Shakespeare plays	<ul style="list-style-type: none"> • Exploration of the main themes and characters and making connections between that era and the modern world

YEAR 9	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	Road Safety	<ul style="list-style-type: none"> Discovering the issues and themes surrounding road safety, getting different points of views 	<ul style="list-style-type: none"> Pressures of being and adolescence and the issues surrounding peer pressure and usage of the road Drama techniques that add layers to devising and evoke a deeper subtext understanding
Term 2 (November – December)	Bouncer and Shakers	<ul style="list-style-type: none"> Taking apart how people are looked and judged through society using script work 	<ul style="list-style-type: none"> Stereotypes of gender and using role reversal to explore
Term 3 (January – February)	GCSE themed coursework Unit 2 Blood Brothers	<ul style="list-style-type: none"> This unit introduces students to the content of plays written for the theatre. They will learn how to interpret a play in various ways and understand how a play works in performance. 	<ul style="list-style-type: none"> Study the way in which playwrights, directors, designers and performers communicate meaning through drama Learn how to interpret a script Learn how to develop characters and/or roles Discover the ways in which performers, directors or designers interpret ideas in a drama performance and the different ways in which this can be achieved Explore different staging methods Share your work and ideas with others in your group Develop performance skills and rehearsal techniques Understand the social, cultural and historical context of the play
Term 4 (March – April)	GCSE themed coursework Unit 2 Blood Brothers	<ul style="list-style-type: none"> Looking at the assessment side to Unit 2 	<ul style="list-style-type: none"> Working towards a documentary response analysing and evaluating their own and other students' work during the exploration process An evaluation of a live performance of a complete play
Term 5 (April – May)	I don't like Monday/Let him Ave it!!!	<ul style="list-style-type: none"> Looking at real life events and using the theme to create Docu-Drama 	<ul style="list-style-type: none"> Choices of life and death Punishment is right to decide someone future? Aftermath of a death Trigger points that can lead to breaking points in humans
Term 6 (June – July)	Monologues	Challenging the skills needed to create monologues and duologues for an audience	Looking at audition monologues and duologues, finding their own and creating their own

YEAR 10	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
Term 1 (September – October)	Introduction to GCSE	<ul style="list-style-type: none"> • Students to be introduced to the GCSE course • Have the units broken down for them 	<ul style="list-style-type: none"> • The difference between GCSE and KS3 • Understanding the marking criteria • Learn how to use explorative strategies in a performance • Learn how to develop characters and/or roles • Peer and self-assessment using the marking criteria
Term 2 (November – December)	Unit 2 Woman in Black Text	<p>This unit introduces students to the content of plays written for the theatre. They will learn how to interpret a play in various ways and understand how a play works in performance. The play text to be studied will be chosen by the centre to ensure that it is suitable for students' interests and abilities. It must be a complete and substantial play text that has been published professionally.</p> <ul style="list-style-type: none"> • Students must have experience of live theatre as a member of the audience. The live theatre could be a performance of: <ul style="list-style-type: none"> *The play chosen for exploration *Any other play 	<ul style="list-style-type: none"> • Study the way in which playwrights, directors, designers and performers communicate meaning through drama • Learn how to interpret a script • Learn how to develop characters and/or roles • Discover the ways in which performers, directors or designers interpret ideas in a drama performance and the different ways in which this can be achieved • Explore different staging methods • Share your work and ideas with others in your group • Develop performance skills and rehearsal techniques • Understand the social, cultural and historical context of the play
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Term 4 (March – April)	Controlled Assessment and Practical exam Unit 2 (Start of Unit 1)	<p>The work for this unit will be centre devised. A complete and substantial play text will be chosen by the teacher.</p>	<p>Practical exploration A six-hour practical exploration of the chosen play text will take place under formal supervision in the centre and be led by the teacher. The teacher will:</p> <ul style="list-style-type: none"> • introduce the chosen play text • supervise student response to the play text through suitable selection

			<p>of at least four explorative strategies</p> <ul style="list-style-type: none"> • supervise student response to the play text through at least two examples of the drama medium • supervise student response to a suitable selection of drama elements • make detailed notes for assessment purposes of all student activity during the six hour practical exploration <p>Documentary response Students may make notes after the six hour practical exploration but the final completion of the documentary evidence must take place under supervision. It is recommended that the final preparation of the documentary evidence will take between two and four hours.</p> <p>Response to live performance Students may make notes following their attendance at live theatre but completion of the evaluation must take place under supervision. It is recommended that the final preparation of the documentary evidence will take between four and six hours. During the process of completing the documentary evidence the work must not be removed from the centre.</p>
Term 5 (April – May)	Unit 1 Theme(Yet to be chosen)	<ul style="list-style-type: none"> • This unit requires students to engage in a programme of work that will help them appreciate how a variety of drama activities can be used to deepen their understanding of drama form. Students will learn that it is through practical engagement that understanding might be enriched. • The unit requires students to explore a theme, topic or issue through the application of learning from the Programme of Study. Stimuli, chosen by the teacher, will allow students to deepen their understanding of the central aspects of the chosen theme, topic or issue and come to appreciate how the dramatic medium and strategies can be used to create drama form and communicate meaning. • Students will have the opportunity to make connections between different stimuli which support the theme, topic or issue and explore the creative potential of the material. The work produced for this unit is intended to have meaning for the participants and is not intended for performance to a theatre audience. 	<ul style="list-style-type: none"> • Study the way in which a theme can change directors, designers and performers ability to communicate the meaning through drama • Learn how to interpret a theme • Learn how to develop characters and/or roles through explorative strategies • Discover the ways in which performers, directors or designers interpret ideas in a drama performance and the different ways in which this can be achieved • Explore different staging methods • Share your work and ideas with others in your group • Develop performance skills • Understand the social, cultural and historical context of the theme if linked
Term 6 (June – July)	Unit 1	<ul style="list-style-type: none"> • This unit will be based on the Programme of Study and include 	Reflect on their own work and the work of others through an evaluation of the student understands

	<p>Theme(Yet to be chosen)</p>	<p>sharing work with others and responding to constructive feedback</p> <ul style="list-style-type: none"> • Offer students the opportunity to engage in a range of drama activities • Explore a range of stimuli chosen across different times and cultures • Make connections and comparisons between different stimuli. 	<p>of the explored theme, topic or issue.</p> <p>Practical exploration</p> <p>Practical exploration will take place in the centre under formal supervision and be led by the teacher. The teacher will:</p> <ul style="list-style-type: none"> • introduce the topic/theme/issue through a choice of at least two suitable stimuli •supervise student response to the stimuli through suitable selection of at least four explorative strategies •supervise student response to the theme/topic/issue through at least two examples of the drama medium •supervise student response to a suitable selection of drama elements • Teachers must make detailed notes for assessment purposes of all student activity during the six-hour practical exploration. <p>Documentary response</p> <p>Students may make notes after the six-hour practical exploration but the final completion of the documentary evidence must take place under supervision. It is recommended that the final preparation of the documentary evidence will take between four and six hours. During the process of completing the documentary evidence the work must not be removed from the centre.</p>
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