

Curriculum Unit Overview- Drama

It is our intent in Drama to provide a dynamic, creative and inclusive curriculum experience for students within a safe and productive learning environment where students can expect to be encouraged and challenged. Whilst we develop performance skills, we believe in the holistic development of each child and have identified 5 main skills in which our curriculum is based around; independence, communication, creativity, confidence and empathy. We believe these identified skills are paramount for achieving a life of contentment and success.

Through devising drama, students build resilience by being challenged to work independently, to be able to come up with their own ideas and opinions, whether this be linked to works of fiction or non-fiction. We promote critical thinking and ask 'big questions' to deepen learning and aid inquisitive minds. Creativity is encouraged, with an ethos of failing to succeed, trial and error, encompassing learnt techniques and styles of theatre. Exploring a variety of styles of theatre and their origins supports students in gaining cultural capital, having a further awareness of the world around them.

Within their work, the skill of communication is key, confidently offering their own ideas and opinions and effectively listening to others, whilst developing the skill of compromise. Opportunities for reading and the use of key vocabulary are embedded within every lesson, supporting students in their theoretical knowledge, from KS3 through to KS5. When creating and exploring characters, we promote the understanding and consideration of empathy, we feel this is a key skill for students to gain emotional intelligence, become kind citizens and have healthy relationships, now and in the future. A number of historical events are covered that support the development of this vital skill, linking the work we do to real life experiences. Throughout all of the work we explore, we promote the development of confidence, whether that is through performance, the offering of their own ideas or evaluating others' work. To have confidence in oneself is paramount to healthy self-esteem, something that is so important to develop throughout the years of adolescence.

The sequencing of our curriculum across KS3 provides opportunity for students to develop and hone each area of assessment; devising, performing and evaluating, alongside the 5 transferable life skills. These assessment strands link to examination areas at KS4 and KS5 and are repeated consecutively throughout years 7-9. The 5 skills and 3 assessment strands underpin the curriculum, with the topics layering on top. To provide breadth with coherency, topics follow a variety of categories, that we feel supports our aim of the holistic development of our students:

Topic Category	Year 7	Year 8	Year 9
Story Telling	2	0	0
Film to Theatre	1	1	0
Shakespeare Play	1	1	1
Other play text	0	1	1
Style of Theatre	1	1	1
Social	0	1	1
Historical	0	1	1
GCSE Specific	0	0	1

The age of the student is carefully considered when deciding on topic content, for example, there is more story telling in Year 7 where foundational skills are developed and there are social and historical topics that require more maturity, covered in years 8 and 9.

Students are made aware that the purpose of Drama in secondary school is to develop transferable skills that will be needed for their future careers. Staff regularly remind students of this and explicitly explain the purpose of the skill being used. In addition, the 'Where are they now?' board in the Drama studio promotes careers linked to the Arts, where current students can see the paths former students have taken, these include performing, design and teaching. This aims to inspire students to consider a variety of directions Drama can take them in. Staff are always on hand to provide guidance to students wishing to follow a career in the arts with their own individual experiences supporting this.

In our current climate and the rise of social media, young people today, more than ever, can struggle to 'let go' and explore their learning and the world around them without judgement and inhibition. We strive to nurture talent and consistently challenge and support students to break down their own barriers to learning, to aid them in their development in all areas of school life, and beyond.

Drama Implementation Statement

Our curriculum is built on the foundations of 5 key skills that support our notion of the holistic development of the child. These skills are independence, communication, creativity, confidence and empathy and they underpin each scheme of learning. These schemes are based on play texts, styles of theatre, societal issues and historical events. Linked to our 5 identified transferable skills are the 4 areas of assessment;

Devising- The creation of drama from a text or stimulus, the opportunity to develop team work skills, use rehearsal techniques and be creative, making exciting theatre

Performing- Performing on stage in front of the rest of the class, speaking lines, becoming a character and demonstrating performance techniques and learnt styles of theatre

Evaluation- Verbal and written evaluations with the use of key terminology

Knowledge- An end of topic theory knowledge test, inclusive of subject matter, rehearsal techniques, performance techniques, performance skills and design elements.

The KS3 curriculum has been developed using the needed skills and knowledge at GCSE level and students are introduced to these key concepts from Year 7. For example, key terminology is embedded into every lesson, meaning that students are fluent in the use of subject specific language before their knowledge is deepened further once reaching KS4. This terminology extends from performance terms, to rehearsal and design.

Progress is tracked by staff and students, KS3 students have booklets, KS4 books and KS5 folders, staff have found these most suitable for the requirements of each course. These contain all theory work and tracking sheets for all areas of assessment, along with the assessment criteria.

Meaningful feedback is provided to students along with feedforward tasks to enable students to make further progress.

Staff are consistent in expectations and all lessons begin with taking shoes and bags off and sitting in a register order circle on the floor. A variety of pedagogy is used to explore topics and most lessons follow the structure of an initial experimentation of a certain skill and then a bigger

practical task where students independently incorporate this skill into a performance. Some lessons are more workshop based where the teacher gives and demonstrates step by step instructions. Teacher modelling is common practice in the department and an important tool for our subject. Staff also employ the use of recorded resources to show examples of styles of theatre and external practitioners visit to run workshops on specific styles at KS4 & 5.

Staff work collaboratively on the creation of schemes of learning and individual lesson plans. We share a vision for the department and understand the importance of demonstrating our passion for the subject to support outstanding teaching and learning. Schemes of learning are continuously reviewed and updated with consideration for whole school initiatives, our changing world and current developments in theatre. Students are taught in mixed ability classes and within these classes working groups are mixed up every lesson. This aids supporting those of lower ability and encourages stretch and challenge with those more able to become leaders of their group. Continuously mixing groups also supports the development of some of our key skills such as communication and confidence, promoting the importance of being able to work alongside all peers, mirroring expectations at KS4 & KS5, as well as within the world of work. Referencing this link to beyond the classroom is embedded by staff to continuously promote the importance of the skills we are learning in drama to support understanding, engagement and achievement.

Drama - Year 7 Autumn A- Charlie and the Chocolate Factory				
Film to Theatre				
What are we learning?	Our Intention- What knowledge, understanding	Evaluation and Assessment Methods	Implementation	What additional resources are available?

	and skills will we gain?			
<p>Objective of scheme: To introduce year 7 to Drama lessons, theory, teamwork, characterisation, story-telling and the first 4 performance techniques-freeze frame, thought tracking, slow motion mime and physical theatre. <i>Cross curricular: English-exploration of characters</i></p>	<p>Knowledge: Knowledge of the events from the story, structure and expectations of Drama lessons, identifying what good team work looks like (communication, independence and creativity), what freeze frame, thought-tracking, slow motion mime and physical theatre are, identifying what makes a character interesting for an audience. An awareness for the meaning of empathy. Understanding: Expectations to be demonstrated, opportunities provided to demonstrate good teamwork, performance techniques used within a performance, opportunities to create and perform interesting characters for performance, with consideration for empathy by showing the character's perspective. Skills: To demonstrate discipline in the classroom,</p>	<p>A clear understanding of the plot and characters, inclusive of subtleties, demonstrated through independent creative choices. Leadership (communication) when working in a group, supporting those who are less able than themselves and having the ability to compromise with maturity. Each performance technique is explored and demonstrated with confidence and control, culminating in appropriate choices for the use of each of this within performance. Evaluative comments made refer to the techniques learnt. Theory work demonstrates excellent understanding.</p>	<p>Although Drama is not on the curriculum at KS2, students may have been involved in performances where they have had to develop a character, some students may have used freeze frame. Introducing students to the technique of thought-tracking pushes the development of character a step further. Students may have studied Charlie and the Chocolate Factory before or have read the book/seen the film, this supports the focus of development of character and the introduction of techniques, within a story many are already comfortable with.</p>	<ul style="list-style-type: none"> • Watch professional performances – Charlie and the Chocolate Factory Musical • The “Charlie and the Chocolate Factory” book • Film versions of the story. • BBC bitesize • Drama Club

	<p>following expectations, e.g. lining up outside of the studio, taking off bags and shoes, sitting in a register order circle. Being able to offer ideas when working as part of the group, voicing own ideas and opinions, listening to others and using compromise. Demonstrating a successful use of performance techniques with focus and control. Making creative choices for character and confidently demonstrating these in front of an audience.</p>			
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Drama - Year 7 Autumn B- Melodrama/Pantomime Style				
What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?

<p>Objective of scheme: To understand that Drama can be created in different styles. To develop the already learnt performance techniques and characterisation skills. To introduce year 7 to script work. To learn the stage positions. <i>Cross curricular: English- exploration of text inclusive of characters</i></p>	<p>Knowledge: Facts about Victorian Melodrama, inclusive of the stock characters. Recalling knowledge of the previously learnt performance techniques, with the addition of asides. Knowledge of the elements of pantomime performances and linking this to Melodrama. Knowledge of why people performed in this style in the 19th Century and linking this to how/why it is still used today. Line learning. Knowledge of stage positions. Understanding: Opportunities to demonstrate learnt knowledge of stock characters and melodramatic facts within performance. Opportunities to implement learnt pantomime elements and characterisation choices into a performance. To demonstrate learnt lines and understanding of stage positions in a final whole class performance.</p>	<p>Independent ideas include facts about the style and a correct use of stock characters. Performances include the creative use of exaggeration, as well as exaggerating previously learnt performance techniques. All lines are learnt and delivered with confidence and characterisation. The use of space has a clear consideration for the stage positions, inclusive of physical or imaginary set. The process and performances are evaluated with reference to the elements of the style and performance techniques. Theory work demonstrates excellent understanding.</p>	<p>Recalling previous exploration of developing character from the previous scheme. Further development of the use of the previously learnt techniques and characterisation skills to develop confidence, pushing these further with the use of exaggeration. Independently learning a script is a development from devising lines in the first scheme. Developing team work (communication) skills.</p>	<ul style="list-style-type: none"> • Live theatre – pantomime • YouTube videos – with reference to Charlie Chaplin, Laurel and Hardey and National Theatre resources • BBC Bitesize • Drama Club
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	Skills: To confidently demonstrate the use of exaggeration within performance. To choose an appropriate and creative use of techniques to support the style as well as an appropriate use of stage positioning.			
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**Drama - Year 7 Spring A- Hamlet
Shakespeare Script Work**

What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
Objective of scheme: Objective of scheme: To inspire a love of Shakespeare, to develop script work as well as developing previously learnt techniques, with the addition of split scene. Cross curricular: <i>English- exploration of a text inclusive of characters.</i> <i>History- 15-1600's.</i>	Knowledge: Facts about renaissance theatre and commonalities in Shakespeare's writings. The plot of Hamlet and its main characters. Shakespearian language (communication). Lines from a variety of scenes. Understanding: This will be demonstrated through creation and performance of scenes, with the use of	To be able to use familiar and unfamiliar language to decode text. To approach Shakespeare's work with confidence and an open mind, identifying key themes. To confidently make creative choices on performance techniques, characterisation, reactions and stage positioning to support telling the story and start to communicate	One of the main challenges of this scheme is the text. The scheme offers itself to recalling previously learnt techniques and using them within a context that is unfamiliar. Recall- stage positions, characterisation, performance techniques, reactions to inform atmosphere, demonstrating good teamwork.	<ul style="list-style-type: none"> • Hamlet play script • The animated tales on media server. • Spark Notes or No Fear Shakespeare for understanding language. • Drama Club. • BBC Bitesize. • Visiting theatre companies to perform.

	<p>previously learnt techniques, style and ideas on stage positioning. Skills: To be able to learn/speak the work of Shakespeare's text, to decode language, to perform scenes from Hamlet choosing creative and appropriate use of techniques.</p>	<p>appropriate atmospheres. To be able to self and peer evaluate referencing plot, characters, techniques, staging and atmosphere. Theory work demonstrates excellent understanding.</p>		<ul style="list-style-type: none"> • Resources provided by RSC associate schools programme for example, visiting practitioner and story Wooshes. • YouTube videos of particular scenes
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**Drama - Year 7 Spring B-
Physical Skills**

What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: To develop the use of drama techniques and physical skills, choosing appropriate use for the given characters.</p>	<p>Knowledge: Knowledge of what physical skills are, why each may be used and what these communicate to an audience. To continue to secure knowledge (confidence) of previously learnt performance techniques and how to create character.</p> <p>Understanding: opportunities to independently demonstrate creation and development of creative characters and the use of previously learnt techniques. Opportunity to demonstrate understanding of physical skills and use these to achieve desired impact on an audience.</p> <p>Skills: To use appropriate techniques and physical skills with confidence, to bring a story to life for an audience that is engaging with easily identifiable characters.</p>	<p>A confident use of techniques and physical skills. An appropriate choice of techniques chosen independently. Scenes are creative and clearly demonstrate the chosen characters. The impact on the audience is clearly considered through excellent communication of physical skills. Self and peer evaluative comments reference learnt skills. Theory work demonstrates excellent understanding.</p>	<p>This scheme builds on the use of previously learnt techniques. Again, students have an opportunity to develop and demonstrate character personality through their acting skills, to support development of confidence, with the addition of consideration for an audience and the <i>purpose</i> of the Drama. Developing teamwork (communication) skills.</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club

Drama - Year 7 Summer A- Northwood Hall
Story Telling

What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: To further develop the use of atmosphere within a scene through the new technique of soundscape and the introduction of technical elements. Developing previously learnt techniques, with the addition of hot-seating to support characterisation work.</p> <p>Cross curricular: <i>English- How to identify atmosphere and be aware of how this is created, exploration of character.</i></p>	<p>Knowledge: Plot, characters, what hot-seating is, what soundscape is, how to identify and create atmosphere. Basic key terminology and use of stage lighting.</p> <p>Understanding: opportunities to use hot-seating to help develop a character (empathy) and to use soundscape within a performance to create a desired atmosphere (communication).</p> <p>Opportunity to plan and use own choices for stage lighting to support creation of atmosphere.</p> <p>Skills: To be able to make an audience feel a certain way by creating atmosphere on</p>	<p>A deeper exploration of character, creating detailed and relevant answers to hot-seating activity, supporting presentation of character personality and feelings (empathy). Staying in role and employing the use of reactions and soundscape that are controlled and focused to support atmosphere (communication).</p> <p>Appropriate and creative choices for lighting, using the correct terminology when communicating their lighting plan. Self and peer evaluations reference atmosphere. Theory work demonstrates excellent understanding.</p>	<p>Students have previously worked on developing characters, this sees a progression in this process by using hot-seating to develop a back story for their chosen role (empathy). The scheme introduces the idea of atmosphere that has previously been touched on, but goes into this in more detail with the addition of technical elements of theatre, something that is continued right the way through KS3 in preparation for the GCSE course.</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club

	stage through choices for reactions, soundscape and stage lights.			
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Drama - Year 7 Summer B- The Legend of Blackbeard Story Telling
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What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: This final scheme provides an opportunity for students to consolidate all of the techniques and characterisation skills they have learnt over the year, as well as highlighting the use of a different genre.</p> <p><i>Cross curricular: How to identify atmosphere and be aware of how this is created. Identifying genre.</i></p>	<p>Knowledge: Knowledge of the story. Knowledge of identifying different genres of theatre/film. Recalling previously learnt knowledge.</p> <p>Understanding: Opportunities to demonstrate previously learnt knowledge and skills. Students have the opportunity to make more independent choices on techniques learnt, to create their story telling.</p> <p>Skills: To be able to choose appropriate techniques to</p>	<p>Students will create interesting, considered characters with backstories (empathy). They will use the correct language and actions to fit the genre and consider this when adding their own ideas to the story (communication). Students will demonstrate appropriately used techniques with confidence and flare. Self and peer evaluations will reference genre, techniques and atmosphere. Theory work demonstrates excellent understanding.</p>	<p>This scheme is an opportunity for students to consolidate all of their learning from the year, adding previous learning to a new context.</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club

	create exciting theatre for an audience.			
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Drama - Year 8 Autumn A- Anti-Bullying Social
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What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: To use Drama to explore bullying, it's affects, support and preventions. Students are introduced to the idea of a stimulus and how this can be used to develop an idea.</p> <p>Drama techniques and the creation of tension are also developed throughout this scheme with the addition of forum theatre, and</p>	<p>Knowledge: The different categories of bullying, how and where to seek help from the perspective of the bully, the victim and the bystander, bullying statistics. Practitioner, Augusto Boal's 'Forum Theatre'. Creation of tension. Stimulus.</p> <p>Understanding: Independently using a stimulus to form the base of a performance idea.</p>	<p>A mature and sensitive approach to the topic. A clear grasp on empathy and how this can be communicated to an audience. Correct demonstration of how to seek support. Self and peer evaluations reference skills learnt and an appreciation for empathy. Theory work demonstrates excellent understanding.</p>	<p>The start of this scheme begins with the use of a stimulus, this is extending students' independent thinking from their normal way of working, where the start of an idea is often teacher led. Student have already explored empathy, this extends this skill by putting it into a 'real life' context. Students have already explored performance techniques</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club • Multiple charities including - The Diana Award and WWW.Childline.com • YouTube videos of peoples experiences • https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/celebrating-difference-schools/secondary-school-pack

<p>touching upon silence vs noise and slow vs fast. <i>Cross curricular:</i> <i>PDT</i></p>	<p>Opportunities for role-play to develop empathy from different perspectives of those involved. Opportunity to use the technique of forum theatre within the context of a scene. To use statistics and facts to communicate a news report. To develop a tense atmosphere through the creative use of techniques, acting skills and technical elements inclusive of music. Skills: To be able to choose appropriate and creative ways to communicate a tense atmosphere to an audience. To be able to create and perform an accurate news report that has a clear aim to an audience. To be able to demonstrate character perspectives by employing empathy.</p>		<p>and stated to experiment with atmosphere, this develops this by encouraging students to be sensitive with their creation of atmosphere and consider a further technical element, music.</p>	
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**Year 8 Autumn B-
Evacuees**

Year 8 Autumn B- Evacuees				
What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
Objective of scheme: To use vocal skills to demonstrate empathy and an understanding of	Knowledge: Key terminology for vocal skills. Life during 1939-1945 from the	Complete sensitivity towards the topic demonstrating an excellent use of	This scheme provides opportunity for students to make independent choices on the	<ul style="list-style-type: none"> • BBC bitesize including history section https://www.bbc.co.uk/teach/class-

<p>life as an evacuee during WW2. <i>Cross curricular: English-characterisation</i> <i>History- WW2 evacuees</i></p>	<p>perspective of the children, mothers and hosts. Cliff hangers. Extended thought tracking. Understanding: students will have the opportunity to demonstrate empathy from the perspectives of the children, mothers and hosts through a variety of scenarios that follows the journey of the evacuees, as well as developing confidence through the use of extended thought tracks (monologues). They will demonstrate a use of cliff hangers by creating 'episodes' of a story, inclusive of previously learnt techniques. Skills: To be able to use the skill of empathy to clearly demonstrate a character's perspective and connect this to vocal skills. To be able to use performance</p>	<p>empathy within each task, irrespective of the given character. A confidence in the use of mini-monologues and creativity in the use of cliff hangers, employing the use of previously learnt vocal skills, technical elements and atmosphere. Self and peer evaluations demonstrate an empathetic viewpoint and reference creativity. Theory work demonstrates an excellent understanding.</p>	<p>techniques and skills they have previously learnt, but extends their use of thought-tracks into mini monologues. It builds on the skill of empathy, this is a main focus within this scheme, again encouraging students to use the skill to explore a real-life scenario.</p>	<p>clips-video/history-ks3-the-lives-of-ww2-evacuees/zn4knrd</p> <ul style="list-style-type: none"> • Drama Club • YouTube videos • Goodnight Mister Tom on media server
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	techniques to heighten the tension of a cliff hanger. To be able to extend the use of thought tracks into a mini-monologue.			
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Drama - Year 8 Spring A- Harry Potter Film to Theatre Drama
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What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: To develop characterisation and introduce the idea of the ensemble. Drama techniques are also continually developed.</p> <p><i>Cross curricular: English- exploration of character and genre.</i></p>	<p>Knowledge: Plot and characters. What an ensemble is. How to move from screen to stage. Use of props. Silence vs Noise/Slow vs Fast.</p> <p>Understanding: Creatively using props, taking moments from the film and adapting them for stage. Independently developing and demonstrating creation</p>	<p>An in-depth development of character with a clear understanding of the writer's intentions.</p> <p>Creativity in the use of props and ensemble and how screen can be created for stage. Being given their desired role in our mock audition. Self and peer evaluations reference skills learnt. Theory work demonstrates</p>	<p>The heightened importance of an audition setting builds on prior learning of character development and encourages students to strive for true believability within their roles. Students have already learnt the performance techniques but now put these into the context of an ensemble. Students have</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club • Harry Potter professional production and play script • Harry Potter films • Harry Potter books

	<p>of the characters in an 'audition' setting. Using previously learnt techniques to demonstrate the use of an ensemble in a variety of scenes.</p> <p>Skills: To be able to make creative choices on techniques to create the use of an ensemble. To be able to perform as an ensemble with confidence. To be able to create believable characters (empathy) that are true to the writer's intentions (communication). To be able to come up with creative ways for taking scenes from screen to stage, inclusive of set and props.</p>	<p>excellent understanding.</p>	<p>previously used set and props but are now challenged to adapt scenes using these, from screen to stage. Silence vs Noise and Slow vs Fast are further developed in this scheme.</p>	
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**Drama - Year 8 Spring B- Our Day Out
Play Text**

What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: To develop script work, inclusive of characterisation and performance techniques. An opportunity for students to consolidate learning from the year. In addition, students will learn the performance technique of marking the moment.</p>	<p>Knowledge: Plot and characters. Identifying playwright intentions (linked to GCSE). An introduction to the work of the playwright Willy Russell. Marking the moment. Understanding: Through a variety of task students will bring sections of the play to</p>	<p>Clear understanding of the plot and characters demonstrated through creative choices. Appropriate and effective performance techniques and skills independently chosen to communicate story to the audience and demonstrated with</p>	<p>Within this scheme students have scope to creatively and independently apply their previously learnt skills from the year, with the addition of one further technique.</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club • The play script

<p><i>Cross curricular: English- script work</i></p>	<p>life, whilst making independent choices for character, performance techniques, creation of atmosphere and technical elements. Skills: To be able to identify playwright's intentions. To be able to make appropriate and effective, creative choices for bringing a play to life to engage an audience.</p>	<p>confidence. Self and peer evaluations reference previous learning. Theory work demonstrates an excellent understanding.</p>		
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<p align="center">Drama - Year 8 Summer A- Macbeth Shakespeare Script Work</p>				
<p>What are we learning?</p>	<p>Our intention- What knowledge, understanding and skills will we gain?</p>	<p>Evaluation and Assessment Methods</p>	<p>Implementation</p>	<p>What additional resources are available?</p>
<p>Objective of scheme: To broaden student's range of known Shakespeare</p>	<p>Knowledge: Plot and characters from another of Shakespeare's plays. Facts</p>	<p>To be able to use familiar and unfamiliar language to decode text. To approach</p>	<p>This scheme adds to students' repertoire of Shakespeare. It provides</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club • Macbeth play script

<p>plays, to develop the use of script work, characterisation, technical elements of theatre and atmosphere. Drama techniques are continually developed. To touch on the idea of symbolism and abstract theatre.</p> <p><i>Cross curricular: English- exploration of a text inclusive of characters and atmosphere.</i></p> <p><i>History- 15-1600's Britain</i></p>	<p>about renaissance theatre and commonalities in Shakespeare's writings. Shakespearian language (communication). Lines from a variety of scenes. Recall technical language for lighting.</p> <p>Understanding: This will be demonstrated through creation and performance of scenes, with the use of previously learnt techniques and creation of atmosphere. Opportunity to make independent decisions on lighting. Understanding of abstract theatre and symbolism will be demonstrated through the final performance of Lady Macbeth's monologue scene.</p> <p>Skills: To be able to learn/speak the work of Shakespeare's text, to decode language, to confidently perform scenes from Macbeth choosing creative and appropriate use of techniques and lighting to support the desired atmosphere.</p>	<p>Shakespeare's work with confidence and an open mind, identifying key themes. To confidently make creative choices on performance techniques, characterisation and reactions to support telling the story and to communicate desired atmospheres inclusive of the use of lighting. To have used symbolism clearly within the final performance. To self and peer evaluate with reference to the plot, atmosphere, lighting and the use of symbolism/abstract theatre. Theory work demonstrates an excellent understanding.</p>	<p>them the opportunity to creatively employ previously learnt performance techniques and skills as well as the creation of atmosphere and pushes this a step further with the opportunity to develop a scene with the use of symbolism in a more abstract style. Students also have a further opportunity to add their choices of lighting into their performances to support desired atmospheres.</p>	<ul style="list-style-type: none"> • The animated tales on media server. • Spark Notes or No Fear Shakespeare for understanding language. • Visiting theatre companies to perform. • Resources provided by RSC associate schools programme for example, visiting practitioner and story Wooshes. • Online theatre via RSC • YouTube videos of particular scenes
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**Drama - Year 8 Summer B- The Play that Goes Wrong
Style**

What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: To develop an understanding of the genre, comedy and be able to choose appropriate methods for communicating this to an audience.</p> <p><i>Cross curricular: English- genre, script</i></p>	<p>Knowledge: Techniques for creating comedy on stage. Knowledge of the play text.</p> <p>Understanding: Understanding will be demonstrated through a variety of tasks, including devising and performing, with a focus on communication of the style for the audience.</p> <p>Skills: To be able to identify and perform a variety of techniques to communicate the genre of comedy to an audience. To be able to choose appropriate previously learnt performance</p>	<p>Character, language, action, setting, techniques and scenarios have been carefully considered and clearly communicate the correct genre to an audience. Self and peer evaluative comments reference elements of the genre. Theory work demonstrates an excellent understanding.</p>	<p>Within this scheme students will incorporate previously learnt performance techniques and skills into the context of making comedy, extending their thinking on what and how they are communicating with an audience.</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club • www.mischiefcomedy.com

	techniques to support this style.			
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Drama - Year 9 Autumn A- 'Stand Up, Speak Out'
Social/Historical

What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme : To explore protected characteristics in real life, historical scenarios and to develop empathy to support understanding. <i>Cross curricular:</i> <i>History- WWII, 1940's</i> <i>PDT & PER- morality, justice/injustice, equality and diversity.</i></p>	<p>Knowledge: Life in Jamaica and Britain at the time of World War II. What the Windrush scandal is and how it came about. The origins of Pride. Rosa Parks and Martin Luther King Jr. Verbatim theatre. Understanding:</p>	<p>The scheme is approached with maturity and an inquiring mind to the themes explored. The techniques of verbatim are clearly demonstrated within performance and clearly support empathy shown for the characters/real life survivors.</p>	<p>Students will employ the use of previously learnt performance techniques and skills but will be challenged to add them into the style of verbatim, with a clear consideration for the <i>purpose</i> of the drama and</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club • National Theatre website

	<p>Practical tasks, discussion and debate will provide opportunity to demonstrate understanding of knowledge.</p> <p>Skills: To be able to communicate empathy, atmosphere and the style of verbatim to an audience.</p>	<p>Self and peer evaluations reference style and a clear understanding of how the themes can creatively be shown to an audience to have the intended impact. Theory work demonstrates an excellent understanding.</p>	<p>the intended impact on an audience, extending their thinking and ability.</p>	
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**Drama - Year 9 Autumn B- Devising
GCSE Specific**

What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: To introduce students to work carried out at GCSE level. To develop student's independent learning skills. <i>Cross curricular- All subjects- development of independent learning</i></p>	<p>Knowledge: How to devise effectively from a variety of stimuli. Knowledge of the GCSE Drama course. Understanding: This will be demonstrated through the group devising process, individual contributions and performances.</p>	<p>To have approached the stimuli tasks with an open mind, thinking deeply and devising creative ideas that are inclusive of previous learning on techniques, skills, atmosphere, style and technical elements. Self and peer evaluations reference these points. To have fully committed to the independent nature of this task. To have completed good quality research and rehearsed for a well organised performance. To be able to perform with confidence and flair, successfully realising creative intentions.</p>	<p>Students have to employ a variety of previously learnt skills and techniques but they are in a context of their own choosing. The idea is to again, make it explicitly clear to students that the skills they are learning in Drama are</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club

	Skills: To be able to communicate effectively with a team and take responsibility for the development of a piece of theatre, designed from scratch. To be able to make informed, creative choices including technical elements such as sound and lighting.		transferable and desirable.	
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Drama - Year 9 Spring A- The Holocaust Historical/Style
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What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
Objective of scheme: To use Drama to develop empathy and an understanding of life for those affected by the Holocaust. To develop the style of symbolic theatre to sensitively represent the horrors of the	Knowledge: Facts and exploration about the Holocaust and those affected. Elements of symbolic theatre. Dynamics of movement, theatre history (chorus). Understanding: Completion of theory	Absolute sensitivity and maturity in the approach to this topic. A resilience in mastering the idea of symbolic theatre in a variety of forms. The employment of deeper thinking to support the demonstration of	This scheme encourages students to think harder on the skill of empathy in this challenging context. Students must develop their skills of using style to communicate with an audience, but this time the style is more	<ul style="list-style-type: none"> • BBC bitesize history section • Drama Club • Websites: https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-children-of-the-holocaust/zddgnrd

<p>Holocaust. To develop an understanding of diversity and equality. <i>Cross curricular: History. PDT- empathy, equality, diversity, morality.</i></p>	<p>work will demonstrate their understanding, this is explicitly linked to the GCSE spec and criteria. Devising, practical, discussion, debate and theory will be used to demonstrate understanding, particularly of empathy towards those affected. Skills: To be able to use a variety of elements of symbolic theatre to communicate with an audience.</p>	<p>empathy throughout this scheme. Self and peer evaluations reference communication and symbolism. An excellent understanding is demonstrated through factually accurate and creative theory work that is linked to the GCSE criteria and spec.</p>	<p>complex. Movement skills are developed to incorporate dynamics. Theory questions again reference costume and other questions relating to the GCSE spec.</p>	
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Drama - Year 9 Spring B- Physical Theatre Style

What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
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<p>Objective of scheme: To develop an understanding of the theatre style, physical theatre and be able to choose appropriate devising methods for communicating meaning to an audience. To be able to demonstrate understanding and empathy towards those who are neurodiverse. <i>Cross curricular:</i> <i>English- genre, script</i></p>	<p>Knowledge: Techniques for creating physical theatre on stage to tell a story. Frantic Assembly theatre company. Knowledge of the play text, The Curious Incident of the Dog in the Night-Time. Knowledge of neurodiversity. Understanding: Understanding will be demonstrated through a variety of tasks, including devising and performing, with a focus on the style of physical theatre. Skills: To be able to identify and perform a variety of techniques to communicate the genre to an audience. To be able to choose appropriate previously learnt performance techniques to support this style.</p>	<p>Physical theatre techniques have been carefully considered and clearly communicate meaning to an audience. Self and peer evaluative comments reference elements of the style. Theory work demonstrates an excellent understanding. Performances show confidence within the style and take risks to aid development.</p>	<p>Within this scheme students will incorporate previously learnt performance techniques and skills, but extend their thinking on what and how they are communicating with an audience through the use of physical movements.</p>	<ul style="list-style-type: none"> • BBC bitesize • www.franticassembly.com
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**Drama - Year 9 Summer A- Blood Brothers
Social**

What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: To develop script work skills inclusive of how Drama techniques and characterisation can help communicate the themes of the play to an audience. Development of the use of atmosphere. Students are introduced to the idea of juxtaposition as well as the status of character and the idea of social class. <i>Cross curricular:</i> <i>English- script work</i> <i>History- Britain in the 1960's- 80's</i></p>	<p>Knowledge: Playwright, plot, characters and themes. Further knowledge of the technique marking the moment. Juxtaposition. How to confidently demonstrate character relationships using character interactions (linked to GCSE criteria). Costume. Understanding: Completion of theory work will demonstrate their understanding, this is explicitly linked to the GCSE spec and criteria. Devising and performance tasks will demonstrate their understanding of the plot, characters, creativity of themes and techniques. Skills: To be able to demonstrate social class, status and character</p>	<p>An excellent grasp on the idea of social class and status will be shown through character development and interactions (empathy). Clear contrasts will be evident in the use of juxtaposition along with the creative employment of previously learn techniques. Self and peer evaluations will be extensive and reference themes. Theory work will demonstrate an excellent understanding.</p>	<p>This scheme provides a 'step up' from the character work developed in years 7 and 8. Hot-seating is used again but with the addition of looking at status and social class. The use of previously learnt performance techniques are used throughout the scheme, but with the addition of the idea of juxtaposing scenes. Theory work also takes a step up to mirror more GCSE style questions.</p>	<ul style="list-style-type: none"> • BBC bitesize • Drama Club • The play script • YouTube videos of particular sections

	relationships through performance and theory work.			
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Drama - Year 9 Summer B- Othello Shakespeare Script Work				
What are we learning?	Our intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<p>Objective of scheme: To broaden student's range of known Shakespeare plays, to develop the use of script work, characterisation, technical elements of theatre and atmosphere. Drama techniques are continually developed.</p> <p><i>Cross curricular: English- exploration of a text inclusive of characters and atmosphere.</i></p> <p><i>History- 15-1600's Britain</i></p>	<p>Knowledge: Plot and characters from another of Shakespeare's plays. Facts about renaissance theatre and commonalities in Shakespeare's writings. Shakespearian language (communication). Lines from a variety of scenes. Recall technical language for lighting.</p> <p>Understanding: This will be demonstrated through creation and performance of scenes, with the use of previously learnt techniques and creation of atmosphere. Opportunity to make independent decisions on lighting and sound.</p>	<p>To be able to use familiar and unfamiliar language to decode text. To approach Shakespeare's work with confidence and an open mind, identifying key themes. To confidently make creative choices on performance techniques, characterisation and reactions to support telling the story and to communicate desired atmospheres inclusive of the use of lighting and sound. To self and peer evaluate with reference to the plot, atmosphere, lighting and sound. Theory work demonstrates an excellent understanding.</p>	<p>This scheme adds to students' repertoire of Shakespeare. It provides them the opportunity to creatively employ previously learnt performance techniques and skills as well as the creation of atmosphere. Students also have a further opportunity to add their choices of lighting and sound design into their performances to support desired atmospheres.</p>	<ul style="list-style-type: none"> • BBC bitesize • Othello play script • The animated tales on media server. • Spark Notes or No Fear Shakespeare for understanding language. • Visiting theatre companies to perform. • Resources provided by RSC associate schools programme for example, visiting practitioner and story Wooshes. • Online theatre via RSC • YouTube videos of particular scenes

	<p>Skills: To be able to learn/speak the work of Shakespeare's text, to decode language, to confidently perform scenes from Othello choosing creative and appropriate use of techniques, lighting and sound to support the desired atmosphere.</p>			
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