

DRAMA CURRICULUM OVERVIEW & ASSESSMENT CALENDAR

Key Stage 2 Curriculum includes

At KS2, the amount of Drama students have been exposed to will be very much dependant on each primary school. Most students will have taken part in basic school plays and assemblies but will not have looked at any dramatic conventions and techniques.



	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<ul style="list-style-type: none"> Introduction lessons, building group dynamic and confidence <p><u>Mime, Comedy & Silent Movies (drama conventions):</u></p> <ul style="list-style-type: none"> Silent Movie & Mime technique – weight, shape and detail, the chase, rule of 3 Homework: Research Silent Movie actors – Charlie Chaplin, Buster Keaton / Laurel & Hardy Character stereotypes, hero/villain/damsel in distress Slapstick comedy techniques Create a Silent Movie performance from a stimulus including drama techniques explored. <p>Summative Practical Performance Assessment & Evaluation.</p>	<p><u>Blood Brothers (acting skills):</u></p> <ul style="list-style-type: none"> Introduction to plot, characters, set and themes. Role of the Narrator and cyclical play structure. Homework: Research Blood Brothers Understanding social class divide – Liverpool accent. Acting as a child, Mickey monologue and Mickey & Eddie first meet. Exploring Mrs Johnstone & Mrs Lyons meeting – demonstrating status through acting. <p>Summative Practical Performance Assessment & Evaluation.</p>	<ul style="list-style-type: none"> Initial lessons on building group dynamics, teamwork, trust and group collaboration. <p><u>Teechers – (Comp 3 Acting skills):</u></p> <ul style="list-style-type: none"> Introduction to Brecht – V effect, Gestus, Multirole, Narration & Placards. Understanding how Brecht is used through Godber's work. Introduction to Teechers – exaggerating stereotypes, the use of multirole and creating comedy. Reading the play, exploring Scene 1. 	<p><u>Component 1 Understanding Drama – Section A & Blood Brothers:</u></p> <ul style="list-style-type: none"> Section A: Understanding types of stages, staging positions and theatre roles and responsibilities. Section B: Blood Brothers – exploring the plot, characters, set, themes, & context. Reading the whole play and exploring scenes practically. Looking at set and costume designs for the characters and locations. Developing vocal and physical skills – character objectives and completing practice questions. 	<p><u>Component 2 – Devising Drama:</u></p> <ul style="list-style-type: none"> Students continue to develop and rehearse devised performances. Section 1 of log book written and improved. Final decision made on staging, costume, music and lighting. <p>Devised Practical Performance to take place before Half Term.</p>
Autumn 2	<p><u>Titanic (devising skills):</u></p> <ul style="list-style-type: none"> Key information about the Titanic disaster Understanding basic drama techniques – still images, thought tracks, flashbacks, split staging, hot seating. Demonstrating social status 	<p><u>Physical Theatre developed & Mask (drama conventions):</u></p> <ul style="list-style-type: none"> Seven states of tension. Centring and exploration of Commedia d'ell Arte techniques. Homework: Research Commedia d'ell Arte and 	<p><u>Continued.</u></p> <ul style="list-style-type: none"> Exploring further extracts of the play, using multirole to play different characters and developing vocal and physical acting skills. Focused rehearsals of key 	<ul style="list-style-type: none"> Further analysis of characters and extracts – using space and interaction. Question 3 prep. Comparing characters across the play as a whole. Questions 4 prep. 	<ul style="list-style-type: none"> Section 2 & Section 3 of devising logs written and completed. Analysing and evaluating the final devised performance

	<p>through vocal and physical skills</p> <ul style="list-style-type: none"> • Homework: Design costumes for first class and third class characters. • Developing slow motion and stylised movement technique • Demonstrating the key moments of the Titanic disaster through a range of drama techniques <p>Summative Practical Performance Assessment & Evaluation</p>	<p>Trestle</p> <ul style="list-style-type: none"> • Developing physical theatre techniques and exploring the image of Guernica through movement. • Exploring physicality and using trestle theatre masks. • Using narration to create and develop Trestle mask performance. <p>Summative Practical Performance Assessment and Evaluation</p>	<p>extracts.</p> <p>Assessed practical performance</p> <p>Written evaluation after watching recording of performance.</p>	<ul style="list-style-type: none"> • Developing practice questions & exam technique. • End of unit written assessment 	<p>Revision and recap on Blood Brothers and Billy Elliot for PPE 2</p> <p>PPE 2 takes place two weeks after half term</p> <p>Feedback & DIRT on PPE 2 to complete.</p> <p>Ensure all Devising Logs are handed in the for the final time before Christmas Holidays.</p>
Spring 1	<p><u>The Terrible Fate of Humpty Dumpty (acting skills):</u></p> <ul style="list-style-type: none"> • Conventions of a play script – stage directions, staging positions. • Creating a character – staying in role and learning lines for a performance, thought tracking. • Hot seating a character, developing a background of a character. • Homework: Complete a Role on the Wall for a character. • Developing rehearsal of a scripted performance, using costumes and props. <p>Summative Practical Performance Assessment & Evaluation</p>	<p><u>Missing Dan Nolan (devising):</u></p> <ul style="list-style-type: none"> • Conventions of Theatre in Education and documentary theatre. • Homework: Research Missing Dan Nolan play • Exploring the opening to MDN through movement and mime. • Exploring the ‘boys’ acting scene and character relationships. • Using direct address, narration and facts and statistics to give information • Using the MDN story as a stimulus to create own TIE performance. <p>Summative Practical</p>	<p><u>DNA – (Comp 1 written skills):</u></p> <ul style="list-style-type: none"> • Understanding plot, themes, characters, and context. • Exploring character relationships, status and reading selected extracts of the script. Gang scene. • Using mime, movement and narration to demonstrate what happened to Adam • Off-text improvisation to explore unseen key moments of the play. Hatching the plan and setting up the postman. • Students choose an extract to rehearse and perform, either a monologue or duologue or group 	<p><u>Component 2 - Devising Drama:</u></p> <ul style="list-style-type: none"> • Responding to a variety of stimuli • Researching stimuli chosen • Focus on initial thoughts and ideas. • Section 1 of coursework drafted. • Begin to develop and refine ideas in rehearsal. • Use a selection of workshop activities to move performance forward. <p>See draft of performance so far – formative assessment before Feb Half Term.</p>	<p><u>Component 3 – Text in Practice:</u></p> <ul style="list-style-type: none"> • Students are given groups and scripts to read and explore • Rehearsals and character development exercises. <p>Revision for PPE 3 – Billy Elliot & Blood Brothers.</p> <p>PPE 3 takes place either side of the February Half Term.</p>

		Performance Assessment & Evaluation			
Spring 2	<p><u>Introduction to Physical Theatre (drama conventions):</u></p> <ul style="list-style-type: none"> Creating basic shapes and objects Telling stories through movement – daily routine. Homework: Research Physical Theatre companies Creating an atmosphere, soundscapes, and haunted house Physical Theatre performance with elements of script – using movement to tell the story. Grimms Tales – Ashputtall. Exploring the story and creating movement and mime to accompany the text. <p>Summative Practical Performance Assessment & Evaluation</p>	<p><u>Noughts and Crosses (acting skills):</u></p> <ul style="list-style-type: none"> Exploring themes of the play Homework: Research Noughts and Crosses Developing characterisation - role on the wall, hot seating. Creating tension in a scene through naturalistic acting techniques. Rehearsal of chosen extracts either in groups or duologues. <p>Summative Practical Performance Assessment & Evaluation</p>	<p><u>Continued.</u></p> <ul style="list-style-type: none"> Developing vocabulary and terminology Written exam style questions on extracts of the play and how they would use vocal and physical acting skills to perform certain characters and scenes. <p>Written assessment of understanding the text and analysing vocal and physical skills.</p>	<ul style="list-style-type: none"> Revisit practical work created before the break, develop and refine. Bring the final performance together and solidify characters. Decide set / costume / props for final performance. <p>Practical performance piece must be completed before Easter Holidays.</p> <p>Section 3 of the devising log written up and completed. Section 1 and 2 also handed in</p>	<p><u>Component 3 – Text in Practice:</u></p> <ul style="list-style-type: none"> Final rehearsals and preparation of both extracts. <p>External practical performance examination to take place before the Easter Holidays.</p>
Summer 1	<p><u>Ernie's Incredible Illucinations (acting skills):</u></p> <ul style="list-style-type: none"> Understanding plot, themes, characters, and context. Developing characterisation – using skills previously explored. Hot seating, thought tracking. Focusing on using vocal and physical skills to create clear characters Homework: Create set design for one of the dream scenes Rehearsal as a group of a scripted performance using costumes and props. 	<p><u>The Curious Incident of the Dog in the Night-time (Frantic Assembly):</u></p> <ul style="list-style-type: none"> Exploring themes of the play and understanding characters Homework: Research Curious Incident Exploring Frantic Assembly's physical theatre techniques – chair duets. Using movement and lifts to explore extracts of the script Exploring and rehearsing 	<p><u>Too Much Punch for Judy (Comp 3 – acting skills)</u></p> <ul style="list-style-type: none"> Understanding of plot, themes and context Reading the play and exploring scenes. Developing characterisation and rehearsal techniques – hot seating, off text improvisation. Using physical theatre to create the car crash scene. One performances from the beginning of the play with exaggerated comedy 	<p>All Devising Logs to be completed; analysing and evaluating the final devised performance.</p> <p><u>Comp 1: Live Theatre Review – Billy Elliot.</u></p> <ul style="list-style-type: none"> Analysis of recorded live performance on DVD. Understanding plot, characters, themes and context. Analysing vocal and physical skills of actors 	<p><u>Comp 1 - Written Exam Revision:</u></p> <ul style="list-style-type: none"> Revision of Section A, Blood Brothers and Live Theatre Review of Performance. Walking Talking Mock of paper. Lots of practice questions and DIRT. <p>GCSE DRAMA</p>

	Summative Practical Performance Assessment & Evaluation	<p>extracts of the script in groups / duologues</p> <p>Summative Practical Performance Assessment & Evaluation</p>	<ul style="list-style-type: none"> Second performance exploring an emotional scene. 		EXAM TO TAKE PLACE IN MAY
Summer2	<p>Round up of final assessments as some schemes expected to take longer than one half term each.</p> <p>Mini unit on improvisation skills to use with classes who have spare lessons at the end of the Summer Term.</p>	<p>Round up of final assessments and some schemes expected to take longer than one half term each.</p> <p>Mini unit on improvisation skills to use with classes who have spare lessons at the end of the Summer Term.</p>	<p><u>Continued.</u></p> <p>Assessed practical performances x 2</p> <p>Written evaluation after watching recording of performance.</p>	<p>PPE 1 Revision:</p> <ul style="list-style-type: none"> Revision and recap of Blood Brothers & Billy Elliot Live Theatre Review <p>Revision and recap on Section A, Blood Brothers and Live Theatre Review for PPE 1</p>	Year 11 exams