



# Drama - Curriculum Overview

## Year 7

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<b>"Foundation Skills"</b> Still images, thought tracking, improvisation, mime and narration. Use and combination of skills to devise performance work.	<b>"Superheroes"</b> Physical and vocal skills, understanding genre, creating and sustaining characterisation.	<b>"Detectives"</b> Developing plot and characters, set design, thought tunnels and use of foundation skills.	<b>"Working with Scripts"</b> Exploring extracts from 4 different plays and applying physical & vocals skills, use of improvisation and understanding staging & blocking.	<b>"Elizabethan Theatre"</b> Stage positioning & configurations. Comedy and tragedy. Creation of tension, mood and atmosphere.	<b>"The Party"</b> Introduction to issue-based drama. Developing themes and sensitivity to issues. Theatre as a tool to educate audience and explore issues.
Assessment & End Points:	STAR marked written assessment on still image work. STAR marked performance assessment on applying the foundation skills.	STAR marked process assessment of collaboration, contribution and skill development	STAR marked process assessment of collaboration, contribution and skill development	STAR marked performance assessment of an extract from a chosen play.	STAR marked written assessment on stage positions, configurations and drama created.	Informal assessment for learning, quizzes and games, understanding checks and observing rehearsal work.

## Year 8

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<b>"Intermediate Skills"</b> Structural devices, flash back, flash forward & cross cutting, use of space, stage positions and status. Use and combination of skills to devise performance work.	<b>"The Identification"</b> Exploration of the poem stimulus through narration, slow motion, improvisation, physical & vocal skills. Exploration of consequences and alternate endings.	<b>"Weddings"</b> Understanding of genre, character & plot development. Storyboarding and whole class improvisation/ performance.	<b>"The Red Shoes"</b> Physical theatre skills, flash backs, cross cutting, hot seating, plot development & devising. Developing themes and sensitivity towards issue-based drama.	<b>"Our Day Out"</b> Comedy genre, staging and use of space. Characterisation, use of physical & vocal skills. Line learning. Preparing an extract from "Our Day Out" for performance.	<b>"Homelessness"</b> Developing understanding & sensitivity towards issue-based drama. Verbatim & documentary theatre. Use of thought tunnels, flash back, narration & still image.
Assessment & End Points:	STAR marked written assessment on recall and application of the intermediate skills.	STAR marked process assessment of collaboration, contribution and skill development	STAR marked performance assessment of a devised monologue or duologue.	STAR marked written assessment on skills, issue-based drama and drama created.	STAR marked performance assessment of a chosen extract from "Our Day Out"	STAR marked process assessment of collaboration, contribution and skill development

## Year 9

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<b>"Advanced Skills"</b> Physical & vocal skills, motivations, genre, language & subtext, tension, pace & mood/atmosphere.	<b>"DNA"</b> Comedy, tension, themes, pace, status and motivations. Line learning. Preparing an extract (monologue or duologue)	<b>"Theatrical Styles"</b> Exploration of melodrama, verbatim theatre, theatre of the absurd, naturalism & theatre in education. Features and conventions	<b>"Devising Project- Hit and Run"</b> Exploration of the 'hit and run' stimulus through whole class improvisation and familiar drama	<b>"Page to Stage" Importance of Being Earnest</b> Exaggerated characterisation, comic timing, status and motivations.	<b>"Live Theatre Evaluation"</b> Exposure to a wide range of high quality professional pieces of theatre. Learning how to critical evaluate the work of others.



# Drama - Curriculum Overview

	Use and combination of skills to devise performance work.	from "DNA" for performance.	of each. Final devised piece in a chosen theatrical style.	techniques from Years 7-9 to generate towards an extended 'mock' GCSE devised performance piece.	Students explore key scenes from a contrasting play to previous schemes developing their range as performers.	Practical exploration of the pieces watched, looks to make students more aware of the challenges faced by the actors.
Assessment & End Points:	STAR marked written assessment on recall and application of the advanced skills.	STAR marked performance assessment of a chosen extract from "DNA"	STAR marked process assessment of collaboration, contribution and skill development	Informal assessment for learning, quizzes and games, understanding checks and observing rehearsal work.	STAR marked performance assessment of final devised performances	STAR marked process assessment of evaluation and responding skills linked to GCSE criteria.

## Year 10

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<b>"GCSE Drama Introduction"</b> Induction to key skills and techniques: physical & vocal skills, use of space and interaction. Application of these skills and knowledge in two mini-performance projects and written documentation – exam and coursework style.	<b>"Blood Brothers Act One"</b> Practical exploration of our set text – Willy Russell's "Blood Brothers", focusing on Act One. Analysis of plot, characters, themes and context of the play. Staging of key scenes and learning how to answer the 8 and 12-mark exam questions on the text.	<b>"Devising Drama, Part 1"</b> Students embark on creating an original performance based on a stimulus. Students contribute as actors or designers (lighting, sound, set or costume) Students devise the beginnings of plot and characters. Draft section 1 of coursework is completed, focusing on exploring stimuli.	<b>"Devising Drama, Part 2"</b> The development and refinement stage of rehearsals for the performance started last half term. Students will hone the style of the piece, refine plot and characters. Draft section 2 of coursework is completed, documenting progress of the piece.	<b>"Devising Drama, Part 3"</b> Final rehearsals including the technical & dress rehearsal. Students perform their finished performance to their class which is formally assessed by teachers and counts towards the GCSE. Draft section 3 of coursework is completed, analysis and evaluation of the final performance.	<b>"Production Elements"</b> Theatre jobs & roles, stage positions and configurations are learnt. Tested via multiple choice questions. Students are also taught design theory: lighting, sound, set and costume and learn how to answer 4-mark questions on the design elements.
Assessment & End Points:	4x STAR marked mini-assessments. 1: Written exam style 2: Devised performance 3: Coursework style 4: Scripted performance	STAR marking of 8-mark and 12-mark questions. One set of questions completed in timed conditions.	STAR feedback to help your acting/design towards GCSE performance standards. General feedback on draft coursework.	STAR feedback to help your acting/design towards GCSE performance standards. General feedback on draft coursework.	Final assessment of your performance. STAR feedback on your coursework, to be refined in Year 11.	STAR marked 4-mark and multiple-choice questions. One set of questions completed in timed conditions.

## Year 11

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<b>"Blood Brothers Act Two"</b> Practical exploration of our set text – Willy Russell's "Blood Brothers", focusing on Act Two. Analysis of plot, characters, themes and	<b>"Texts in Practice, Part 1"</b> Students are challenged to stage two extracts from a published play, either as an actor or by contributing as a designer (lighting, sound, set or costume).	<b>"Texts in Practice, Part 2"</b> Development and refinement of the extracts explored last half term, towards performance standards. Final rehearsals including a technical and	<b>"Live Theatre Evaluation"</b> Prior to this topic, students will have experienced a live professional performance by attending a school trip to a theatre. Lessons teach	<b>"Understanding Drama"</b> Revision unit covering all three parts of the exam paper: Section A – Multiple choice questions. Section B – "Blood	Exam Leave



# Drama - Curriculum Overview

	context of the play. Staging of key scenes and learning how to answer the 20-mark exam questions and recapping how to answer 4, 8 and 12 mark questions.	Students select the drama skills and techniques to apply in the realisation of staging the extracts, taking account of the play's social, cultural and historical context.	dress rehearsal. Final performance of the extracts to the class and to an AQA Visiting Examiner who marks the work which counts towards the GCSE.	students how to break down and evaluate choices made by the actors and designers. Students learn how to answer the Section C 32-mark question.	Brothers" by Willy Russell. Section C – Live Theatre Evaluation. Final written examination usually takes place mid-May.	
Assessment & End Points:	STAR marking of Section B questions. One set of questions completed in timed conditions.	STAR feedback to help your acting/design towards GCSE performance standards.	Formal assessment of your performance/design work by an AQA Visiting Examiner.	STAR feedback of Section C question. On question completed in timed conditions.	STAR marking of individual questions and practice/past papers. Mock exams will take place in line with whole school dates published annually.	

## Post 16

Year 12 and 13 are part of the same Post 16 BTEC Performing Arts Group

'Year 1' of Course (Year 1 or 2) will depend on when students start the course as all students study together.

Half Term:	Autumn 1	Autumn 2	Spring Term	Summer 1	Summer 2
Topics:	<b>Introduction to/Revision of Practitioners</b>  This scheme introduces students to contrasting theatre practitioners, linking theory and practice while enabling teachers to identify suitable practitioners for deeper study. Covering Stanislavski and Brecht initially, students explore others later, developing critique skills and preferences. Most students are new to practitioner methodologies, though prior work offers helpful connections.	<b>Unit 1: Investigating Practitioners Work</b>  This unit develops learners' ability to research and critically analyse the work of influential performing arts practitioners.  They will explore contextual factors, creative intentions, performance styles, and repertoire to form independent, well-informed judgements.  Assessment tasks require drawing on prior learning. The unit builds essential skills in research, critical analysis, and extended writing, supporting progression to higher education and informing learners' own professional practice.  <i>(Earlier lessons for each unit will teach the key necessary skills and familiarise students with the assessment process ahead of completing assignment briefs)</i>	<b>Unit 2 Developing Skills and Techniques for Live Performance</b>  This unit introduces learners to the discipline and commitment required of professional performers.  Actors will develop essential technical, practical, and interpretative skills through workshops, classes, and exercises, focusing on voice, body, and creative expression. Learners will analyse and interpret existing performance works, applying appropriate techniques while demonstrating focus and professionalism. Ongoing evaluation supports progress and target setting.  The unit equips learners with the skills needed for live performance and prepares them for further study, training, or employment in the performing arts industry, where versatility and lifelong development are key.	<b>Preparing for Auditions</b>  Year 13s on the course are likely to leave at this stage as their course will be complete.  This will allow year 12s to prepare for potential applications to University acting courses and drama schools/conservatoires.  Students will prepare and practice their audition material, allowing them to access future potential auditions for HE drama/acting/PA courses (and productions in general).	



# Drama - Curriculum Overview

Assessment & End Points:	Students will complete practitioner research records for their own folders.	January External 3hr Timed Assessment – completing 3 activities about the practitioners studied.  Mock assessment to be completed in Nov/Dec during yr 13 mock exams.	Short research log and presentation to be completed about 'The Life of an Actor' including a case study of a star of stage and screen.  Rehearsal Log (coursework to be completed) as students prepare, perform and evaluate a scripted piece.	Year 12s will be given a mock audition and given feedback on their performances.
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Year 12 and 13 are part of the same Post 16 BTEC Performing Arts Group

'Year 2' of Course (Year 1 or 2) will depend on when students start the course as all students study together.

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<b>Introduction to/Revision of Practitioners</b>  This scheme introduces (or revises for yr13) key theatre practitioners, linking theory and practice while enabling teachers to identify suitable practitioners for deeper study.  Covering Stanislavski and Brecht initially, students explore others later, developing critique skills and preferences.  Year 12 students are new to practitioner methodologies, though prior work offers helpful connections. Year 13s will benefit for revision as well as getting to know year 12s.	<b>Unit 19 – Acting Styles</b>  This unit develops actors' versatility by exploring a range of theatrical styles and practitioner techniques.  Through practical workshops, learners will experiment with methods used by influential theatre practitioners, enhancing vocal, physical, and interpretative skills for both scripted and devised work.  Students will analyse and apply stylistic approaches to create character and communicate effectively in performance. Reflection and evaluation throughout the process support growth and adaptability. These skills prepare learners for auditions, higher education, and careers in drama or theatre, equipping them with the knowledge and techniques essential for professional practice.  <i>(Earlier lessons for each unit will teach the key necessary skills and familiarise students with the assessment process ahead of completing assignment briefs)</i>		<b>Unit 3 – Group Performance Workshop</b>  This unit focuses on collaborative creation of new performance work through devising.  Learners will respond to a given stimulus as part of a group, using research, discussion, and practical exploration to develop material and present an informal workshop performance.  They will share responsibility for creative decisions while contributing individual skills to shape and refine the work. Reflection and evaluation of both process and product will support growth and identify potential for further development.  The unit builds teamwork, creativity, and performance skills essential for progression to higher education and careers in performing arts, including acting, directing, choreography, and Theatre in Education.		<b>Preparing for Auditions</b>  Year 13s on the course are likely to leave at this stage as their course will be complete.  This will allow year 12s to prepare for potential applications to University acting courses and drama schools/conservatoires.  Students will be prepare and practice their audition material, allowing them to access future potential auditions for HE drama/acting/PA courses (and productions in general).



# Drama - Curriculum Overview

Assessment & End Points:	Students will complete practitioner research records for their own folders.	Extended research log and about the Acting styles of at least 3 practitioners.  Rehearsal Log (coursework to be completed) as students prepare, perform and evaluate a devised piece in the style of their own practitioner.	Students external set a stimulus material.  In small groups, they will devise in response to the stimulus ready to perform. As they devise, they will document their work in 4 timed/controlled hours of writing.	Year 12s will be given a mock audition and given feedback on their performances.	
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