



## Curriculum Overview

Department: Drama

Year 7		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Anti-bullying/Basic skills	The Expedition	Macbeth	Evacuation	Darkwood Manor	Charlie and The Chocolate Factory
Knowledge & Understanding	Developing	To understand what a freeze frame is and how we can use facial expressions and body language to begin to demonstrate feelings. To understand different types of bullying.	Students attempt to use their imagination to be creative and inventive.	To develop a basic knowledge of Shakespeare and his life, whilst understanding the globe theatre set up.	This topic is Cross curricular and students will use knowledge from history at primary skills to support their learning and understanding of World War 2 and children living in this era.	Students attempt to use their imagination to be creative and inventive.	To develop a knowledge of the plot line and the characters in the story.
	Core	To work as a member of a group sensibly and in a focused manner, sharing ideas and listening to others. Can use facial expressions and body language effectively to create a character, and also understands how to use a good freeze frame and thought track. To understand different types of bullying and incorporate these into the performance.	Students can use their imagination to be creative and inventive to develop a character that may be found on an expedition to rescue an endangered animal.	To develop a knowledge of Shakespeare and his life/plays, whilst understanding the globe theatre set up. To have a good understanding of the plot line for Macbeth and the characters involved.	Students will use knowledge from history at primary skills to support their learning and understanding of World War 2 and children living in this era. They will also inform their work with their own research and discussion, as well as linking their knowledge of games played by students in this era.	Students can use their imagination to be creative and inventive to develop a character whilst learning the basic skills of Frantic Assembly and recalling them.	To consider the class and age of characters within the story and how we can portray these using Physical and Vocal skills.
	Advanced	To work as a member of a group sensibly. Able to lead, share ideas and listen to others. Can use facial expressions and body language effectively and convincingly to create a character, and demonstrates/executes/evaluates a good freeze frame, thought track and character.	Students can use their imagination to be creative and inventive to develop a character that may be found on an expedition to rescue an endangered animal whilst incorporating the basic skills they learnt in the previous scheme and sustaining the character they have developed.	To develop a knowledge of Shakespeare and his life/plays, whilst understanding the globe theatre set up. To have a good understanding of the plot line for Macbeth and the characters involved and their relationships as well as the emotions and experiences they have.	Students will inform their work and character development with their own research and discussion, as well as linking their knowledge of games played by students in this era. They will incorporate History learned in Primary school and develop empathy for children living in this era.	Students can use their imagination to be creative and inventive to develop a character whilst incorporating the a variety of vocal and physical skills to show emotion as well as using Round By Through and Push Hands effectively.	To evaluate and analyse the characters and portray them using a range of well-developed performance skills whilst considering and demonstrating the age, gender, class and personality of the character.



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Skill	Developing	Creating a character from a starting stimulus. Deciding a basic storyline to match the given stimulus and including terms such as Cyber Bullying within the work.	To develop the use of mime, freeze frame and thought tracking.	Following a script. Basic script skills and ability to become a character	Students can follow a 4 scene structured performance, incorporating mime, thought tracking and split scene.	Students can use mime, freeze frames and soundscapes to create a room, mood or atmosphere.	Following a script. Basic script skills and ability to become a character
	Core	Creating a character using a stimulus to inform, sustaining the character and using appropriate facial expressions and body language to suit the emotion of the character. Confidently using accurate Freeze frames and thought track.	To consolidate the use of mime, freeze frame and thought tracking. To understand how we can use our bodies as objects as a basic introduction to Physical Theatre.	Using a script to build a character and develop vocal and physical skills to suit.	Students can lead a 4 scene structured performance, incorporating mime, thought tracking and split scene effectively and in a precise manner. They can develop a character and empathy can begin to be noted too.	Students are able to portray a character that may visit the manor using range of vocal and physical skills in role play. They will also incorporate soundscapes, freeze frames, mime and physical theatre techniques to support their performance.	Using a script to build a character and develop vocal and physical skills to suit
	Advanced	Creating a developed character using a stimulus to inform, sustaining the character and using appropriate facial expressions and body language and tone of voice to suit the emotion of the character. Confidently using accurate Freeze frames and thought track seamlessly in roleplay.	To consolidate the use of mime, freeze frame and thought tracking. To use bodies as objects as a basic introduction to Physical Theatre whilst developing a sincere character using vocal and physical skills.	Using a script to develop and maintain a creative interpretation of a character, whilst considering the response of others in the script and the staging/set and props too.	Students can lead a 5- scene structured performance, incorporating mime, thought tracking and split scene correctly, effectively and in a precise manner. They can develop a meaningful character and use empathy effectively.	Students are able to portray a developed character that may visit the manor using range of vocal and physical skills in role play. They will also incorporate soundscapes, freeze frames, mime and precise Frantic Assembly techniques (R-by-T/Push hands) to support their performance.	Using a script to develop and maintain a creative interpretation of a character, whilst considering the response of others in the script and the staging/set and props too.



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Year 8		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Time Travel	Adventures in Wonderland	Our Day Out	Commedia Dell'Arte	Sustainability: Verbatim Theatre	Everybody's Talking About Jamie
Knowledge & Understanding	Developing	Students attempt to use their imagination to be creative and inventive.	To build on a basic knowledge Physical Theatre learnt in Year 7, whilst beginning to recall characters from 'Alice in Wonderland'.	Students will know some characters and a basic understanding of the plot line. They will have some knowledge of the setting and era of the play.	Students will learn and recall basic historic facts about the theatre style, Commedia Dell'Arte.	Students will have an understanding of the Great Pacific Garbage Patch and be able to identify key facts about Ocean Pollution.	Students will know some characters and a basic understanding of the plot line. They will have some knowledge of the setting and themes of the play.
	Core	Students can use their imagination to be creative and inventive to develop a character that may be found in a specific period. Eg Pre-historic, Victorians, etc.	To develop a good knowledge of the plot of Alice in Wonderland and the characters. To recall skills and techniques used by Frantic Assembly, a Physical Theatre company.	Students will know all characters and have a good understanding of the plot line, era and setting. They will begin to understand the class divide and the social context.	Students will learn and historic facts about the theatre style, Commedia Dell'Arte. They will remember the stock characters and key facts about them.	Students will use knowledge from their own research to support their performance and develop empathy for those affected whilst educating the audience. They will understand how to create a sensitive performance about a sensitive topic.	Students will know all characters and have a good understanding of the plot line, themes, relationships and setting. They will begin to understand the social, moral and cultural context.
	Advanced	Students can use their imagination to great effect and be creative and inventive to develop successful characters within multi-role that may be found across different eras that suits the character they have created.	To have a firm, good understanding of the plot line and the characters involved and their relationships as well as the emotions and experiences they have. To have a good knowledge of the skills created and employed by Frantic Assembly and how to use them effectively to use movement to tell a story.	They understand the class divide and the social/political context. Students will perform successfully different characters using a range of physical and vocal skills and attempt to use an accent.	Students will learn and historic facts about the theatre style, Commedia Dell'Arte. They will remember the stock characters and key facts about them as well as their movement and personality traits.	Students will inform their work and character development with their own research and discussion, as well as linking their character to research. They will use quotes said by 'real people' as Verbatim Theatre. They will understand how to create a sensitive performance about a sensitive topic and keep to the facts to ensure it remains true to the story in a sensitive way.	They understand the class divide and the social, moral and cultural context. Students will perform successfully different characters using a range of physical and vocal skills and attempt to use an accent. They will be sensitive to the diversity of the characters.
Skill	Developing	Students will create work with basic structure and will have a heavier dialogue focus, rather than	Students will develop their ability to become a character whilst beginning	Following a script. Basic script skills and ability to become a character.	Students can follow class lead instructions to create each stock character physically.	Students will create work with basic structure and will have a heavier dialogue focus,	Students will follow and use a basic script. They will read aloud and attempt to



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		including a range of techniques.	to recall elements of Y7 physical theatre.			rather than exploring a range of styles and techniques. They will attempt to explore mime with narration as well as thought tracking with Verbatim Quotes.	consider vocal skills that may portray the character effectively.
	Core	Students will aim to include some key techniques in their work such as FreezeFrames, Narration and Thought tracking.	Students will build a range of Alice in Wonderland characters and develop vocal and physical skills to suit whilst incorporating 1 or 2 of Frantic Assemblies techniques.	Using a script to build a character and develop vocal and physical skills to suit	Students can create each stock character physically and vocally using the information they have been given.	Students will aim to include some key techniques they have learnt during ks3 drama, such as thought tracks and freezeFrames and narration. They will appropriately incorporate Verbatim Quotes into their work. whilst responding to the stimulus given sensitively.	Students will use a script to build a character and develop vocal and physical skills to suit. They will also consider their use of space.
	Advanced	Students will seamlessly apply the key techniques in their devising work whilst being able to identify the journey they have taken to create their work and adding humour to suit the characters they have developed using a range of vocal and physical skills.	Students will build clear and confident characters which are clearly distinguished when they multi-role, and develop vocal and physical skills to suit whilst incorporating techniques of Frantic Assembly such as Chair Duets, Push Hands and Round-By-Through. They can encourage and support others or suggest inventive and creative ways to develop the group piece.	Using a script to develop and maintain a creative interpretation of a character, whilst considering the response of others in the script and the staging/set and props too. Also directing and motivating their group in rehearsal.	Students can create each stock character physically and vocally using the information they have been given and incorporate them into a performance, displaying key features of the characters personality too. They can also assist others and direct them to improve.	Students will aim to include some key techniques they have learnt during ks3 drama, such as thought tracks, freezeFrames, mime and narration and Physical Theatre. They will appropriately and seamlessly incorporate a range of quotes from a range of sources into their work whilst responding to the stimulus given sensitively.	Using a script to develop and maintain a creative interpretation of a character, whilst considering the response of others in the script and the staging/set and props too. Also directing and motivating their group in rehearsal.



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Year 9		Term 1	Term 2	Term 3&4	Term 5&6
		Discrimination	Bouncers and Shakers	Devising	Blood Brothers
Knowledge & Understanding	Developing	1950's America and divide between Black and White America.	Knowledge of John Godber techniques are demonstrated through the attempt to multi role and use 'Northern' setting and characters.	Basic knowledge and research of Hillsborough disaster. Can recall basic knowledge of some practitioners studied.	Students will know some characters and a basic understanding of the plot line. Students will attempt to perform different characters at different ages. They will have some knowledge of the setting and era of the play.
	Core	To apply research and specific knowledge of Rosa Parks to the performances they are creating.	Students understand the era and setting for the work of John Godber. They also have an understanding of the techniques used and are able to identify these in his work as well as attempting to use them themselves.	Students will explore a variety of research and stories found linking to the research. They will attempt to incorporate this directly in their work.	Students will know all characters and have a good understanding of the plot line, era and setting. They will begin to understand the class divide and the social context. Students will perform with some success different characters at different ages.
	Advanced	Students will understand how we can use Drama to evoke empathy and re-tell history accurately and sensitively.	The students thoroughly understand political comedy as well as the techniques of John Godber. They have a good grasp of terminology and use it frequently and accurately. They have a good grasp of the impact of their work on the audience whilst using the techniques successfully.	Students will have a secure knowledge of the studied practitioners. They will conduct in-depth research for the stimulus to enhance their devised performance. They will develop an understanding of the devising process whilst also learning about the skills of Frantic Assembly, DV8 and John Godber. They will understand their work and why they create in this style.	They understand the class divide and the social/political context. Students will perform successfully different characters at different ages and highlight the difference between the families and class system/school system.
Skill	Developing	Building on the skills set from Year 7 & 8, students will recall the use of vocal and physical skills to develop a character and devise using a stimulus. Students will attempt to use a variety of techniques with some support given.	Following a script. Basic script skills and ability to become a character, using some development in vocal and physical skills. Some attempt to multi-role.	Students will create work with basic structure and will have a heavier dialogue focus, rather than exploring a range of styles and techniques.	Following a script. Basic script skills and ability to become a character.
	Core	Students will develop the ability to use new techniques including forum theatre and vocal collage. They will solidify their use of Vocal and Physical skills, using them inherently and be able to experiment with the use of accent.	Using a script to build a character and develop vocal and physical skills to suit as well as John Godber techniques. Multi-role is sometimes successful.	Students will aim to include some key features of practitioner work as well as key techniques they have learnt during ks3 drama, whilst responding to the stimulus given appropriately and sensitively.	Using a script to build a character and develop vocal and physical skills to suit. Can learn lines successfully and remember them for performing.



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	Advanced	Students will use an accent and sustain their character whilst leading and directing the group. They may take on a mentor role to support others and lead full class discussion during forum theatre tasks. Techniques are used imaginatively in terms of range and originality.	Using a script to develop and maintain a creative interpretation of a character, whilst considering the response of others in the script and the staging/set and props too. Incorporating successfully and clearly the techniques of John Godber.	Students will seamlessly apply the key techniques and methods of identified practitioners in their devising work whilst being able to identify the journey they have taken to create their work – including their response to the stimulus, process and development and evaluating the end product.	Using a script to develop and maintain a creative interpretation of a character, whilst considering the response of others in the script and the staging/set and props too. These students will not only perform in a group and duologue, but will also attempt a monologue. Students are able to deliver lines with accuracy and conviction.
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