

DRAMA

DRAMA							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
7	Theme						
	Concept						
	Skills Knowledge						
	Wider Curriculum						
8	Theme	Wacky Soap & Stanislavski		Pantomime		Our Day Out & Stanislavski	
	Concept	Working from a stimulus Characterisation		Characterisation Live Theatre Evaluation		Interpretation of a text Working from a stimulus	
	Skills Knowledge	<p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate the working class characters.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate the working class characters.</p> <p>Characterisation – showing combination of vocal & physical skills to create character suitable for performance.</p> <p>Collaboration – how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance.</p> <p>Improvisation – how to generate initial performance material from a stimulus (the play). Review & refine it for use within performance.</p> <p>Devising – responding to the text stimulus, developing an idea, exploring practitioner style, rehearsing & refining a performance.</p> <p>Practitioners’ techniques – to explore the rehearsal techniques of Stanislavski: hot-seating, role-on-the-wall, Magic If, emotional memory.</p> <p>Ensemble performance – to work as a whole class to create a scene for performance with teacher facilitating.</p> <p>Structure – how to order performance material created for impact & engagement of the audience.</p> <p>Staging – being able to choose different stage configurations suitable for producing the performance.</p> <p>Sound effects – how to effectively choose sound effects & music to enhance performance.</p> <p>Understanding context – being aware of the social, historical context of the stimulus text & applying it to the final piece.</p>		<p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate exaggerated Stock Characters.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate the exaggerated Stock Characters.</p> <p>Characterisation – showing combination of vocal & physical skills to create character suitable for pantomime genre performance.</p> <p>Collaboration – how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance.</p> <p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Memorising lines – how to learn lines using various strategies</p> <p>Staging – being able to choose different stage configurations suitable for producing the performance.</p> <p>Ensemble performance – to work as a whole class to create a scene for performance with teacher facilitating.</p> <p>Understanding context - being aware of the social, historical context & understanding how the genre was formed, developed, particularly attitudes around pantomime Dame role.</p> <p>Understanding character – knowing Stock Characters of the genre, their traits & how this informs acting & design decisions.</p> <p>Design techniques – how to apply vocabulary for costume, lighting, set, sound, stage furniture/props to support explanations of design choices made in the performance.</p> <p>Analysis – how to describe the acting/design skill that was used, explain why the choice was made & the personal effect on them as audience member.</p>		<p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate the working class characters.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate the working class characters.</p> <p>Characterisation – showing combination of vocal & physical skills to create character suitable for performance.</p> <p>Collaboration – how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance.</p> <p>Improvisation – how to generate initial performance material from a stimulus (the play). Review & refine it for use within performance.</p> <p>Devising – responding to the text stimulus, developing an idea, exploring practitioner style, rehearsing & refining a performance.</p> <p>Practitioners’ techniques – to explore the rehearsal techniques of Stanislavski: hot-seating, role-on-the-wall, Magic If.</p> <p>Ensemble performance – to work as a whole class to create a scene for performance with teacher facilitating.</p> <p>Structure – how to order performance material created for impact & engagement of the audience.</p> <p>Staging – being able to choose different stage configurations suitable for producing the performance.</p> <p>Sound effects – how to effectively choose sound effects & music to enhance performance.</p> <p>Understanding context – being aware of the social, historical context of the stimulus text & applying it to the final piece.</p> <p>Analysis - how to describe the acting skills being used & explain why the choices have been made for performance.</p>	

		<p>Analysis - how to describe the acting skills being used & explain why the choices have been made for performance.</p> <p>Evaluation - how to describe the acting skills being used in performance, explain why the choice has been made & pass judgement about its success.</p>	<p>Evaluation - how to describe the acting/design skill that was used, explain why the choice was made, the personal effect on them as audience member & pass judgement about its success.</p>	<p>Evaluation - how to describe the acting skills being used in performance, explain why the choice has been made & pass judgement about its success.</p>
	Wider Curriculum	Oliver! Show Rehearsals Christmas Showcase	KS3 Drama Club Spring Showcase	KS3 Drama Club, Arts Week workshops, 'Salt's Got Talent'
9	Theme	Blood Brothers	Blood Brothers & Current Topical Issue, e.g. protests, migrants.	'Everybody's Talking About Jamie'
	Concept	Interpretation of a text	Working from a stimulus & Brecht	Live Theatre Evaluation
	Skills Knowledge	<p>Understanding context – being aware of the social, historical context & understanding how it influenced the performance, particularly attitudes around social class, education & money from 1950s – 1980s.</p> <p>Understanding character – knowing the plot & character development within the play & how this will influence acting decisions of the performance.</p> <p>Vocal Skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate upper class/working class roles from the play.</p> <p>Physical skills - to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate upper class/working class roles from the play.</p> <p>Characterisation - showing combination of vocal & physical skills to create a character suitable for performance for key scenes specifically upper class/working class roles.</p> <p>Collaboration - how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance.</p> <p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Memorising lines – offer different strategies for how to learn lines effectively.</p> <p>Staging - being able to choose a suitable stage configuration, use of levels & on-stage positioning of upper class/working class characters for a given scene.</p> <p>Sound effects – how to effectively choose sound effects & music to enhance performance of given scenes.</p> <p>Costume design – to design a costume for a key character in the play showing understanding of plot & context. Assemble a costume from clothing items available suitable to wear in performance of a key character from the play.</p> <p>Set design – to create a 3D model of a key location of the play showing understanding of plot & context.</p> <p>Evaluation - how to reflect upon personal acting skills being used in performance & make judgement about success as you refine characterisation for performance of scene.</p>	<p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate the stimulus idea & create character.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate the stimulus idea & create character.</p> <p>Characterisation – showing combination of vocal & physical skills to create a character suitable for performance in relation to the given stimulus.</p> <p>Collaboration – how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance.</p> <p>Research – gathering & investigating information in relation to the topic given, using a variety of media including internet.</p> <p>Improvisation – how to generate initial performance material from a stimulus. Review & refine it for use within performance.</p> <p>Devising – responding to a stimulus, developing an idea, selecting a performance style, exploring practitioner style, rehearsing & refining a performance</p> <p>Practitioners' techniques – to explore the techniques of Brecht including: multi-role, narration, placards, speaking stage directions, narrative structure, use of props, historicification.</p> <p>Structure – how to order performance material created for impact & engagement of the audience.</p> <p>Staging – being able to choose different stage configurations suitable for producing the performance.</p> <p>Sound effects – how to effectively choose sound effects & music to enhance performance.</p> <p>Process of performance – to keep a rehearsal diary so development of work & skills are logged for reflection.</p> <p>Understanding context – being aware of the social, historical context of the stimulus & research information gathered and sensitively applying it to the final performance.</p> <p>Analysis - how to describe the acting skills being used & explain why the choices have been made for performance.</p> <p>Evaluation - how to describe the acting skills being used in performance, explain why the choice has been made & pass judgement about its success.</p>	<p>Analysing performance – how to work out plot details, character objectives, staging & design elements of a practical performance.</p> <p>Understanding context – being aware of the social, historical context & understanding how it influenced the performance, particularly attitudes around LGBTQ+ & gender identity.</p> <p>Understanding character – knowing the plot & character development within the show & how this informed acting & design decisions of the performance.</p> <p>Design techniques – how to apply vocabulary for costume, lighting, set, staging, sound, stage furniture/props to support explanations of design choices made in the performance.</p> <p>Analysis – how to describe the acting/design skill that was used, explain why the choice was made & the personal effect on them as audience member.</p> <p>Evaluation - how to describe the acting/design skill that was used, explain why the choice was made, the personal effect on them as audience member & pass judgement about its success.</p>
	Wider Curriculum	Oliver! Show Rehearsals Christmas Showcase	KS3 Drama Club Spring Showcase	KS3 Drama Club, Arts Week workshops, 'Salt's Got Talent'

10	Theme	Performance from a Scripted Text		Current Topical Issue, e.g. protests, migrants.		Performance & Written Answers for Exam
	Concept	Characterisation (UNIT 2)		Working from a stimulus (Devising & Portfolio – UNIT 1)		Interpretation of a text (An Inspector Calls – UNIT 3)
	Skills Knowledge	<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Understanding context – being aware of the social, historical context of play & understanding how it influences the scene given & overall performance decisions.</p> <p>Understanding character – knowing the plot & character development for whole play & how this will influence performance decisions.</p> <p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume suitable to the characters & scene given.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics suitable to the character & scene given.</p> <p>Characterisation – showing combination of vocal & physical skills to create a character suitable for given scene.</p> <p>Sound effects – how to effectively choose sound effects & music to enhance performance.</p> <p>Staging – being able to choose a suitable stage configuration, use of levels & on-stage positioning of characters for scene.</p> <p>Evaluation - how to reflect upon personal acting skills being used in performance & make judgement about success as you refine characterisation & performance.</p>		<p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume to communicate the stimulus idea & create character.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics & levels to communicate the stimulus idea & create character.</p> <p>Characterisation – showing combination of vocal & physical skills to create a character suitable for performance in relation to the given stimulus.</p> <p>Collaboration – how to work effectively with peers in creating work, distributing tasks, roles & ensuring all individuals contribute towards the final performance.</p> <p>Research – gathering & investigating information in relation to the topic given, using a variety of media including internet and conducting interviews (where appropriate).</p> <p>Improvisation – how to generate initial performance material from a stimulus. Then review it for success & use within performance.</p> <p>Devising – responding to a stimulus, developing an idea, selecting a performance style, exploring practitioner style, rehearsing, refining a performance, considering health & safety requirements.</p> <p>Practitioners’ techniques – to explore the techniques of Brecht including: multi-role, narration, gestus, V-effect, placards, speaking stage directions.</p> <p>Structure – how to order performance material created for impact & engagement of the audience.</p> <p>Staging – being able to choose different stage configurations suitable for producing the play.</p> <p>Sound effects – how to effectively choose sound effects & music to enhance performance.</p> <p>Process of performance – to keep a rehearsal diary so development of work & skills are logged and can be drawn upon for written portfolio analysis.</p> <p>Understanding context – being aware of the social, historical context of the stimulus & research information gathered and sensitively applying it to the final performance & written portfolio.</p> <p>Analysis - how to describe the acting skills being used & explain why the choices have been made (practical & portfolio)</p> <p>Evaluation - how to describe the acting skills being used in performance, explain why the choice has been made & pass judgement about its success (practical & portfolio).</p>		<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Vocal skills – how to use accent, emphasis, pace, tone & volume to show social class & attitude of Birling family.</p> <p>Physical skills – how to use gait, posture, proxemics, gestures & facial expressions to show relationships between characters.</p> <p>Understanding context – being aware of 1910 social context & applying it to acting choices.</p> <p>Understanding character – knowing plot & character development to inform acting & directing decisions.</p> <p>Staging – being able to choose different stage configurations suitable for producing the play.</p> <p>Analysis – how to draw out key parts of an exam question. How to describe the acting/design skill being used & explain why the choice has been made.</p> <p>Evaluation - how to draw out key parts of an exam question. How to describe the acting/design skill being used, explain why the choice has been made & pass judgement about its success.</p>
	Wider Curriculum	Oliver! School Show Rehearsals	Oliver! School Show Christmas Showcase	KS4 Drama Club Spring Showcase		KS4 Drama Club, Arts Week workshop, ‘Salt’s Got Talent’
11	Theme	Design Skills	Exam Performances (2) from a Scripted Text		‘The Woman In Black’	Written Exam Skills
	Concept	Interpretation of a text (An Inspector Calls–UNIT 3)	Characterisation (UNIT 2)		Live Theatre Evaluation (UNIT 3)	Exam Skills (UNIT 3)

	Skills Knowledge	<p>Understanding context – being aware of 1910 social context & applying it to acting & design choices.</p> <p>Understanding character – knowing plot & character development to inform acting & directing decisions.</p> <p>Design techniques – how to apply vocabulary for costume, lighting, set, stage furniture/props to support design choices.</p> <p>Staging – being able to choose different stage configurations suitable for producing the play.</p> <p>Analysis – how to draw out key parts of an exam question. How to describe the acting/design skill being used & explain why the choice has been made.</p> <p>Evaluation - how to draw out key parts of an exam question. How to describe the acting/design skill being used, explain why the choice has been made & pass judgement about its success.</p>	<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a practical performance.</p> <p>Understanding context – being aware of the social, historical context of play & understanding how it influences the scene given & overall performance decisions.</p> <p>Understanding character – knowing the plot & character development for whole play & how this will influence performance decisions.</p> <p>Vocal skills – to explore using accent, emphasis, pace, pause, tone & volume suitable to the characters & scene given.</p> <p>Physical skills – to explore using facial expressions, gestures, movement, posture, proxemics suitable to the character & scene given.</p> <p>Characterisation – showing combination of vocal & physical skills to create a character suitable for given scene.</p> <p>Sound effects – how to effectively choose sound effects & music to enhance performance.</p> <p>Staging – being able to choose a suitable stage configuration, use of levels & on-stage positioning of characters for scene.</p> <p>Evaluation - how to reflect upon personal acting skills being used in performance & make judgement about success as you refine characterisation & performance.</p>	<p>Understanding context – being aware of the social, historical context & understanding how it influenced the performance.</p> <p>Understanding character – knowing the plot & character development & how this informed acting & design decisions of the performance.</p> <p>Design techniques – how to apply vocabulary for costume, lighting, set, staging, sound, stage furniture/props to support explanations of design choices made in the performance viewed.</p> <p>Analysis – how to draw out key parts of an exam question. How to describe the acting/design skill that was used, explain why the choice was made & the personal effect on them as audience member.</p> <p>Evaluation - how to draw out key parts of an exam question. How to describe the acting/design skill that was used, explain why the choice was made, the personal effect on them as audience member & pass judgement about its success.</p>	<p>Analysing script – how to work out plot details, character objectives, staging & design needs & apply them to a written exam response.</p> <p>Understanding context – being aware of 1910 social context & applying it to acting & design choices.</p> <p>Understanding character – knowing plot & character development to inform acting & directing decisions.</p> <p>Design techniques – how to apply vocabulary for costume, lighting, set, stage furniture/props to support design choices.</p> <p>Staging – being able to choose different stage configurations suitable for producing the play.</p> <p>Analysis – how to draw out key parts of an exam question. How to describe the acting/design skill being used & explain why the choice has been made.</p> <p>Evaluation - how to draw out key parts of an exam question. How to describe the acting/design skill being used, explain why the choice has been made & pass judgement about its success.</p>	
	Wider Curriculum	Oliver! School Show Rehearsals	Oliver! School Show Christmas Showcase	KS4 Drama Club Spring Showcase	KS4 Drama Club	