



CURRICULUM PLAN

DRAMA

BRAMHALL HIGH SCHOOL

Curriculum Intent

The 5-year plan is designed to allow students to explore the subject with their acquisition of performance skills and building upon those techniques in order to enjoy, create and achieve in drama throughout their school career. The programme of learning allows the development of critical thinking and to strengthen the ability to analyse, discuss and reflect upon the drama work.

Lessons will centre round the study of the practical elements of drama and theatre design; and how that functions in performance, as well as its effect on an audience. There will be a clear focus on the spiritual, moral, social and cultural aspect of each topic as we learn about the world around us through practical exploration.

The drama team aim to foster a passion for drama and theatre whilst giving students an array of personal learning and thinking skills that will equip them in their further education and their future careers.

Academic Year: 2023-2024

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YEAR 7

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Introduction to drama- introduction into the techniques and skills to enable pupils to complete their baseline assessment.	N/A	Baseline assessment- practical assessment in small groups.		Performer Performance Audience Role Evaluation Create
Term 1b	Who's Afraid of the Big Bad Wolf? Students develop their abilities as a performer while exploring different interpretations of 'Little Red Riding Hood'. Students learn new drama skills and are able to begin to have creative aims for an audience.	N/A	Students will be informally assessed by their teacher based on their ability to create, perform and evaluate within a lesson.	Drama Club	Facial expressions Gesture Levels Narration Still Image Role play
Term 2a	Darkwood Manor. Focusing on the creation tension and atmosphere. Working in small groups to incorporate different non-naturalistic techniques in order to tell a ghost story.	N/A	Analysis of the technique's that have been used.	Drama club	Cliffhanger Tension Improvisation Thought-track Mime Hot Seating

Term 2b	Charlie and the Chocolate Factory. Exploration of character and text work. Characterisation from play and text and using imagination individually as well as working in a group.	N/A	Pupils will perform elements from a text and devising ideas taken from the themes of the play.	Drama club	Director Monologue Feedback Character Split Focus Cross Cutting
Term 3a	Greek Myths. Students learn about Greek theatre and experiment with the techniques in that style. Students explore the dilemma Pandora had in the Greek Myth and reflect upon their own actions. Use of both naturalistic and non-naturalistic techniques.	N/A	Pupils will work in large groups in order to develop their understanding of choral work based on the story on the story of Pandora's box.	School Show	Chorus Voice Pace Volume Unison Canon Conscience Alley
Term 3b	Melodrama. Exploration of the theatrical style of melodrama and development of non-naturalistic characterisation. Students begin to learn to develop the skills needed to bring a script to life.	N/A	Pupils will learn about the elements of over exaggeration and melodrama techniques. They will perform and be assessed based on extracts taken from the play Sweeney Todd.	School Show	Melodrama Script Characterisation Stock characters Exaggeration Rehearsal Refine

YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>The Stones Exploring the theme of responsibility and consequences.</p> <p>Ensuring students can effectively use every explorative strategy to understand a character's perspective.</p>	N/A	Pupils will be assessed on the development of drama techniques in order to tell the story of two school children who made the wrong decisions.	School show	<p>Peer Pressure</p> <p>Persuade</p> <p>Focus</p> <p>Dialogue</p> <p>Flashback</p> <p>Proximity</p>
Term 1b	<p>The Holocaust. Exploration of the persecution of the Jews in WW2. Cross curricular links made with beliefs and values and History.</p>	N/A	Pupils will learn about the holocaust and the people involved they will use drama techniques in order to demonstrate empathy for all the people involved.	School show Dram Club	<p>Team Worker</p> <p>Effective participant</p> <p>Mood</p> <p>Empathy</p> <p>Stereotype</p> <p>Split Focus</p>

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<p>Term 2a</p>	<p>Stone Cold Students will explore the theme of homelessness and teenage issues. Students will begin to learn about semiotics and the information they give an audience.</p>	<p>N/A</p>	<p>Pupils will be assessed on their knowledge of the text and the use drama techniques.</p>	<p>Drama club</p>	<p>Independent Enquirer Cross Cutting Research Transition Sympathy Lighting</p>
<p>Term 2b</p>	<p>Heroes. An exploration of worldwide disasters and how people make a positive impact in these scenarios. In groups students create a performance that displays a greater understanding and appreciation of dramatic techniques explored during KS3 drama</p>	<p>N/A</p>	<p>Pupils will be assessed on group performances that display a greater understanding and appreciation of dramatic techniques developed over the last 2 years of drama.</p>	<p>Drama club</p>	<p>Self-manager Slow Motion Spotlighting Creative intentions Re-enactments Contrast</p>

Term 3a	Danger is Everywhere. A devising scheme where students work in groups to create a performance with specific creative intentions and aims for their audience.	Links to component 1 GCSE devising skills.	Students work towards devise their own 'Dr Noel Zone' piece and is assessed on this.	School Show	Set Genre Style Character Devise Stimulus
Term 3b	'The Terrible fate of Humpty Dumpty.' Script skills. Creation of creative intentions. Rehearsal techniques and character development. Students develop work based on peer feedback.	Links to Component 2 GCSE text pieces.	Pupils will work in small groups in order to explore the themes and issues of a young boy being bullied. They will use drama techniques and using vocal and physical skills in order to bring the text to life.	School show	Stage directions Plot Pitch Pause Eyeline Playwright

YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>Urban Myths</p> <p>Exploring style, genre and developing abilities to create and meet creative intentions when creating practical work. Learning about the impact lighting, sound, props, costume and set have on an audience.</p>	N/A	Development of skills.	School show	<p>Atmosphere</p> <p>Articulate</p> <p>Sound</p> <p>Cue</p> <p>Hook</p> <p>Semiotics</p>
Term 1b	<p>'Curious Incident of the Dog in the Night-Time'</p> <p>Students learn about different drama practitioners through exploring the play text. They look into the themes and the characters as well as how disability is depicted on stage.</p>	N/A	The pupils are assessed on their interpretation of non-naturalistic and naturalistic theatre.	School show	<p>Naturalism</p> <p>Non-naturalism</p> <p>Physical theatre</p> <p>Placard</p> <p>Fourth Wall</p> <p>Symbolic</p>

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<p>Term 2a</p>	<p>The Fatal Shore. A scheme previously taught for GCSE. Students use drama medium and explorative strategies to explore and understand the experiences of C17th convicts who were transported to Australia.</p>	<p>Beginning to cover AOs from GCSE drama</p>	<p>Pupils are informally assessed each week on their ability to interpret the stimuli.</p>	<p>Drama club</p>	<p>Physicality Posture Costume Commitment Designer Hierarchy</p>
<p>Term 2b</p>	<p>'Girls Like That'. Students will respond to characters, themes and ideas in the play 'Girls Like that' in drama workshops. They will then watch a digital performance of the play. Then they will use this a stimulus for devising their own piece of work using different drama elements, mediums and techniques.</p>	<p>Beginning to cover AOs from GCSE drama</p>	<p>Students will devise and perform their own drama pieces that explore what it means to be a teenager and the challenges they face.</p>	<p>Drama club</p>	<p>Refine Analyse Ensemble Collaboration Multi-role Context</p>

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<p>Term 3a</p>	<p>'Blood Brothers' Students complete group extracts, trios, duologues and monologues from 'Blood Brothers' based upon the GCSE content from component2</p>	<p>Links to component 2 GCSE devising skills.</p>	<p>Students will use the Comp 2 assessment criteria to peer and self-assess their work. assessed on their Duologue performances.</p>	<p>School Show</p>	<p>Accent Communication Tone Eye contact Mannerism Contribution</p>
<p>Term 3b</p>	<p>Binge Students explore the issues around alcohol abuse and use their exploration to create a piece of TIE to performed with specific creative intentions for an audience.</p>	<p>N/A</p>	<p>Informal assessments.</p>	<p>School show</p>	<p>Demonstration Develop Interview Presentation Perspective Communication</p>

YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>Styles and practitioners.</p> <p>Students undertake workshops to learn the styles of Stanislavski, Brecht and Berkoff and apply the elements to script work.</p>	Links to component 1- devising from a stimuli.	Students will learn in detail about the different drama practitioners and the different styles of theatre. They will perform a section of script based on each style of theatre they learn about.	School show	Stage Semiotics Engagement Focus Commitment Naturalism Non- Naturalism Fourth Wall Performance
Term 1b	<p>Ghost walks- mock component 1.</p> <p>Mini Comp 1 project. Students devise, perform and write a mini portfolio based on a stimulus. Pupils will perform a promenade performance to an audience developing devising skills and techniques developed from what they learnt in year 9.</p>	Links to component 1- devising from a stimuli.	Students will be assessed on their practical work and also the written element of the module.	School show	Evaluation Devise Stimulus Analysis Content Genre Structure Collaboration Rehearsal

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<p>Term 2a</p>	<p>Component 3 Preparation</p> <p>Students learn about the production elements of component 3 – lighting sound, costume,</p>	<p>Links to component 2- extracts from a text.</p>	<p>Students will be assessed on their ability to understand the production elements</p>	<p>Year 10 production</p>	<p>Intentions Character Form Style Language Lighting Blackout gobo LED</p>
<p>Term 2b</p>	<p>Component 3- DNA</p>	<p>Completion of component 1 worth 40%.</p>	<p>Pupils will perform different extracts from 'DNA' group pieces, duologues and Monologues. Pupils will be assessed on the vocal and physical skills used within the performances.</p>	<p>Year 10 production</p>	<p>Cross Fade Blackout Shape Stage Truck Backdrop Projection Stage furniture Prop</p>

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Term 3a	DNA' component 3	Component 3 exam preparation.	15 for their final performance.	School Show	Condition Spotlight Fresnel Floodlight Cue Intensity Sound Diegetic Non-diegetic
School Term 3b	'Component 1- devising	Component 1 coursework prep worth 40% of GCSE.	Pupils will be working in small groups based on creating a devised piece of drama from various stimuli.	School show	Performer Designer Director Mood Atmosphere Audience Impact Demonstrate Physicality

YEAR 11

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Continuing with 'DNA' Component 3	Component 3 exam preparation.	Pupils will be rehearsing their practical piece and the accompanying portfolio. Worth 40% of the overall GCSE	School show Extra Comp 1 rehearsals	Costume Texture Staging levels Colour Non-verbal skills Stage directions Tension Engage
Term 1b	Component 3- 'DNA'	Practical text exam - component 2 – 20% of the final grade.	Pupils will be externally assessed based on their interpretation on the text piece and the characters.	School Show	Creation Development Refinement Extract Relationships Demeanour Communicate Context Attitude
Term 2a	Component 2- practical performances.	Practical text exam- component 2 – 20% of the final grade.	Pupils will work further through the text and develop their understanding of the requirements for the exam. They will develop their understanding of exam answers.	Revision exam questions.	*fully practical unit*

Term 2b	Component 3- exam revision and completing the text of 'DNA'.	Component 3 written exam preparation.	Pupils will work further through the text and develop their understanding of the requirements for the exam. They will develop their understanding on the vocal and physical skills and how to write exemplar exam answers.	Revision exam questions.	Revision of all Disciplinary literacy vocabulary.
Term 3a	Component 3- exam revision.	Component 3 written exam preparation.	Pupils will work further through the text and develop their understanding of the requirements for the exam. They will develop their understanding on the vocal and physical skills and how to write exemplar exam answers.	Revision exam questions.	Revision of all Disciplinary literacy vocabulary.