

CURRICULUM OVERVIEW: DRAMA



YEAR 7	Weeks 1 – 7	Weeks 8 – 15	Weeks 16 – 21	Weeks 22 – 26	Weeks 27 – 33	Weeks 34 – 40
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Unit title	Serious Fun	Jamie in the land of the Dinnersphere	The Tempest	Devising – Physical Theatre	Pandoras Box	Ritual and Celebration
Content	What is Drama? What skills do you need? Why are the skills important?	Working together to explore, rehearse and understand how to use a play text. This will enable students to develop their performance skills and confidence.	Using movement and drama techniques to create an understanding of Shakespeare and how to interpret character and themes.	Students will learn about different elements and styles of physical theatre in order to create their own work.	Using mythology as a stimulus to work on physicality to develop storytelling. Students will also learn how to use their voice to create characters and express emotion.	Students will study rituals and celebrations and their special place in our lives. Recognising the importance of atmosphere, narrative and structure when creating drama.
Key Vocabulary	<ul style="list-style-type: none"> <li>Freeze.</li> <li>Frame/Tableaux.</li> <li>Mime.</li> <li>Facial expressions.</li> <li>Body Language.</li> <li>Improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>Playwright</li> <li>Audience interaction</li> <li>Stage directions.</li> <li>Tableaux</li> <li>Spontaneous improvisation.</li> <li>Thought tracking.</li> <li>Mime</li> </ul>	<ul style="list-style-type: none"> <li>Unison.</li> <li>Cannon.</li> <li>Movement.</li> <li>Tension.</li> <li>Relationships.</li> <li>Shakespeare.</li> <li>Dynamics.</li> <li>Motif.</li> </ul>	<ul style="list-style-type: none"> <li>Physical theatre.</li> <li>Body propping.</li> <li>Synchronised movement.</li> <li>Choral speaking.</li> <li>Thought tracking.</li> </ul>	<ul style="list-style-type: none"> <li>Volume.</li> <li>Narrative.</li> <li>Narration.</li> <li>Narrator.</li> <li>Projection.</li> <li>Diaphragm.</li> <li>Structured improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>Voice projection.</li> <li>Articulation.</li> <li>Volume.</li> <li>Diaphragm.</li> <li>Atmosphere.</li> <li>Enunciation.</li> <li>Structured improvisation.</li> <li>Scenes.</li> <li>Acts.</li> </ul>
Key Knowledge	Students will learn how to work safely and effectively as part of a group and explore key techniques such as tableaux and improvisation to create drama.	Students will learn about how texts are constructed by playwrights and screenwriters. Students will also learn how play texts are used by actors and directors in rehearsal and performance.	Students will research and explore themes, motifs, and language to create drama and characters.	Students will learn how to use dance and movement skills to communicate narrative, emotion, and atmosphere.	Students will learn how to create a range different characters by applying physical and vocal performance techniques.	Students will hone and apply all the performance techniques they have learnt over the year to create a dynamic and engaging performance.
Curriculum links	This unit creates the platform for ensemble building and all future group work. This includes rehearsing for The Tempest and Physical theatre.	Links forward to - work on The Tempest in the following term. Links back to – the performance skills and rehearsal techniques learnt in term 1.	Links forward to – Using stylised and synchronised movement to create character and tell stories in term 4.  Links back to – Applying the skills learnt in term 2 to work on a challenging text.	Links forward to – Understanding how to apply dramatic techniques in order to tell stories and create atmosphere in term 6.  Links back to - movement content in the Tempest further developing physical skills to show work using the body as well as characterisation.	Links forward to - In depth exploration of physical theatre in year 8  Links back to - term 1, storytelling through tableaux.	Links forward to – How to devise and structure Brechtian plays in year 8 term 1.  Links back to -practical skills to create atmosphere and mood covered in term 4.



## CURRICULUM OVERVIEW: DRAMA

<b>Cultural Capital</b>	Learning how drama skills can be used to overcome disagreements and differences.	Students will learn about the way Government effects school decisions about food and healthy eating.	Creating an awareness about the breadth of Shakespearean language and the continued relevance of his work.	Students will learn about and explore social issues and 100 hands dance from Asia performed by the hearing impaired.	The consideration of the impact of the ancient world on the modern; including the idea that we can learn from the past.	Recognising the significance of ritual and ceremony in our lives, which mark the important life events which matter to us.
-------------------------	--	--	--	--	---	--

CURRICULUM OVERVIEW: DRAMA



	Weeks 1 – 7	Weeks 8 – 15	Weeks 16 – 21	Weeks 22 – 26	Weeks 27 – 33	Weeks 34 – 40
YEAR 8	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Unit title	Brecht	Wacky Soap	The Terrible Fate of Humpty Dumpty	Melodrama	7 Ages of man	Comedy
Content	Students will learn about the German theatre maker Berthold Brecht. Students will learn about his techniques and how he used theatre to encourage political change rather than just as a form of entertainment.	Students will learn about Theatre in education and how it can be used to explore social issues that young people may face. Students will also learn about and experiment with the key techniques of pantomime.	Students will learn how to work collaboratively on a play text to accurately explore the characters and themes.	Students will learn about melodrama and how its unique style has influenced other dramatic forms. This will include learning about exaggerated stock characters, plot and stereotypes.	Students will learn about and apply a range of dance and movement-based performance techniques.	Students will learn about and explore a range of different types of comedy and will develop the skills needed to effectively create comedy.
Key Vocabulary	<ul style="list-style-type: none"> <li>Thought tracking.</li> <li>Still images.</li> <li>Direct address.</li> <li>Narration.</li> <li>Roleplay.</li> <li>Narration.</li> <li>Choral speaking.</li> <li>Freeze frames.</li> <li>Flash backs.</li> </ul>	<ul style="list-style-type: none"> <li>Pantomime.</li> <li>Audience interaction.</li> <li>Choral speaking.</li> <li>Addiction.</li> <li>Theatre in Education.</li> <li>Personification.</li> <li>Characterisation.</li> <li>Body propping.</li> <li>Mime.</li> </ul>	<ul style="list-style-type: none"> <li>Monologue.</li> <li>Flashback.</li> <li>Character development.</li> <li>Announcing the end.</li> <li>Empathy.</li> <li>Improvisation.</li> <li>Structure.</li> <li>Theme.</li> </ul>	<ul style="list-style-type: none"> <li>Provocation.</li> <li>Pangs.</li> <li>Punishment.</li> <li>Melodrama.</li> <li>Stock Characters.</li> <li>Stereotypes.</li> <li>Gesture.</li> </ul>	<ul style="list-style-type: none"> <li>Body popping/weight sharing.</li> <li>Levels.</li> <li>Dynamics.</li> <li>Physicality.</li> <li>Canon.</li> <li>Unison.</li> <li>Formation.</li> <li>Rhythm.</li> <li>Pace.</li> <li>Repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Improvisation.</li> <li>Slapstick.</li> <li>Black comedy.</li> <li>Slow motion.</li> <li>Sketch.</li> <li>Fast forward.</li> <li>Farce.</li> <li>Timing.</li> </ul>
Key Knowledge	Students will learn a range or devising and performance techniques (as mentioned in key vocabulary) that Brecht used in his political theatre.	Students will learn how to interact and communicate with an audience. Specifically, how to make an audience aware of and confront social issues.	Students will learn how to interpret, rehearse, and perform a play that explores the theme of bullying. Students will develop an understanding of how themes are explored in plays through the story and through the characters.	Students will learn how to perform exaggerated characters using physical and vocal performance techniques. Students will also learn about the origins of melodrama and how it has developed over time.	Students will learn about different dance and movement techniques can be used to tell stories, atmosphere, and characters.	Students will learn about the basic building blocks of comedy and how they can be used in a variety of styles.
Curriculum links	This unit enables students to broaden their understanding of distinctive styles of theatre and add to their knowledge of rehearsal and performance techniques. This links to Physical theatre and devising components that students will complete in years 9 and 10.	This unit builds on the skills and theories of Brechtian theatre and enables the students to see how they are being used now to help promote social awareness in schools.	This unit builds on the previous two units and focuses on how theatre can be used as a tool for positive social change. This unit also links into PSHE lessons that will have taken place in tutor times.	This unit builds on the skills learnt in HT2. Students will learn how melodrama began in music halls and developed into modern pantomime and is also used in many films which we all enjoy today.	This unit build upon the skills learnt in physical theatre in year 7 and prepares students for Devising units in year 9 and 10. Students will be made aware that they are able to create theatre from scratch in many styles and will encourage them to work to their interests and strengths.	This unit introduces new skills whilst building students confidence, building on previous units of improvisation, and devising techniques.



## CURRICULUM OVERVIEW: DRAMA

<b>Cultural Capital</b>	Learning how drama techniques and theories can and have been used to enable positive political and social change.	Students will learn about the positive impact TIE can have and how it is an invaluable tool that helps many young people make good life choices.	Students will learn about the causes and effects of bullying, as well as about techniques that can be used to combat the problem.	Students will learn about stereotypes and how they have been presented historically. We will then explore how these perceptions have changed overtime and discuss the positive change this has brought about.	This unit explores the idea that we share experiences and situations at different stages in our lives, that there is no situation that has not been experienced and overcome.	This unit enables students to see how comedy can be used to form positive relationships and be used as a tool to bring people together through shared experience.
-------------------------	---	--	---	---	---	---

CURRICULUM OVERVIEW: DRAMA



YEAR 9	Weeks 1 – 7	Weeks 8 – 15	Weeks 16 – 21	Weeks 22 – 26	Weeks 27 – 33	Weeks 34 – 40
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Unit title	Scripted work - "Teachers" by John Godber		Devising from a stimulus – Animal Journey /Pinocchio		Gangs	Key life Skills
Content	Students will learn how high-quality theatre can be achieved even on a small budget. Students will learn how to effectively create location, atmosphere and highly engaging characters using minimal props and costume.		Students will learn how to work effectively as a group to create, develop and perform an original piece of theatre using stimulus material (Something that sparks an initial idea).		Students will learn about how gangs form and why people join them. They will be encouraged to explore and challenge stereotypical views to create a piece of engaging theatre.	Students will learn a range of skills in preparation for life after education. This will include, interview technique, conflict resolution, debate, promoting a positive image, first impressions, writing C. V's, covering letters, and presenting information.
Key Vocabulary	<ul style="list-style-type: none"> <li>• Multi-roling.</li> <li>• Direct speech.</li> <li>• Interpretation.</li> <li>• Characterisation.</li> <li>• Hot seating.</li> <li>• Vocal skills (Pitch, pace, Tone, Accent).</li> <li>• Physical skills (Posture, Gesture, Gait).</li> </ul>		<ul style="list-style-type: none"> <li>• Physicality.</li> <li>• Multi-roling.</li> <li>• Stimuli.</li> <li>• Technical elements: (Lighting/sound/costume/makeup/set/staging)</li> <li>• Evaluation.</li> <li>• Teamwork.</li> <li>• Communication.</li> <li>• Audience.</li> </ul>		<ul style="list-style-type: none"> <li>• Status.</li> <li>• Hierarchy.</li> <li>• Pitch.</li> <li>• Pace.</li> <li>• Tone.</li> <li>• Pause.</li> <li>• Silence.</li> <li>• Body Language.</li> <li>• Atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence.</li> <li>• Preparation.</li> <li>• Communication.</li> <li>• Attitude.</li> <li>• Negotiation.</li> <li>• Compromise.</li> <li>• Enthusiasm.</li> <li>• Knowledge.</li> </ul>
Key Knowledge	Students will learn about how theatre and theatrical performances have been forced to adapt to financial and social changes. Students will also explore and identify how a playwright expresses ideas in their characters and narrative.		Students will learn how to work in a group, this will include assigning roles and responsibilities, negotiation, and compromise. Students will also learn the importance of structure, sound, costume, props and staging when developing a piece of original theatre.		Students will consider and explore the complex cultural and social issues that result in young people joining gangs. Students will be required to apply their knowledge to create a truthful and sensitive piece of theatre that moves away from historical stereotypes.	Students will learn how to prepare themselves for the world of work and practise skills and techniques that will enable them to aspire and achieve.
Curriculum links	This unit builds upon previous units that focus on working with scripts in year 7 and 8 and is designed to prepare students for the criteria of the AQA Drama GCSE exam, specifically component 3 that requires candidates to perform two sections of a scripted play to a visiting examiner.		This unit builds upon previous units that focus on devising and improvisation in year 7 and 8 and is designed to prepare students for the criteria of the AQA Drama GCSE exam, specifically component 2 that requires candidates to perform a devised piece designed from a range of stimuli.		This links in with PSHE lessons on drink and drug abuse and understanding the dangers of county lines and gang manipulation. It is also designed to prepare students for the criteria of the AQA Drama GCSE exam, specifically component 2 that requires candidates to create sensitive, complex, and engaging pieces of theatre.	This unit provides students with the opportunity to develop key life skills which supports the PHSE work that they complete. Additionally, this compliments the year 9 take your child to work programme.
Cultural Capital	This unit encourages students to think about how government legislation and spending may have an impact on schools and more specifically the arts. Students will learn that politics have a very real effect on all areas of society.		Students will understand the benefit of effective and considerate collaboration, they will learn to confidently express ideas and listen sensitively to the ideas of others.		Students will learn about the reasons why and how gangs become appealing for many young people. They will also have the chance to explore the potential consequences of getting involved in gang activity.	This unit will broaden students' awareness and understanding of how the key skills they have learnt in drama will help them prepare for their chosen career.



CURRICULUM OVERVIEW: DRAMA



	Weeks 1 – 7	Weeks 8 – 15	Weeks 16 – 21	Weeks 22 – 26	Weeks 27 – 33	Weeks 34 – 40
YEAR 10	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Unit title	Set text in practice Romeo and Juliet- component 1 - written exam		Devising from a stimulus – Exam Component 2		Performance exam for Devising from a stimulus - Component 2 and Devising log completion.	
Content	Students will Explore the set text in a practical way using the Shakespeare festival 30-minute version of the script “Romeo and Juliet” to create a dynamic and original version of the play.		Students will work in small groups and use a stimulus to devise a piece of original theatre.		Students will be required to rehearse effectively and prepare for the practical element of the exam for component 2.	Students will learn how to complete the devising log to a high standard as well as learning about Roles and responsibilities in the theatre.
Key Vocabulary	<ul style="list-style-type: none"> <li>Rehearsal strategies.</li> <li>Actor director.</li> <li>Self and peer assessment.</li> <li>Audio description.</li> <li>Character motivation.</li> <li>Sub text.</li> <li>Inner monologue.</li> <li>Super task.</li> <li>Tempo/rhythm.</li> <li>Before time.</li> <li>External stimulus.</li> <li>Given circumstance.</li> <li>Hot seating.</li> </ul>		<ul style="list-style-type: none"> <li>Feedback.</li> <li>Climax.</li> <li>Anti-climax.</li> <li>Plot.</li> <li>Pulling focus.</li> <li>Shoaling.</li> <li>Unison.</li> <li>Canon.</li> <li>Choral speaking.</li> <li>Mime.</li> <li>Body propping.</li> <li>Proxemics.</li> <li>Split screen.</li> <li>Tableaux.</li> <li>Echo.</li> <li>Levels.</li> <li>Narration.</li> <li>Slow motion.</li> <li>Scale.</li> <li>Transition.</li> </ul>		<ul style="list-style-type: none"> <li>Feedback.</li> <li>Structure.</li> <li>Climax.</li> <li>Anti-climax.</li> <li>Narrative.</li> <li>Choral speaking.</li> <li>Mime.</li> <li>Body propping.</li> <li>Proxemics.</li> <li>Set.</li> <li>Props.</li> <li>Fresnel.</li> <li>Spotlight.</li> <li>Wash.</li> <li>Split screen.</li> <li>Tableaux</li> <li>Levels.</li> <li>Narration.</li> <li>Slow motion.</li> <li>Transition.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation.</li> <li>Analysis.</li> <li>Director.</li> <li>Technician.</li> <li>Stage Manager.</li> <li>Front of house.</li> <li>Lighting designer.</li> <li>Sound designer.</li> <li>Thrust stage.</li> <li>In-the-round.</li> <li>Promenade.</li> <li>Proscenium arch.</li> <li>End-on.</li> <li>Traverse.</li> <li>Immersive.</li> </ul>
Key Knowledge	<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Considering how to approach a script.</li> <li>Analyse text accurately to Identify character.</li> <li>Explore plot through practical workshops, rehearsal techniques and self-reflection.</li> <li>Use a range of physical and vocal skills to create accurate, detailed, and imaginative characters.</li> <li>Learn to analyse and evaluate their own work and the work of others.</li> </ul>		<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Show that they can use a piece of stimulus material in an imaginative and creative way.</li> <li>Develop and experiment with a range of rehearsal techniques to refine their work.</li> <li>Create a detailed and comprehensive character using a variety of performance techniques.</li> <li>Develop an understanding of how to communicate meaning to an audience (Narrative, character, location, period)</li> <li>To use design elements to enhance their performance (Lighting, Sound, Costume, Props, Set).</li> </ul>		<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Rehearse effectively with determination.</li> <li>Develop and experiment with a range of rehearsal techniques to refine their work.</li> <li>Create a detailed and comprehensive character using a variety of performance techniques.</li> <li>Develop an understanding of how to communicate meaning to an audience (Narrative, character, location, period)</li> <li>To use design elements to enhance their performance</li> </ul>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Analyse and reflect on the effectiveness of their individual contribution.</li> <li>Analyse and reflect on the effectiveness of the piece.</li> <li>Show how their research has influenced their final piece.</li> <li>Explain how they developed their piece using specific examples.</li> <li>To identify areas of improvement in the rehearsal process and final performance.</li> </ul>

## CURRICULUM OVERVIEW: DRAMA



			<p>(Lighting, Sound, Costume, Props, Set).</p> <ul style="list-style-type: none"> <li>Analyse and reflect on their work.</li> <li>Offer constructive feedback and support to peers.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify the types of stage.</li> <li>Be able to identify job roles and responsibilities.</li> <li>Be able to identify stage positions.</li> </ul>
Curriculum links	This unit will build on the foundations of working with scripted texts at KS3. It will also help students develop the analytical and evaluative skills they will need to excel in the final written exam.	This unit will build on the devising units covered at KS3. It will also help students develop the skills needed to excel in their final exam for component 2.	This unit will build on the devising units covered at KS3. It will also help students develop the skills needed to excel in their final exam for component 2.	This unit will build on the devising units covered at KS3. It will also help students develop the written skills needed to excel in their final exam for component 2 and component 1.
Cultural Capital	This unit enables students to work as part of an ensemble and take part in a Shakespeare performance to their peers. They will also gain valuable performance experience.	This unit will encourage and enable students to develop key life skills such as problem solving, compromise, working collaboratively and working to deadlines.	This unit will encourage and enable students to support and push each other to achieve their best. It will teach students how to be sensitive and compassionate to the needs of others whilst giving them experience of performing under pressure.	Students will be encouraged to understand the link between self-reflection and progress. This will then be explored in terms of its use academically and how it can be used as a tool for life beyond school life.



# CURRICULUM OVERVIEW: DRAMA



	Weeks 1 – 7	Weeks 8 – 15	Weeks 16 – 21	Weeks 22 – 26	Weeks 27 – 33	Weeks 34 – 40
YEAR 11	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Unit title	Component 1 Written exam live performance and Component 3 - Scripted		Component 3 Practical exam and Component 1 Written exam prep		Component 1 written Exam prep and finish	
Content	<p>Students will watch and learn how to analyse live theatre performance both as a tool to help them develop their own work and in preparation for answering component 1 section C of the written exam.</p> <p>Students will also choose their own script for their Component 3 exam where they will need to perform two extracts from a text to a visiting examiner.</p>		<p>Students will be required to rehearse effectively and prepare for the practical element of the exam for component 3.</p> <p>Students will also review their learning in preparation for their final written exam.</p>		<p>Students will also review their learning in preparation for their final written exam.</p>	<p>No Year 11 Students In school</p>
Key Vocabulary	<ul style="list-style-type: none"> <li>• Rehearsal strategies.</li> <li>• Actor director.</li> <li>• Self and peer assessment.</li> <li>• Audio description.</li> <li>• Motive.</li> <li>• Sub text.</li> <li>• Monologue.</li> <li>• Super objective.</li> <li>• Tempo/rhythm.</li> <li>• Circles of attention.</li> <li>• Given circumstances.</li> <li>• Hot seating.</li> <li>• Emotion memory.</li> <li>• Wants/obstacles.</li> </ul>		<ul style="list-style-type: none"> <li>• Indicative content.</li> <li>• Writing to inform.</li> <li>• Writing to analyse.</li> <li>• Writing to describe.</li> <li>• Essay structure.</li> </ul>		<ul style="list-style-type: none"> <li>• Indicative content.</li> <li>• Writing to inform.</li> <li>• Writing to analyse.</li> <li>• Writing to describe.</li> <li>• Essay structure.</li> </ul>	
Key Knowledge	<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>• Analyse performers and how they create character.</li> <li>• Analyse directing styles and how they communicate meaning (Location, atmosphere, period, genre, style)</li> <li>• Attend trips to watch live theatre.</li> <li>• Take detailed and accurate notes (Including sketches)</li> <li>• Learn to analyse and evaluate the effectiveness of the work of others.</li> </ul>		<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>• Develop and experiment with a range of rehearsal techniques to refine their work.</li> <li>• Create a detailed and comprehensive character using a variety of performance techniques.</li> <li>• Develop an understanding of how to communicate meaning to an audience (Narrative, character, location, period)</li> <li>• To use design elements to enhance their performance (Lighting, Sound, Costume, Props, Set).</li> <li>• Understand roles and responsibilities within the theatre.</li> <li>• Refresh and review live theatre analysis.</li> <li>• Understand stage positions and types of stage.</li> <li>• Refresh and review knowledge of the set text.</li> </ul>		<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>• Understand roles and responsibilities within the theatre.</li> <li>• Refresh and review live theatre analysis.</li> <li>• Understand stage positions and types of stage.</li> <li>• Refresh and review knowledge of the set text.</li> <li>• Complete past papers and use teacher feedback to improve their work.</li> </ul>	
Curriculum links	<p>This unit will help students develop the analytical and evaluative skills they will need to excel in the final written exam.</p>		<p>This unit will help students develop the performance skills developed at KS3 and in year 10. It will also help students develop their analytical and evaluative skills they will need to excel in the final written exam.</p>		<p>This unit will help develop analytical and evaluative skills students will need to excel in the final written exam.</p>	



## CURRICULUM OVERVIEW: DRAMA

<p>Cultural Capital</p>	<p>Students will learn the value of arts to communities and society. They will also be made aware of and inspired by the incredible work that is created by professional theatre makers.</p>	<p>Students will learn the value of preparation and practise as a major contributor to success.</p>	<p>Students will learn the value of preparation and practise as a major contributor to success.</p>	
-----------------------------	--	---	---	--

# CURRICULUM OVERVIEW: DRAMA



	Weeks 1 – 7	Weeks 8 – 15	Weeks 16 – 21	Weeks 22 – 26	Weeks 27 – 33	Weeks 34 – 40
<b>YEAR 12</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 3</b>	<b>Spring 4</b>	<b>Summer 5</b>	<b>Summer 6</b>
<b>Unit title</b>	Component 1 & 3		Component 1 & 3		Component 2 and 3	Component 2 and 3
	Students will be expected to attend live performances throughout the course. This will support their learning and broaden their awareness of theatre making and will help them complete the written exam and the essays that support practical work.					
<b>Content</b>	<p>Students will take part in a series of workshops that explore key theatre practitioners of the 20<sup>th</sup> century. These practitioners will be chosen on a yearly basis and will take into consideration the strengths and interests of the cohort.</p> <p>Students will begin to explore <i>As You Like It</i> by William Shakespeare in preparation for component 3, their written exam. This will include detailed analysis of:</p> <ul style="list-style-type: none"> <li>Acting</li> <li>Directing</li> <li>Interpretation of character</li> <li>Approaches to character</li> <li>Design elements (set, costume, make-up)</li> <li>Technical elements (lighting, sound, audio-visual)</li> <li>Directing (staging, props, and special effects)</li> </ul>	<p>Students will create a piece of original theatre as part of Component 1. They will be required to:</p> <ul style="list-style-type: none"> <li>Read, research, and practically explore <i>Pygmalion</i> by George Bernard Shaw.</li> <li>Discuss and analyse the themes, characters, and playwright's intentions.</li> <li>Select an appropriate ten-minute section of the play to create use as the basis of their interpretation.</li> <li>Students will research and explore the practical techniques of Frantic assembly.</li> </ul>	<p>Students will continue to rehearse and refine their reimagined piece based on <i>Pygmalion</i> by George Bernard Shaw using Frantic Assembly techniques in preparation for their Component 1 performance and completion of devising log that accompanies it.</p> <p>Perform final Component 1 exam piece. Complete written evaluation of the piece.</p>		<p>Students will be asked to choose from a selection of set stimulus and begin creating their devised work for Component 2.</p> <p>Students must choose a different practitioner or theatre company for Component 2 devised piece than the one used for component 1.</p> <p>Students will continue to explore and conclude study of <i>As You Like It</i> by William Shakespeare. This will include detailed analysis of the social, historical, and cultural context through practical exploration in teacher led workshops.</p>	<p>Students will explore and research a range of texts, theatre practitioners and styles before choosing a suitable and contrasting text to use for Component 2.</p> <p>Students will develop and refine their work in rehearsal and teacher led workshops. Students will perform their work at every stage of the process and receive feedback from their peers.</p>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Monologue.</li> <li>Improvisation.</li> <li>Diegetic sound.</li> <li>Non-diegetic sound.</li> <li>Fresnel.</li> <li>Spots.</li> <li>Wash.</li> </ul>	<ul style="list-style-type: none"> <li>Chair dance.</li> <li>Hymns hands.</li> <li>Improvisation.</li> <li>Counterweight.</li> <li>Lifts.</li> <li>Slow motion.</li> <li>Unison.</li> <li>Canon.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch.</li> <li>Pace.</li> <li>Tone.</li> <li>Emphasis.</li> <li>Pause.</li> <li>Accent.</li> <li>Volume.</li> </ul>		<ul style="list-style-type: none"> <li>Thought tracking.</li> <li>Still images.</li> <li>Narration.</li> <li>Roleplay.</li> <li>Narration.</li> <li>Direct address.</li> <li>Choral speaking.</li> <li>Freeze frames.</li> </ul>	<p>This will be dependent on choice of practitioner but most likely:</p> <ul style="list-style-type: none"> <li>Gestus.</li> <li>Expressionism.</li> <li>Abstract.</li> <li>Captions.</li> <li>Placards.</li> </ul>

# CURRICULUM OVERVIEW: DRAMA



	<ul style="list-style-type: none"> <li>Par cans (parabolic aluminized reflector).</li> <li>Intensity.</li> <li>Directionality.</li> <li>Gobo.</li> <li>Barn doors.</li> </ul>		<ul style="list-style-type: none"> <li>Inflection.</li> <li>Transitions.</li> <li>Body language.</li> <li>Pause.</li> <li>Proxemics.</li> <li>Gait.</li> <li>Status.</li> <li>Motive.</li> </ul>	<ul style="list-style-type: none"> <li>Flash backs.</li> </ul>	<ul style="list-style-type: none"> <li>Contrapuntal music.</li> <li>Mask.</li> <li>Caricature.</li> <li>Epic theatre.</li> <li>Direct address.</li> <li>Breaking 4<sup>th</sup> wall.</li> <li>Symbolism.</li> </ul>	
<b>Key Knowledge</b>	Students will develop their understanding of how performance styles have developed and impacted on theatre in the 20 <sup>th</sup> century and how modern theatre makers turn a script into a live production.	Students will learn how analyse a play and apply accurate research to create and develop a new interpretation of a scripted text in a specific style.	Students will learn how to work as an ensemble to create a dynamic piece of theatre and learn the importance of assigning technical roles such as costume, sound, and lighting.	Students will learn how to use a piece of stimulus material to create an original piece of theatre. They will use a range of explorative strategies to communicate meaning to a target audience.  Students will learn how analyse a play and apply accurate research to create and develop a new interpretation of a scripted text in a specific style.	Students will learn how to use a piece of stimulus material to create an original piece of theatre. They will use a range of explorative strategies to communicate meaning to a target audience.	
<b>Curriculum links</b>	This unit will help students develop the analytical and evaluative skills they will need to excel in component 3 of the final written exam.	This unit will enable students to develop the analytical and practical skills they will need to excel in component 1 of the Eduqas exam.	This unit builds on the devising work that students may have completed at KS4 and will prepare them for the practical and written assessments required for component 1.	This unit will enable students to develop the analytical and practical skills they will need to excel in component 2 of the Eduqas exam.	This unit will enable students to develop the analytical and practical skills they will need to excel in component 2 of the Eduqas exam.	
<b>Cultural Capital</b>	Students will understand how theatre is reflective of and a reaction to its cultural, social, and political environment.	This unit will teach the students the importance of accurate and timely research, which is a fundamental skill required for those wanting to further their education at university.	Students will learn how to work in a group and be responsible for all areas of their final performance. This will help them to develop their time management skills and see how the delegation of roles and responsibilities contributes to the overall outcome.	Students will explore how practitioners have used the theatre and access to audiences to create work that challenges the status quo, encourages people to re-evaluate and change the world around them.		
<b>YEAR 13</b>	Weeks 1 – 7	Weeks 8 – 15	Weeks 16 – 21	Weeks 22 – 26	Weeks 27 – 33	Weeks 34 – 40
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<b>Unit title</b>	Component 2 Performance Exam and 3 Written Exam		Component 2 Performance Exam	Component 3 Written Exam		
Students will be expected to attend live performances throughout the course. This will support their learning and broaden their awareness of theatre making and will help them complete the written exam and the essays that support practical work.						



<p><b>Content</b></p>	<p>Students will continue to develop and refine their devised piece of theatre. They will use a range of explorative strategies to communicate meaning to a target audience.</p> <p>Students will begin to explore <i>Accidental Death of an Anarchist</i> by Dario Fo in preparation for component 3, their written exam. This will include detailed analysis of:</p> <ul style="list-style-type: none"> <li>• Acting</li> <li>• Directing</li> <li>• Interpretation of character</li> <li>• Approaches to character</li> <li>• Design elements (set, costume, make-up)</li> <li>• Technical elements (lighting, sound, audio-visual)</li> <li>• Directing (staging, props, and special effects)</li> </ul>	<p>Students will complete final rehearsal and perform both their devised piece and scene from a scripted play to a visiting (external) examiner.</p> <p>Students will also need to complete a written evaluation that documents how the work was developed and performed. This must be completed within one week of the exam performance.</p> <p>Students will continue to explore <i>Accidental Death of an Anarchist</i> by Dario Fo in preparation for component 3, their written exam.</p> <p>Students will begin to explore <i>The Curious Incident of the Dog in the Night-time</i> by Stephen Hughes and Mark Haddon in preparation for component 3, their written exam. This will include detailed analysis of:</p> <ul style="list-style-type: none"> <li>• Acting.</li> <li>• Directing.</li> <li>• Interpretation of character.</li> <li>• Approaches to character.</li> <li>• Design elements (set, costume, make-up).</li> <li>• Technical elements (lighting, sound, audio-visual).</li> <li>• Directing (staging, props, and special effects).</li> </ul>	<p>Complete and revise both set texts in preparation for component 3, the final written exam.</p> <p>Prepare for Component 3 Section C: <i>Curious Incident of the Dog in the Night-time</i> with a particular attention on the extract chosen by the exam board that the section C question will focus on.</p> <p>Students will build their understanding and knowledge of:</p> <ul style="list-style-type: none"> <li>• Past papers.</li> <li>• Exam writing.</li> <li>• Critical analysis.</li> <li>• Evaluative writing.</li> <li>• Influence of live theatre.</li> <li>• Time management (in exams).</li> <li>• Accurate sketch drawing.</li> </ul>	<p>Complete and revise both set texts in preparation for component 3, the final written exam.</p> <p>Prepare for Component 3 Section C: <i>Curious Incident of the Dog in the Night-time</i> with a particular attention on the extract chosen by the exam board that the section C question will focus on.</p> <p>Students will build their understanding and knowledge of:</p> <ul style="list-style-type: none"> <li>• Past papers.</li> <li>• Exam writing.</li> <li>• Critical analysis.</li> <li>• Evaluative writing.</li> <li>• Influence of live theatre.</li> <li>• Time management (in exams).</li> <li>• Accurate sketch drawing.</li> </ul>	<p>No Year 13 Students on site.</p>
<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Theme.</li> <li>• Motif.</li> <li>• Non-linear.</li> <li>• Style.</li> <li>• Genre.</li> <li>• Naturalism.</li> <li>• Expressionism.</li> <li>• Anarchism.</li> <li>• Farce.</li> <li>• Caricature.</li> <li>• Stereotype.</li> <li>• Commedia del Arte.</li> </ul>	<ul style="list-style-type: none"> <li>• Super task.</li> <li>• Inner monologue.</li> <li>• External stimulus.</li> <li>• Hot seating.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis.</li> <li>• Evaluation.</li> <li>• Description.</li> <li>• Diegetic sound</li> <li>• Non-diegetic sound.</li> <li>• Fresnel.</li> <li>• Spots.</li> <li>• Wash.</li> <li>• Par cans.</li> <li>• Intensity.</li> <li>• Directionality.</li> <li>• Gobo.</li> <li>• Barn doors.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicative content.</li> <li>• Writing to inform.</li> <li>• Writing to analyse.</li> <li>• Writing to describe.</li> <li>• Essay structure.</li> <li>• Plus, all prior key vocabulary.</li> </ul>	

CURRICULUM OVERVIEW: DRAMA



			<ul style="list-style-type: none"> <li>• Trucks.</li> <li>• Revolves.</li> <li>• Cyclorama.</li> </ul>		
Key Knowledge	Students will develop their understanding of how performance styles have developed and impacted on theatre in the 20 <sup>th</sup> century and how modern theatre makers turn a script into a live production. Specifically, how the political culture in 1970's Italy influenced Fo's writing and characters.	Students will learn how to work in a group and be responsible for all areas of their final performance. This will help them to develop their time management skills and see how the delegation of roles and responsibilities contributes to the overall outcome. They will also need to be able to work under pressure and meet targets and deadlines.	Students will need to review and revise all notes and work completed on the set texts covered on the course in preparation for their final written exam.		
Curriculum links	This unit will help students develop the analytical and evaluative skills they will need to excel in component 3 of the final written exam. It will also build on the analytical skills developed in year 12.	This will build on the devising units (component 1) covered in year 12 as well as the skills learnt at KS4.	Revision and mock papers will deepen the students' understanding of the set texts as covered in year 12 as well as improving their exam writing technique in preparation for their final written exam.		
Cultural Capital	Students will understand how theatre is reflective of and a reaction to its cultural, social, and political environment. They will also develop an understanding of how plays are used to highlight social and political ills in a society.	Students will learn how to work in a group and be responsible for all areas of their final performance. This will help them to develop their time management skills and see how the delegation of roles and responsibilities contributes to the overall outcome.	This unit will prepare students for the pressure of writing under exam conditions which give them valuable experience whether they decide to go to university or enter the workplace.		