

Subject:	KS3/KS4 Drama → GCSE/GCE Drama					
Curriculum intent:	<p>Students usually arrive at the school with no formal classroom Drama experience. The focus at KS3 is thus achieving the ‘As If’ mind frame to explore themes, issues and ideas and develop emotional intelligence through empathy. Skills in analysis and evaluation are developed in preparation for GCSE Drama. Both Year 7 and Year 8 begin to explore the historical, social and cultural context in Drama. Drama vocabulary in vocal and physical interpretation of role is also initiated at this stage. Students are taught techniques to create meaningful content from Drama form.</p> <p>A spiral curriculum operates at KS4 as students revisit and deepen their understanding of the content in Component 1 (Devising), Component 2 (Interpretation of Text in Performance) and Component 3 (The Written Exam). Evaluative and Analytical skills are further honed in Years 10 and 11 in preparation for the Portfolio in Component 1 and Section B of the Written Exam (Evaluation of Live Theatre). Students are encouraged to participate fully in extra-curricular Drama and Theatre visits and workshops are arranged throughout the year to give students a broader understanding of theatre in performance.</p> <p>The A-Level Theatre Studies and Drama course follows the same structure as the GCSE Drama Course. A similar spiral structure is applied so students prepare Devised Theatre material for Component 1, extracts from 2 plays for Component 2 and study two further texts for the Component 3 written exam in Year 12. All final assessment takes place using this material in Year 13. Students are expected to know and be able to apply a sophisticated range of terms relating to both the acting, directing and design process.</p>					
Term/Year:	1	2	3	4	5	6
7	<p>Baseline Testing</p> <p>Theme - Change</p> <p>Using Forum Theatre, Freeze frame, Thought Tracking</p> <p>Creating and sustaining a role</p> <p>Contribution to devising</p> <p>Evaluation – the self-spectator</p> <p>Extra-curric. Year 7/8</p> <p>Pantomime</p> <p>RSC Associate Schools Programme</p>	<p>Theme - Evacuees</p> <p>Proxemics and ‘Mark the Moment’</p> <p>Creating and sustaining a historical role</p> <p>Paralinguistic behaviour</p> <p>All Assessments are filmed evidence of practical work</p>	<p>Theme - Mystery</p> <p>Using Dramatic Contrast to create tension.</p> <p>Use of narration, hot seating.</p> <p>Creating a role independently.</p>	<p>Theme – Ancient Greek Theatre</p> <p>Elements of the Greek Stage</p> <p>The Function of the Chorus</p> <p>Tragedy and Comedy – Staging excerpts from Greek Drama</p>	<p>Theme – Page to Stage</p> <p>Understanding stage terms and creative use How a character is revealed in a play.</p> <p>Lighting/Costume/Prop/Set terms</p> <p>Focus on Shakespeare</p>	<p>Theme - Sound</p> <p>Soundscaping</p> <p>Creating Silent Movies</p> <p>Exploring use of Onomatopoeia.</p> <p>Tension in radio drama using contrasts</p> <p>Diegetic and non-diegetic sound</p>
8	<p>Theme - Disaster</p> <p>Use of appropriate language registers and non-verbal communication</p> <p>Building action to a climax</p> <p>Appropriate reaction in role</p> <p>Extra-curric. (as for Year 7)</p>	<p>Theme - The Identification</p> <p>Using text as a stimulus for Drama</p> <p>Using cross cutting to investigate a character’s past</p> <p>Creative use of space and levels</p>	<p>Theme - The Titanic</p> <p>Symbolic use of proxemics,</p> <p>Non naturalistic drama conventions (e.g. essence machine)</p> <p>Sustaining a role in whole group drama</p>	<p>Theme - History of Theatre - Medieval Drama</p> <p>Understanding of staging</p> <p>Symbolic use of freeze frames</p> <p>Applying allegory and personification to modern scenario</p>	<p>Theme - History of Theatre – Shakespeare</p> <p>Shakespeare - Prologue from Romeo and Juliet</p> <p>Staging the Opening scene from Romeo and Juliet</p> <p>How to deliver the Prince’s speech.</p> <p>Acting iambic pentameter</p>	<p>Theme - Playwriting</p> <p>Differentiating dialogue</p> <p>Show don’t tell - leading with action</p> <p>Two touch dialogue</p> <p>Screenwriting</p>

Term/Year:	1	2	3	4	5	6
9 GCSE Extra-curric. * Theatre Visits Workshops Rehearsals Performances	<p>Theatre Elements – Component 1 and 3</p> <p>Acting Styles of Theatre Physical Paralinguistics, Levels, Proxemics – 9 grids of stage Vocal - Intonation, pace, pitch, pause, volume, inflection, accent Directing – Interpretation, rehearsal techniques Design Lighting – Lanterns, direction, state, Sound – Diegetic, non-diegetic, contrapuntal, parallel. Set – Composite, Abstract, Symbolic, Epic Costume – Colour, Shape, Texture, Context, Personality/Props – Purpose, types.</p> <p>Assessment – Vocabulary</p>	<p>Component 1 – Devising</p> <p>Choral Techniques Devising Practitioners Physical Theatre Devising from Stimulus Approaches to Devising – Generational/Funnel Structure Aristotelian and Epic Theatre Structure Group devising Projects – Highly structured.</p>	<p>Component 1 – Devising</p> <p>Rehearsal of Devised Projects Writing Portfolio – Sessions on writing in supported first person. How to evaluate and analyse work</p> <p>Assessment of Performance and Portfolios</p>	<p>Component 3 – Study of Set Text</p> <p>Exploration of DNA through workshops and rehearsals focussing on</p> <ul style="list-style-type: none"> • Characters • Plot • Themes • Context • Weekly exam questions <p>Practical Application of;</p> <ul style="list-style-type: none"> • Directing • Set • Costume • Lighting • Sound <p>In achieving interpretation of the play</p> <p>Assessment – Exam Questions from Past Papers</p>	<p>Component 3 – Study of Set Text/Live Theatre Evaluation</p> <p>Practical Application of;</p> <ul style="list-style-type: none"> • Directing • Set • Costume • Lighting • Sound <p>In achieving interpretation of the play</p> <p>Writing an Evaluation of Live Theatre Selection of Stage Moments How to analyse and evaluate;</p> <ul style="list-style-type: none"> • Directing • Set • Costume • Lighting • Sound • Acting <p>Assessment – Mock Exam - Past Paper – Section A and B</p>	<p>Component 2 – Extracts from a Play</p> <ul style="list-style-type: none"> • Acting two extracts from a choice of plays • Designing for these extracts • Interpretation of role <p>Assessment – Performance/Design Realisation of 2 Extracts</p>
10 GCSE Extra-curric. * Theatre Visits Workshops Rehearsals Performances	<p>Component 2 – Extracts from a Play</p> <ul style="list-style-type: none"> • Acting two extracts from a choice of plays • Designing for these extracts • Interpretation of role 	<p>Theatre Elements - Component 1 and 3</p> <p>Acting Mime Chorus Mask Advanced paralinguistics – Creating character from mannerisms</p>	<p>Component 1 Devising Project (Final Exam Piece)</p> <p>Presentation and exploration of Stimuli Teacher directed tasks in early stages of devising</p>	<p>Component 3 – Study of Set Text</p> <p>Revisions of DNA through workshops and rehearsals focussing on</p> <ul style="list-style-type: none"> • Characters • Plot • Themes • Context 	<p>Component 1 – Devising Project (Final Exam Piece)</p> <p>Funnel Stage – Students edit and structure generated material</p> <p>Video feedback to groups</p> <p>Trial performances</p>	<p>Component 1 – Devising Project (Final Exam Piece)</p> <p>Technical/Dress Rehearsals</p> <p>Performance of Devised piece as actor or designer</p>

	<ul style="list-style-type: none"> Communication of genre and style <p>Performance of Extracts towards end of term</p>	<p>Movement in space - Laban Vocal/Choral vocal techniques Directing Approaches to devising Exploration of theories and techniques of Bertolt Brecht</p> <p>Lighting - Revision of Lanterns, Sound – Diegetic, non-diegetic, contrapuntal, parallel. devising scene Set – Composite, Abstract, Symbolic, Epic – Costume – Colour, Shape, Texture, Context, Personality – Props – Purpose, types – role in devising scene/character</p> <p>Assessment - Revision of Vocabulary</p> <p>Section B – Evaluation of Live Theatre – Blood Brothers 9-11-22</p> <p>Notes completed under Controlled Assessment conditions.</p>	<p>Generational stage – students create body of material for project</p> <p>Assessment of Portfolio Entries</p>	<p>Practical Application of;</p> <ul style="list-style-type: none"> Directing Set Costume Lighting Sound <p>In achieving interpretation of the play. Students create detailed designs in all the above elements for a production of the play</p> <p>Writing an Evaluation of Live Theatre Selection of Stage Moments How to analyse and evaluate;</p> <ul style="list-style-type: none"> Directing Set Costume Lighting Sound Acting <p>Mock Exam and one to one feedback to students after the exam</p>	<p>Performance at end of term (10%)</p>	<p>Controlled Assessment of Portfolio (30%)</p>
<p>11 GCSE</p> <p>Extra-curric. *</p>	<p>Component 1 – Devising Project (Final Exam Piece) After school rehearsals Technical/Dress Rehearsals</p>	<p>Component 1 – Devising Project Controlled Assessment of Portfolio (30%)</p>	<p>Component 2 – Extracts from a Play Weekly performances of extracts to invited</p>	<p>Component 3 – Study of Set Text/Live Theatre Evaluation</p>	<p>Component 3 – Study of Set Text/Live Theatre Evaluation Past paper exam practice –</p>	<p>N/A</p>

<p>Theatre Visits Workshops Rehearsals Performances</p>	<p>Performance of Devised piece as actor or designer</p>	<p>Component 2 – Extracts from a Play</p> <ul style="list-style-type: none"> Acting two extracts from a choice of plays Designing for these extracts Interpretation of role Communication of genre and style <p>Component 3 – Study of Set Text/Live Theatre Evaluation Focus on bi, bii and c questions from Section A and 7a and 7b – Live Theatre Evaluations and notes</p> <p>PPE Exam period</p> <p>PPE review</p> <p>Section B – Evaluation of Live Theatre – Visit to Orchard Theatre - Blood Brothers 9-11-22</p> <p>Notes completed under Controlled Assessment conditions.</p>	<p>audiences to develop Component 2 Pieces</p> <p>Controlled Assessment – Written justification of their interpretation of the extracts.</p> <p>Performance of Extracts towards end of term to external examiner</p>	<p>Revisions of DNA through workshops and rehearsals focussing on</p> <ul style="list-style-type: none"> Characters Plot Themes Context <p>Practical Application of;</p> <ul style="list-style-type: none"> Directing Set Costume Lighting Sound <p>Writing an Evaluation of Live Theatre Selection of Stage Moments How to analyse and evaluate;</p> <ul style="list-style-type: none"> Directing Set Costume Lighting Sound Acting <p>Mock Exam and one to one feedback to students after the exam</p>	<p>Examine exemplars in Section A and B</p> <p>Revision of vocabulary in Acting and Design</p> <p>PPE 2Component 3 – Study of Set Text/Live Theatre Evaluation</p> <p>Final examination preparation</p> <p>(Exams in wk 4)</p>	
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