

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>Autumn 1</u> <u>Basic drama skills</u></p> <ul style="list-style-type: none"> - Students will understand 'what is Drama?' - Students will understand the difference between Non Verbal Communication and Verbal Communication - Students will understand how The Voice, Body Language and Facial expression is used within performing - Students will learn the term 'Improvisation' and how this happens within a performance - Students will understand what the term 'Status' means within a performance - Students will understand what the term 'Proxemics' and 'level's mean within a performance - Students will understand how to create characters for a specific performance <p><u>Autumn 2</u> <u>Pantomime</u></p> <ul style="list-style-type: none"> - Students will understand what the difference is between Melodrama and Stock characters 		<p><u>Spring 1</u> <u>Revolting Rhymes</u> <u>Looking at poetry and Devising From a stimulus</u></p> <ul style="list-style-type: none"> - Students will be introduced to physical theatre using fairytales as a stimulus - Student will learn to recreate fairy tales using physical theatre - Students will understand the term 'hot-seating' and use this to develop characters and narration - Students will develop alternative fairy-tale endings using 'Revolting Rhymes' and pick key moments from a text - Students will understand how to rehearse effectively <p><u>Spring 2</u> <u>Roald Dahl</u> <u>Creating our own fairytales</u></p> <ul style="list-style-type: none"> - Students will understand the importance of storytelling within a performance - Students will understand the importance of character profiles - Students will learn how to use dramatic 		<p><u>Summer 1</u> <u>Working from a Script</u> <u>Blue Remembered Hills</u></p> <ul style="list-style-type: none"> - Students will understand the art of play and imagination in reference to Blue Remembered Hills - Students will understand how to use sound within a performance - Students will understand how to use light within a performance - Students will understand how to use props within a performance - Students will understand how to combine dramatic conventions to create a drama based script - Students will perform a short section of Blue Remembered Hills using technical techniques <p><u>Summer 2</u> <u>Theatre of the world</u></p> <ul style="list-style-type: none"> - Students will learn different theatre techniques and styles from around the world. - Students will be introduced to mask work from around the world, Greek 	

	<ul style="list-style-type: none"> - Students will understand Mime and Slapstick comedy - Students will develop skills in creating their own pantomime - Students will develop skill in creating a coherent character - Students will develop skills in utilising props within a performance - Students will understand how to utilise rehearsal time and take on board feedback to improve a performance - Students will understand the criteria to what makes a good pantomime 	<p>conventions to recreate stories</p> <ul style="list-style-type: none"> - Students will learn how to create, write and rehearse their own fairytale - Students will understand how to rehearse effectively 	<p>Chorus and puppetry</p> <ul style="list-style-type: none"> - Students will create a piece of drama based on one of the cultural dramatic conventions taught - Students will perform a piece of theatre from around the world.
Year 8	<p><u>Autumn 1- Darkwood Manor</u></p> <ul style="list-style-type: none"> -Students will explore creating tension in theatre. - Students will learn how to use tableaux and soundscapes to create tension in their performances. They will also be exploring the use of lighting and shadows within theatre. -Students will then combine their new skills with a storyline presented to them. -Students will then perform back to their peers and give feedback to improve the performance. <p><u>Autumn 2- Pantomime</u></p> <ul style="list-style-type: none"> -Students will understand the 	<p><u>Spring 1- Charlie and the Chocolate Factory</u></p> <ul style="list-style-type: none"> -Students start to explore characterisation in relation to Charlie and the Chocolate factory -Student understand how to use status and proxemics to explore character relationships - Students will understand how stage directions work within a script - Students will understand the term 'cross cutting', 'thought tracking' and 'marking the moment' to highlight key moments while storytelling - Students will rehearse and develop scenes from Charlie and the Chocolate factory. <p><u>Spring 2- Devising from a Stimulus</u></p>	<p><u>Summer 1- Let Him Have It</u></p> <ul style="list-style-type: none"> - Students will understand how it feels to be wrongfully accused - Students will explore the themes of 'Let him have it' - Students will look into character development - Students will understand how to use body language and facial expression accurately when portraying the two main characters. - Students will look at different sources such as a news article and video footage in order to deepen understanding and characterisation. -Students will select a section of the story

	<p>fundamentals of pantomime and look at different stock characters.</p> <ul style="list-style-type: none"> - Students will develop skills in creating their own pantomime - Students will work from a pre existing pantomime script and perform sections. - Students will develop skill in creating a coherent character - Students will develop skills in utilising props within a performance - Students will understand how to utilise rehearsal time and take on board feedback to improve a performance - Students will understand the criteria to what makes a good pantomime. 	<ul style="list-style-type: none"> - Students will understand the art of devising from a stimulus - Students will look into researching dramatic conventions to devise - Students will look into how different stimulus can give inspiration to different theatre - Students will understand how to rehearse a devised piece of work - Students will perform a stimulus that is inspired by a devised piece of work 	<p>to focus on leading up to their end of term performance.</p> <p><u>Summer 2- Duologues</u></p> <ul style="list-style-type: none"> - Students will understand the term 'duologue' - Students will understand how to write a duologue - Students will understand vocal skills - Students will understand physical skills - Students will look at pre-existing duologues. Rehearsing and performing in pairs. - Students will understand the importance of rehearsal and how to use feedback to better your performance
Year 9	<p><u>Autumn 1- Comedy</u></p> <ul style="list-style-type: none"> - Students understand how comedy and improvisation are delivered within a performance. - Students understand the difference between slapstick and exaggerated comedy - Students understand what the term 'stereotype' means and what 'stock characters' are - Students look into stand up comedy 	<p><u>Spring 1- Practitioner Workshops & techniques</u></p> <ul style="list-style-type: none"> - Students will understand the difference between Brecht and Epic theatre - Students will use techniques from Epic Theatre to create a performance - Students will look into Stanislavski and Naturalistic Theatre, using both techniques and performance - Students will look into Antonin Artaud and Theatre of cruelty 	<p><u>Summer 1- Healthy Relationships Working from 'DNA'</u></p> <ul style="list-style-type: none"> - Students will be introduced to the script DNA by Dennis Kelly - Students will understand what Forum Theatre is, based on DNA - Students will look into situations and scenarios looking at status and character profile - Students will start to reinterpret scenes

	<ul style="list-style-type: none"> - Students will look into impersonation and rehearsed improvisation. <p><u>Autumn 2- Technical Theatre and Pantomime.</u></p> <ul style="list-style-type: none"> - Students will look into Pantomime and the foundations of Vaudeville Theatre - Students will learn costume skills and how to design for a stereotype character - Students will create costumes for characters from recycled materials - Student will learn how to use hair and makeup to enhance characters - Students will learn how to use sound for comedic timing and create clear pantomime characters for performances 	<ul style="list-style-type: none"> - Students will use techniques from Theatre of Cruelty to create a performance - Students will use frantic assembly and use techniques from Physical Theatre to create a performance. <p><u>Spring 2- Practitioner Workshops & Devising from a stimulus</u></p> <ul style="list-style-type: none"> - Students will create drama from a stimulus that is influenced by practitioner work - Students will use specific techniques to enhance performances - Students will create their own drama using technical theatre and practitioner workshops - Students will perform their devised piece from a set stimulus 	<p>from DNA</p> <p><u>Summer 2- Public speaking</u> <u>Creating transferable skills</u></p> <ul style="list-style-type: none"> - Students will develop skills in confidence and well-being - Students will learn what public speaking entails - Students will look into ‘what is a monologue’ - Students will understand how to write their own monologue from experiences, memories and heroes - Students will perform to a small group of students their monologue based on their own experiences, memories and heroes.
Year 10	<p><u>Autumn 1 Introduction to Drama GCSE</u></p> <ul style="list-style-type: none"> - Students will begin with the introduction to EDUQAS GCSE Drama - Component 1, 2 and 3 - Students will participate in “Team Building” skills- Trust exercises, 	<p><u>Spring 1 & Spring 2 Component 1 - Devising Theatre</u></p> <ul style="list-style-type: none"> - Students will explore dramatic conventions to create theatre. - Students will be introduced to the art of productive devising. 	<p><u>Summer 1 & Summer 2 Component 1- Devising Theatre</u></p> <ul style="list-style-type: none"> - Students will be put into performance groups of 2-5 - Students will create a working portfolio and report for Component 1. This will include:

	<p>improvisation, warm-ups and games - Students will understand the importance of collaboration and how it is used within Drama. - Students will begin to explore the basics of Technical Theatre Lighting Sound Set Costume Stage configurations - Students will create short performances and learn What is a stimulus?- A song, picture, quote, poem</p> <p><u>Autumn 2</u> <u>Practitioners in practice</u></p> <p>- Students will begin to learn about 4 contrasting theatre practitioners Brecht - Epic Theatre Stanislavski - Naturalistic Theatre Artaud- Theatre of Cruelty Frantic Assembly - Physical Theatre</p> <p>- Students will create a piece of theatre using the skills they have learnt including: A practitioner- 5 techniques minimum Technical aspects of theatre- Light, sound, set and costume - Students will continue on “Working with Stimulus” - Students will have an Autumn mock</p>	<p>- Students will begin researching the given stimulus from EDUQAS - Students will explore each stimulus practically before deciding on their final stimulus choice. - Students will continue to explore stimulus ideas practically and link research to help support your devising ideas.</p> <p>- Students will participate in a professional workshop.</p>	<p>Mind mapping Practitioner techniques Storyboard Scene breakdown - Students will finalise Ideas for component 1. Know your stimulus, start building your story Link to a practitioner of choice ensuring you use at least 5 techniques needed. - Students will be introduced to the marking criteria. - Students will continue with component 1- rehearsals. - Students will complete their devised script. - Students will participate in a practical mock exam for Component 1 in class. - Students will provide peer to peer feedback to buddy groups.</p> <p>- Students will revisit Component 3 set text “Hard To Swallow” by Mark Wheeler - Students will take a Mock Examination of Component 3.</p> <p>- Students will attend the Theatre to watch their first live performance - Students will write a theatre review</p>
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	<p>assessment in class to showcase their work.</p> <ul style="list-style-type: none"> - Students will learn how to utilise solo and group skills and craftsmanship <p><u>Component 3</u></p> <ul style="list-style-type: none"> - Students will be introduced to the written exam set text “Hard to Swallow” by Mark Wheeler 		
Year 11	<p><u>Autumn 1 & Autumn 2</u></p> <p><u>Component 1 - Devising Theatre</u></p> <ul style="list-style-type: none"> - Students will complete their practical exam - Students will submit their portfolio - Students will complete their evaluation. <p><u>Component 2 - Performing from a text</u></p> <ul style="list-style-type: none"> - Students will be introduced to their play. - Students will be required to read the whole play - Students will then pick two contrasting scenes to perform - Students will rehearse in their groups of 2-4 independently. - Students will be given the artistic intentions form and the process to completing this. <p><u>Component 3 - Interpreting Theatre</u> Mock exam</p>	<p><u>Spring 1 & Spring 2</u></p> <p><u>Component 2: Performing from a text</u></p> <ul style="list-style-type: none"> - Students will have an in class practical mock exam - Students will perform to parents - Students will have their practical performance with an external examiner. - Students will submit an artistic intentions form. <p>- Students will attend a live theatre trip and complete a theatre review.</p> <p>- Students will participate in a professional workshop.</p> <p><u>Component 3 - Interpreting Theatre</u></p> <ul style="list-style-type: none"> - Students will revise the set text “Hard to Swallow” by Mark Wheeler practically and theoretically. - Students will revisit dramatic conventions - Students will create revision notes - Students will sit weekly exam questions in class, in preparation. 	<p><u>Summer 1</u></p> <p><u>Component 3 - Interpreting Theatre</u></p> <ul style="list-style-type: none"> - Students will sit their summer examination.

<p>Year 12</p>	<p><u>Autumn 1 & Autumn 2</u> <u>Introduction to A-Level & Set Texts</u></p> <p>Skills to be covered - Voice, Physical Warm-ups, Improvisation. Monologues, Duologues and Devising.</p> <p><u>Practitioner Workshops</u> Artaud - Theatre of Cruelty Brecht - Epic Theatre Stanislavski - Naturalistic Theatre Dv8, Punchdrunk & Frantic Assembly - Physical Theatre</p> <p>Technical Aspects of Theatre</p> <p><u>Component 3 - Text in Performance</u> Set text "As You Like It" by William Shakespeare</p>	<p><u>Spring 1 & Spring 2</u> <u>Component 1 - Interpreting Theatre</u></p> <p>Read Component 1 Text - To be chosen by students from the recommended reading list from EDUQAS.</p> <p>Component 1 - Research on the play, playwright and practitioner. Students will create a group timeline. Students will explore the themes and plots of the text. Component 1 - Rehearsals begin</p> <p>External Workshop - Theatre Trip & Review</p> <p><u>Component 3 - Text in Performance</u> Set text "Saved" by Edward Bond</p>	<p><u>Summer 1 & Summer 2</u></p> <p><u>Component 1 - Theatre Workshop</u></p> <p>Practical exam Report and portfolio due in.</p> <p><u>Component 3 - Text in Performance</u> Set Text - "Curious Incident of the dead dog in the nighttime" by Simon Stephens</p> <p>- Students will participate in a workshop based around creating contemporary theatre and becoming a theatre practitioner</p> <p><u>Component 2 - Text in Action</u> Component 2 material released. Group students - begin research, practitioner and timeline Component 2 - performing from text groupings and script given out Component 2 - Rehearsals</p> <p>Revisit Component 3 Set Texts. Mock written exam</p>
<p>Year 13</p>	<p><u>Autumn 1 & Autumn 2</u></p>	<p><u>Spring 1 & Spring 2</u></p>	<p><u>Summer 1</u></p>

	<p><u>Component 2 - Text in Action</u> Rehearsals Finished devised script Guide to writing reports.</p> <p>Component 3 - all Set Text revisited, discussing themes, plot characters, sub-text and contemporary theatre.</p> <p>Pre-release material for component 3 set text - Curious Incident</p>	<p>Professional Theatre Workshop Theatre Trip & Review <u>Component 2 - Text in Action</u> Rehearsals, mock exam and performance to parents. External Examination Report & Evaluation completed a week after performance and submitted to EDUQAS.</p> <p><u>Component 3 - Text in Performance</u> Exam preparation Written Mock Exam</p>	<p><u>Component 3 - Text in Performance</u> Exam preparation Component 3 - Written exam</p>
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Homework Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	End of unit quiz sheet via Google Classroom		End of unit quiz sheet via Google Classroom		Preparing for mask making in term 2, collecting materials End of unit quiz sheet via Google Classroom	
Year 8	End of unit quiz sheet via Google Classroom		End of unit quiz sheet via Google Classroom		End of unit quiz sheet via Google Classroom	
Year 9	End of unit quiz sheet via Google Classroom		End of unit quiz sheet via Google Classroom		End of unit quiz sheet via Google Classroom	
Year 10	Dramatic Conventions Practitioner Knowledge Self-Reflection tasks		Revision on dramatic conventions Group rehearsals Independent rehearsals Research Tasks Begin set text revision (component 3)		Begin drafting written element of component 1 (900 word essay and portfolio) Live theatre review	
Year 11	Independent research task on Practitioners and Stimulus. Written element of component 1 (900 word essay and portfolio)		Independent rehearsal of set text (component 2) Character profile Artistic intention sheets Component 3 set text revision		Component 3 set text revision (Hard to Swallow) Google quizzes	

		Google quizzes	
Year 12	Dramatic Conventions Practitioner Knowledge Self-Reflection tasks Begin set text revision (component 3)	Revision on dramatic conventions Group rehearsals Independent rehearsals Research Tasks	Live theatre review Technical theatre revision/workshop Google quizzes
Year 13	Component 1 portfolio and research Rehearsal for component 1 All three set text	Component 2 research for devised and set text Revising all 3 set text	Component 3 set text revision (AYLI and Saved) Google quizzes

Enrichment Opportunities

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Suggested Reading	Blue Remembered Hills- Dennis Potter	Charlie and the Chocolate Factory Let Him Have it Newspaper Articles	DNA- Dennis Kelly	New Connections: New Plays for Young People (1999-2011)	Lovesong - Abi Morgan Macbeth on the Loose (2002) Robert Walker	The 39 Steps - Patrick Barlow One Man, Two Guvnors - Richard Bean Two - Jim Cartwright Vinegar Tom - Caryl Churchill 100 - Neil Monaghan, Diene Petterle & Christopher Heimann	Dear Evan Hansen - Benj Pasek and Justin Paul Deep Cut - Philip Ralph Ma Rainey's Black Bottom - August Wilson Jane Eyre Adapted by the National Theatre (2015)
Suggested Viewing	Relevant Youtube clips National theatre clips	Relevant Youtube clips National theatre clips	Relevant Youtube clips National theatre clips	National Theatre Online	National Theatre Online	National Theatre Online	National Theatre Online
Suggested Experiences	Extra curricular classes -Drama -Dance -School shows	Extra curricular classes -Drama -Dance -School shows	Extra curricular classes -Drama -Dance -School shows	Theatre Trips Street artists & performers	Theatre Trips Street artists & performers	Professional Workshops Audition Technique Live Theatre	Professional Workshops Audition Technique Live Theatre

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Links to the Exam Specification

The Exam Specification	Welling Reference to the Exam Specification
https://www.eduqas.co.uk/media/abtjz5rx/eduqas-gcse-drama-spec-from-2016-e-v4-25-10-2021.pdf	GCSE
https://www.eduqas.co.uk/media/0u4bec1m/eduqas-a-level-drama-spec-from-2016-e-24-08-2021.pdf	A-Level