



Year Group	Year 7					
Subject intent	The Drama curriculum focuses on helping students to acquire the required skill set needed to develop as an actor. It also addresses the transferable life skills needed for success such as leadership, team work and public speaking. Students are equipped with the knowledge, insight and techniques to explore key theatre practitioners, play texts and develop creativity through devised drama and exploration of set texts. The curriculum nurtures and emphasises the importance of imagination, confidence whilst equipping them with the knowledge and understanding that prepares students for GCSE and A Level courses.					
Subject Implementation	Autumn 1 Darkwood Manor	Autumn 2 Silent Movie	Spring 1 Roald Dahl	Spring 2 Mystery project	Summer 1 Greek Theatre	Summer 2 Myths and Legends
Knowledge	Students acquire knowledge of basic drama skills including vocal and physical techniques. <ul style="list-style-type: none"> ● Atmosphere ● Suspense ● Thought-tracking ● People as Props ● Soundscape 	Students are taught about the conventions of Silent Movies to further develop their use of physical skills and develop their capacity for physical comedy. <ul style="list-style-type: none"> ● Mime ● Melodrama ● Slapstick 	Through the use of some of Dahl's well-known stories and characters Students acquire tools and techniques to develop their characterisation. <ul style="list-style-type: none"> ● Hot-seating ● Stage business ● Chorus ● Call and response 	Students acquire knowledge of the roles and processes involved in the Theatre and develop their understanding of key production elements. <ul style="list-style-type: none"> ● Director ● Designer ● Set ● Lighting 	Students are taught about the features of Greek Theatre with a focus on its influence on contemporary theatre. <ul style="list-style-type: none"> ● Mask ● Chorus ● Narrator ● Staging 	Students must use the knowledge acquired throughout the use to develop a clear and engaging piece of Drama based on a Myth or Legend. <ul style="list-style-type: none"> ● Dramatic structure ● Devising ● Breaking the fourth wall
Skills	Group work Leadership/directing Active listening Constructive critique using drama terminology when	Group work Leadership/directing Active listening Constructive critique using drama terminology when	Group work Leadership/directing Active listening Constructive critique using drama terminology when	Group work Leadership/directing Active listening Constructive critique using drama terminology when	Group work Leadership/directing Active listening Constructive critique using drama terminology when	Group work Leadership/directing Active listening Constructive critique using drama terminology when



	evaluating the work of others Spatial awareness	evaluating the work of others Spatial awareness	evaluating the work of others Spatial awareness	evaluating the work of others Spatial awareness	evaluating the work of others Spatial awareness	evaluating the work of others Spatial awareness
Subject Impact	Students are able to identify and use a range of basic drama techniques to create their own dramas. They have developed an understanding of how to create atmosphere and tension.	Students are able to use physical skills with more confidence and have developed their capacity for physical comedy.	Students are able to portray characters with more depth and detail.	Students are able to identify key roles and processes in the Theatre industry and have enhanced their technical vocabulary.	Students are able to reflect on the function and purpose of Theatre within society. They are able to refine their choral work and use of physical skills.	Students are able to use a range of techniques with clarity and confidence to tell a story to an audience.
Assessment	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)



Year Group	Year 8					
Subject intent	<p>The Drama curriculum focuses on helping students to acquire the required skill set needed to develop as an actor. It also addresses the transferable life skills needed for success such as leadership, team work and public speaking. Students are equipped with the knowledge, insight and techniques to explore key theatre practitioners, play texts and develop creativity through devised drama and exploration of set texts. The curriculum nurtures and emphasises the importance of imagination, confidence whilst equipping them with the knowledge and understanding that prepares students for GCSE and A Level courses.</p>					
Subject Implementation	Autumn 1 Theatre-in-Education	Autumn 2 Pantomime	Spring 1 39 Steps	Spring 2 Macbeth	Summer 1 Roles and Processes within the Theatre Industry -	Summer 2 Storytelling
Knowledge	<p>Foundation understanding of Epic theatre. Knowledge of how to create didactic theatre</p> <ul style="list-style-type: none"> → Narration → Breaking the fourth wall → Marking the moment → Cross-cutting → Thought-tracking 	<p>Convention and origins of Pantomime including reference to Commedia dell'Arte</p> <ul style="list-style-type: none"> → Narration → Breaking the fourth wall 	<p>Understanding of spoof, satire and film noir.</p> <ul style="list-style-type: none"> → Multi-role → Direct address → Asides → Stylised movement 	<p>Understanding how to use production elements to create mood, atmosphere and tension. Appreciation of the processes involved in performing a monologue</p> <ul style="list-style-type: none"> → Asides → Monologue → Choral work 	<p>Understanding of the purpose and function of the designer and director within theatre. Insight into how production elements can enhance live performance</p> <ul style="list-style-type: none"> → Production elements → Page to Stage 	<p>Understanding the function of the narrator and how narration can be integral to the audience's experience. Knowledge of how to use abstract techniques to bring an extract to life.</p> <ul style="list-style-type: none"> → Narration → Abstract techniques



Skills	Group work Leadership/directing Active listening Constructive critique using drama terminology when evaluating the work of others Spatial awareness Sustaining a character	Group work Leadership/directing Active listening Constructive critique using drama terminology when evaluating the work of others Spatial awareness Sustaining a character	Group work Leadership/directing Active listening Constructive critique using drama terminology when evaluating the work of others Spatial awareness Sustaining a character	Asides Choral work Group work Leadership/directing Active listening Constructive critique using drama terminology when evaluating the work of others Spatial awareness Sustaining a character	Group work Leadership/directing Active listening Constructive critique using drama terminology when evaluating the work of others Spatial awareness Sustaining a character	Group work Leadership/directing Active listening Constructive critique using drama terminology when evaluating the work of others Spatial awareness Sustaining a character
Subject Impact	Students are able to devise a drama with a clear message and purpose.	Students are able to apply the conventions of Pantomime in performance. They are gaining more confidence	Students appreciate the ranges of forms within comedy and begin to demonstrate more detail in their use of vocal and physical skills.	Students gain confidence in performing Shakespeare's language. They are equipped with understanding of how to generate mood and atmosphere	Students are able to appreciate the range of roles within the theatre industry. Their understanding of the variety of careers available is enhanced.	Students are able to turn a story into an engaging dramatic performance using a range of techniques and conventions
Assessment	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)



Year Group	Year 9					
Subject intent	The Drama curriculum focuses on helping students to acquire the required skill set needed to develop as an actor. It also addresses the transferable life skills needed for success such as leadership, team work and public speaking. Students are equipped with the knowledge, insight and techniques to explore key theatre practitioners, play texts and develop creativity through devised drama and exploration of set texts. The curriculum nurtures and emphasises the importance of imagination, confidence whilst equipping them with the knowledge and understanding that prepares students for GCSE and A Level courses.					
Subject Implementation	Autumn 1 Fame/Celebrity	Autumn 2 Beauty Manifesto	Spring 1 Teechers	Spring 2 Physical Theatre	Summer 1 Telenovela	Summer 2 Devising
Knowledge	<p>Enhanced understanding of how to use specific techniques to create impact for the audience.</p> <ul style="list-style-type: none"> ● Cross-cutting ● Marking the moment ● Essence Machine 	<p>Students explore how to interpret a play using elements of Epic Theatre and focus on how production elements can enhance the performance for an audience.</p> <ul style="list-style-type: none"> ● Stylised movement ● Brecht ● Verfremdungseffekt ● Montage 	<p>In-depth understanding of the Given Circumstances. Knowledge of Stanislavski's System</p> <ul style="list-style-type: none"> ● Hot-seating ● Context ● Motivation ● Subject ● Objective ● Action 	<p>Knowledge of different ways in which we can choreograph movement. understanding of how to partner work and contact improvisation.</p> <ul style="list-style-type: none"> ● Choreography ● Dynamics ● Proxemics 	<p>Further development of characterisation skills. Focus on how to develop greater rapport with actors and audience.</p> <ul style="list-style-type: none"> ● Physical comedy ● Breaking the fourth wall ● Melodrama 	<p>Understanding of how to create an original, extended piece of drama using a range of rehearsal techniques.</p> <ul style="list-style-type: none"> ● Stimulus ● Dramatic structure ● Genre ● Style
Skills	Group work	Group work	Group work	Group work	Group work	Group work



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Subject Impact	Students are able to use a range of techniques that heighten intensity and highlight key moments within their dramas.	Students are able to use elements of Epic Theatre to encourage their audience to think more deeply about social and ethical issues.	Students are able to appreciate the importance of context when exploring plays and characters. They are able to portray more detailed characters.	Students are able to use their physical body imaginatively and effectively to create dramatic meaning	Students are able to develop their capacity for Melodramatic performance and appreciate the difference between television and theatre	Students are able to create a piece of drama from a stimulus that engages an audience. They are able to realise their creative intentions in performance.
Assessment	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)