

Drama Curriculum Overview 2021-22

Head of Department	K. East (Head of Performing Arts)
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What will students learn in each year?

Year 7	
<p>Term 1</p> <p><u>Confidence Building</u></p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Freezes <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 2</p> <p><u>Panto</u></p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Thought in the head • (Asides) Freezes <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective. <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence

	<ul style="list-style-type: none"> • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 3</p> <p><u>Radio Play</u></p>	<p>Creating a role</p> <ul style="list-style-type: none"> • Voice • All other aspects such as subtext, character objective, status, actor objective. <p>Text and Performance Analysis</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 4</p> <p><u>Ernie</u></p> <p>(3 lesson on scripted and 3 devised)</p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Freeze • Slow motion <p>Text and Performance Analysis</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Secondary skills</p>

	<ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 5</p> <p><u>Shakespeare</u></p> <p>Romeo and Juliet</p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Narration • Thought in the head • Freezes • Soundscape <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Text and Performance Analysis-this is extended further in this unit as they are looking at Shakespeare</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 6</p> <p><u>Horror</u></p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Slow motion • Physical theatre • Soundscape <p>Creating a role</p> <ul style="list-style-type: none"> • Voice

	<ul style="list-style-type: none"> • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
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Year 8	
<p>Term 1</p> <p><u>Horror Films</u> (ipads)</p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Flash back/forward (freezes) • Storyboarding • Basic editing • Soundscape <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 2</p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Echo • Marking the Moment

<p><u>A Christmas Carol</u></p>	<ul style="list-style-type: none"> • Word build up • Thought in the head • Slo-mo • Chorus • Soundscape <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Text and Performance Analysis-more detailed as Shakespeare</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 3</p> <p>LOTF</p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Echo • Marking the Moment • Word build up • Thought in the head • Slo-mo • Chorus • Soundscape <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Text and Performance Analysis-more detailed as Shakespeare</p>

	<ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 4</p> <p><u>Shakespeare</u></p> <p>Macbeth</p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Echo • Marking the Moment • Word build up • Thought in the head • Slo mo • Chorus • Soundscape <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Text and Performance Analysis-more detailed as Shakespeare</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure

<p>Term 5</p> <p><u>Mask</u></p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Narration, flashback/forward, physical theatre <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 6</p> <p><u>Kings New Clothes</u></p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Chorus • Freeze • Physical Theatre • Soundscape • Slo-mo <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Text and Performance Analysis-more detailed as Shakespeare</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy

	<ul style="list-style-type: none"> • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
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Year 9	
<p>Term 1</p> <p><u>Drama skills</u></p> <p><u>Duologue and Monologue</u></p> <p>perform to invited audience</p>	<p>Re-Cap of all core and secondary skills</p> <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective <p>Text and Performance Analysis-more detailed as Shakespeare</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 2</p> <p><u>Physical Theatre</u></p>	<p>Devising techniques</p> <ul style="list-style-type: none"> • Physical theatre • Chorus • Repetition

<p>Commedia Dell'Arte</p> <p><u>Mask</u></p> <p><u>Stage Fighting</u></p> <p><u>Tension States</u></p>	<ul style="list-style-type: none"> • Echo • Building on these to develop new ones with focus on developing physicality skills. <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective. <p>Text and Performance Analysis-more detailed as Shakespeare</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 3</p> <p><u>Devising work</u></p> <p><u>Social media and identity</u></p>	<p>All the Devising techniques to be covered</p> <p>Focus on performing and evaluating the work of others</p> <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective. <p>Text and Performance Analysis-more detailed as Shakespeare</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character

	<p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 4</p> <p><u>Text work</u></p> <p><u>Kill Jill</u></p> <p>choice to suit the group Looking at work of Mark Wheeler to see how devising skills are incorporated into text</p>	<p>All the Devising techniques to be covered plus more complex ones from the text</p> <p>Devising a role via off text improvisations</p> <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture • All other aspects such as subtext, character objective, status, actor objective. <p>Text and Performance Analysis-more detailed as Shakespeare</p> <ul style="list-style-type: none"> • reading a script • evaluating performance • interpreting character • performing character • evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure
<p>Term 5</p> <p><u>Shakespeare</u> <u>WHOOSH</u></p>	<p>All devising skills learnt now put to a final piece to present</p> <p>Analysing text and evaluating the work of others</p> <p>Creating a role</p> <ul style="list-style-type: none"> • Voice • Face • Body • Gesture

	<ul style="list-style-type: none"> All other aspects such as subtext, character objective, status, actor objective. <p>Text and Performance Analysis-more detailed as Shakespeare</p> <ul style="list-style-type: none"> reading a script evaluating performance interpreting character performing character evaluating character <p>Secondary skills</p> <ul style="list-style-type: none"> Oracy Confidence Resilience Independence Creativity Group work Working to at time limit Working under pressure
Term 6	
Shakespeare WHOOSH	As above as well as developing skill of performing to large audience and teaching devising, creating a role, and text and performance analysis to others.

Year 10	
Exam Board: AQA	
Term 1	
Devised piece to an invited audience Theatre visit	<p>All Devising techniques covered</p> <p>All aspects of creating a role considered with focus on:</p> <ul style="list-style-type: none"> stimulus, archetypes, sub-text, story arc, internal and external conflict <p>Detailed analysis of text via theatre visit</p>
Term 2	
Blood Brothers	<p>Analysing text and exam question support</p> <p>Focus on the text and performance analysis and how this impacts on creating a role</p> <ul style="list-style-type: none"> COMPONENT ONE OF EXAM
Term 3	
	Analysing text and exam question support

<p><u>Blood Brothers</u></p>	<p>Focus on the text and performance analysis and how this impacts on creating a role</p>
<p>Term 4 <u>Devised Exam</u></p>	<p>Focus on developing and refining all devising techniques with focus on</p> <ul style="list-style-type: none"> • story arc, script writing and directing skills <p>Text and Performance Analysis</p> <ul style="list-style-type: none"> • Understanding of how stimulus creates story Creating a role in a refined and sophisticated way <p>Secondary skills</p> <ul style="list-style-type: none"> • All covered and developed with emphasis on independence • COMPONENT TWO OF EXAM
<p>Term 5 <u>Devised Exam</u></p>	<p>Focus on developing and refining all devising techniques with focus on</p> <ul style="list-style-type: none"> • story arc, script writing and directing skills <p>Text and Performance Analysis</p> <ul style="list-style-type: none"> • Understanding of how stimulus creates story • Creating a role in a refined and sophisticated way. <p>Secondary skills</p> <ul style="list-style-type: none"> • All covered and developed with emphasis on independence • COMPONENT TWO OF EXAM
<p>Term 6 <u>Performance of devised exam and completion of all logs</u></p>	<p>Performance skills</p> <ul style="list-style-type: none"> • Focus on Performance analysis in log book completion <p>Secondary skills</p> <ul style="list-style-type: none"> • Oracy • Confidence • Resilience • Independence • Creativity • Group work • Working to at time limit • Working under pressure • COMPONENT TWO OF EXAM

<p>Year 11</p> <p>Exam Board: AQA</p>	
<p>Term 1</p>	<ul style="list-style-type: none"> • Culmination of all skills required and necessary for:

<p>Scripted Exam</p>	<ul style="list-style-type: none"> • Creating a role • Text and performance analysis • Underpinned by all the secondary skills <p>COMPONENT THREE OF EXAM</p>
<p>Term 2</p> <p>Scripted Exam</p>	<p>Culmination of all skills required and necessary for:</p> <ul style="list-style-type: none"> • Creating a role • Text and performance analysis • Underpinned by all the secondary skills <p>COMPONENT THREE OF EXAM</p>
<p>Term 3</p> <p>Examiner visit for scripted exam</p>	<p>Culmination of all skills required and necessary for:</p> <ul style="list-style-type: none"> • Creating a role • Text and performance analysis • Underpinned by all the secondary skills <p>COMPONENT THREE OF EXAM</p>
<p>Term 4</p> <p>Theatre Visit ReCap of Blood Brothers</p>	<p>Text and Performance Analysis</p> <ul style="list-style-type: none"> • How this links to creating and a role, with a clear understanding of devising techniques. <p>COMPONENT ONE OF EXAM</p>
<p>Term 5</p> <p>Theatre Visit ReCap of Blood Brothers</p>	<p>Text and Performance Analysis</p> <ul style="list-style-type: none"> • How this links to creating and a role, with a clear understanding of devising techniques. <p>COMPONENT ONE OF EXAM</p>
<p>Term 6</p>	