

## Drama Curriculum Overview

Below is a curriculum overview, showing what is taught at each stage of the year.

	Cycle 1	Cycle 2	Cycle 3
<b>Year 7</b>	<p><b>Topic: Introduction to drama skills</b>  <b>Overview:</b> Students explore a number of dramatic techniques such as Freeze frames, mime, dialogue, narration and characterization. They will begin to share their work with their peers through performance.  <b>Assessment Week:</b>            A group performance that uses narration, mime, flashback and role-play.</p>	<p><b>Topic: Melodrama</b>  <b>Overview:</b> An introduction to the 19<sup>th</sup> century dramatic style, looking at stock characters, the structure and plots of Victorian Melodramas. The students will experiment with exaggerated characterisation, asides and working with musical accompaniment.  <b>Assessment Week:</b>            A group performance of a short script in the melodramatic style, using stock characters.</p>	<p><b>Topic: Scripted work</b>  <b>Overview:</b> A practical exploration of the Alan Ayckbourn play 'Ernie's incredible illusions' Students will look at creating characters, ensemble acting, Cross cutting, as well as vocal and physical performance skills.  <b>Assessment Week:</b>            A group performance of a scene from 'Ernie's incredible Illusions.'</p>

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<b>Year 8</b>	<p><b>Topic: Improvisation 'Darkwood Manor</b>  <b>Overview:</b> Students develop their skills of both polished and spontaneous improvisation and then devise a piece of drama from a stimulus. They will explore how to build tension on stage and include dramatic techniques such as thought tracking in their work.  <b>Assessment Week:</b>            A group performance of their devised piece.</p>	<p><b>Topic: Commedia d'ell arte</b>  <b>Overview:</b> Students will be introduced to this 16<sup>th</sup> C form of Italian Comedy that has influenced so much drama from Shakespeare to Slapstick comedy. They will develop exaggerated characters and recreate comic scenarios called Lazzi using their interpretations of stock characters.  <b>Assessment Week:</b>            A group performance of their lazzo</p>	<p><b>Topic: History through Drama</b>  <b>Overview:</b> Students will look at moments of struggle and protest throughout history in which people have 'made a stand'. They will understand the importance of historical context for a piece of Drama and consider what relevance historical drama might have for audiences today. They will look at how a piece of Drama can deliver a message to or ask a question of its audience.  <b>Assessment Week:</b>            A Group performance of their devised piece of drama drawing on the theme of 'Making a stand'</p>

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<b>Year 9</b>	<p><b>Topic: Exploration of style: ‘Splendid Theatre’</b>  <b>Overview:</b> A practical and theoretical look at the work of ‘Splendid’ theatre. They will explore Splendid’s influences such as Epic theatre and develop their understanding of how a combination of techniques and conventions create a style.  <b>Mid-Cycle Assessment:</b>            Performance of a devised piece based on Splendid’s style of working.  <b>Assessment Week:</b> Written review of Splendid’s techniques and how effectively they have used them in performance.</p>	<p><b>Topic: Developing performance skills</b>  <b>Overview:</b> A brief introduction to three different playwrights and their style of writing, which will then allow students to pick a duologue or two handed to develop to performance. They will use a variety of different rehearsal techniques to develop their scripted pieces ready for performance. Alongside the practical work they will keep a log of the skills they have developed, challenges they have encountered and an evaluation of their final performance.  <b>Assessment Week:</b> The final performance of their scripted pieces.</p>	<p><b>Topic: Performing to a brief</b>  <b>Overview:</b> The students will be given the brief and stimulus from the previous year’s external assessment for component 3. They will complete the four tasks required for component 3.            1: Initial ideas log, a record of their creative response to the brief and the research they carried out.            2: Skills Log: A reflection on how their  <b>Assessment Week</b> They will perform their devised group piece</p>

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<b>Year 10</b>	<p><b>Topic: Component 1 (Exploration of Professional styles) and Component 2 (Developing skills in rehearsal and performance)</b>  <b>Overview:</b> Throughout the year, the students will complete their coursework for components 1 + 2. During component 1 students will explore performance styles, creative intentions and purpose, investigate how practitioners create and influence what is performed, discover performance roles, skills, techniques and processes. During Component 2, the students will: take part in workshops, classes and rehearsals, gain physical, interpretative, vocal and rehearsal skills and apply these skills in performance. They will reflect on their progress, their performance and how they could improve. After their work has been marked and moderated they will be given a chance to resubmit their work and improve their grade.</p>		

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Year 11	<b>Topic: Component 3 (Responding to a brief)</b>  <b>Overview:</b> In component 3 students consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. To achieve this students will students will: use the brief and prior knowledge to come up with ideas, build on their skills in classes, workshops and rehearsals, review the process using an ideas and skills log, perform a piece to their chosen audience, reflect on their performance in an evaluation report.		