



YEAR 7 DRAMA CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: To foster ambition and a drive for excellence by encouraging students to develop valuable skills like communication and critical thinking, and experience the power of performance and teamwork.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme						
Topic	Introduction to Drama	Pantomime	Issue Based Drama	Scripted Drama and Improvisation	Devised Project	Monologue and Duologues
Links to prior learning	n/a	Developing understanding of style and genre, using explorative strategies that have been developed in term 1 to start and create depth and characterisations	Creating character and developing character . Developing ideas using strategies learned in previous term	Performing Role Play and Scripted works. Working in groups with a focus what makes a "good group performance!" following the guidance of planning/practise/present	Incorporating elements and mediums studied in term 1 and performance skills in term 2 to create a devised performance	Creating character. Script work: planning/practise/perfor m

Substantive knowledge headlines	Key skill lessons focusing on explorative strategies. Developing a collection of skills that can be used to explore a variety of topics through the Drama medium	Styles of Drama-Main focus is Pantomime. Exploring the styles of Theatre, starting with Pantomime, comedy and Expressive Arts.	Issue based Drama (Bullying) Script-Too Much Punch for Judy KS3 version. Exploring actions and consequences through the teacher created script.	Too Much Punch for Judy... Continued continuing the theme of bullying, adding devised and scripted work	Creating and Presenting. Utilising previous learned skills to create an assessment presentation based on the theme of heroes and villains.	Monologue and Duologues. Developing scripted work and presenting through the creation of monologue and duologue pieces.
Disciplinary knowledge headlines	Practical exploration, group development, group presentations utilising a range of explorative strategies, drama elements and mediums. Creating a baseline assessment and using the assessment objectives to begin to develop and progress.	Exploring through analysis and practical workshops-creating developing and performing. Practical exploration, Group development, Group presentations	Exploring through script analysis, character development strategies and practical workshops-creating developing and performing. Practical exploration, Group development, Group presentations	Exploring through analysis and practical workshops-creating developing and performing. Practical exploration, Group development, Group presentations	Exploring through analysis and practical workshops. Mind mapping, group discussion, creating, developing and performing Role Play	Exploring the difference elements of script, through the use of hot seating, text writing, script work and characterization

Links to knowledge in future units	The work in this term grounds the understanding of group work and explorative strategies that opens the doors, gives access to develop character, style and genre in all the work studied in key stage 3	Understanding style in Drama will allow students to create Drama with purpose and understanding of the complexity a performance can have . Also allowing students to see Drama as a tool to explore issue based work and develop oracy skills	Creating character using strategies to plan and prepare, such as hot seating, still images and thought tracking	The individual role in a group and what makes a good group piece of work	The individual role in a group and how to contribute positively in an ensemble piece of work. Creating character using strategies to plan and prepare (adding explorative strategies)	Working independently and creatively, Understanding the process of creation. Developing a structured piece of script through the use of research.
Key vocabulary	• Thought Tracking • Still Image • Hot seating • Levels • Role play • Mime • Spontaneous • Improvisation • Split-Stage / cross cutting • Conscience Corridor • Improvisation	• Hot seating • Role on the wall • Still Image • Thought track • Narration • Split Stage • Group Work • Proxemics • Non-Verbal communication • Levels	• Text • Emotional Memory • Script work • Characterization	• Hot seating • Scripts • Empathy • Setting • Narration • Conscience Corridor	• Levels • Proxemics • Physical Theatre • Cross-Cutting • Hot-Seat • Soundscape • Multi-Rolling • Facial Expression • Devising • Narration	• Hot Seating • Text • Emotional Memory • Script work • Characterization



YEAR 8 DRAMA CURRICULUM PROGRESSION OVERVIEW

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme						
Topic	Teenage issues. Our Day Out	Bugsy Malone	Genre and Script	Conflict	Devised Project	Teenage issues
Links to prior learning	Script development. Characterisation. Performance skills	Understanding script. Presenting extracts. Team work. FASE reading	Developing performance from page to stage, genre work in AU2 Year 7	Devised project incorporating scripted work (Year 7 Too Much Punch for Judy)	Creating group work for target audience - Assessment scheme of work	Issue based drama - Our Day out and bullying theme in Year 7

Substantive knowledge headlines	Text study of Our Day Out, developing ideas from within the text utilising drama conventions, develop understanding of themes and characters	Text - Bugsy Malone. Exploring historical influences to create Drama. Exploring characterisation - building a character	Creating a variety of Stylistic Drama	Text - War Horse, Goodnight Mr Tom, Greynal and Greenal	Creating and Presenting	Text - "Diary of Adrian Mole"
Disciplinary knowledge headlines	Investigative work. Modelling. Literacy tasks. Script rehearsal. Creating, developing and performing.	Exploring through analysis and practical workshops- creating developing and performing. Practical exploration, Group development, Group presentations	Exploring through analysis and practical workshops- creating developing and performing a range of scripts and genres, Group development, Group presentations	Exploring through analysis and practical workshops- research creating developing and performing. Practical exploration, individual, small group and whole class drama, Group development, Group presentations	Exploring through analysis and practical workshops- creating developing and performing	Exploring through analysis and practical workshops- creating developing and performing. Practical exploration, Group development, Group presentations

Links to knowledge in future units	The work in this term allows pupils to explore society and culture using the themes and ideas developed in the play. It progresses from understanding character in year 7 to looking deeper into plays used to have didactic purpose	The extracts studied in this unit allow an insight into C2 GCSE Drama- performing from text	Creating character using strategies to plan and prepare, such as hot seating and still images with thought tracking - A vital part of the performance element in drama.	Utilising a variety of stimulus to develop drama is an essential part of the creating process, linking to C1 GCSE Drama	The work establishes performing for purpose, using assessment objectives to drive progress within practical work, an important element of all units	Working independently and creatively, the process of creation. Developing the independent idea through the use of group tactics and strategies. Helping others through the use of drama elements and mediums
Key vocabulary	• Thought Tracking • Still Image • Hot seating • Levels • Role play • Mime • Spontaneous • Improvisation • Split-Stage / cross cutting • Conscience Corridor • Improvisation	• Hot seating • Role on the wall • Still Image • Thought track • Narration • Split Stage • Group Work • Proxemics • Non-Verbal communication • Levels	• Text • Emotional Memory • Script work • Characterization	• hot seating • Scripts • Empathy • Setting • Narration • Conscience Corridor	• Levels • Proxemics • Physical Theatre • Cross-Cutting • Hot-Seat • Soundscape • Multi-Rolling • Facial Expression • Devising • Narration	• Hot Seating • Text • Emotional Memory • Script work • Characterization



YEAR 9 DRAMA CURRICULUM PROGRESSION OVERVIEW

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme						
Topic	Expressive Art project		Too Much Punch for Judy- GCSE Drama introduction project.		Devised Project Assessment scheme	Play review
Links to prior learning	Script development. Characterisation. Performance skills		Using Drama as a means to understand relevant issues and dilemmas that we may encounter, using drama as a form of education (Didactic Theatre)		Creating. Developing. Perfoming	Using the knowledge gained in performing and creating/creative arts work in th Expressive Art projetc pupils will learn how to analise and evaluate live performances

Substantive knowledge headlines	Linking ideas - The ability to transfer techniques and skills learned throughout the previous schemes of work. Devising – Creating an original performance using a stimulus as a starting point.		• Dangers of drugs and alcohol • Drinking over the limit • Case Study • Theatre in Education (TIE) • Forum Theatre	Devising: Creating an original performance using a stimulus as a starting point. This short scheme of work will be marked and contribute to the end of year exam grade	Create/write a play review utilising the different areas and elements of Theatre.
Disciplinary knowledge headlines	Analysing the art forms that are used within the development of Theatre and Drama. Written tasks, group tasks, independent creation of several small pieces examples: art, lyric, music, monologue and script. Group projects.	Analysing the art forms that are used within the development of Theatre and Drama. Written tasks, group tasks, independent creation of several small pieces examples: art, lyric, music, monologue and script. Group projects.	Marking the Moment, using tension and suspense: Flashback/Flash-forward, Climax/Anti climax. Devising with teamwork and creating script	Developing Team work skills. Planning Mind maps. Character development. Including Narrative structure, practical exploration including: Hot seating structure features such as narration still image and cross cutting	Watching Theatre with purpose. Writing and discussion. Questioning elements of theatre and evaluating both verbally and in written format

Links to knowledge in future units	The work in this term grounds the understanding of group work and explorative strategies that opens the doors, giving access to develop character, style and genre in all the work studied in key stage 3		Creating character using strategies to plan and prepare, such as hot seating and still images with thought tracking		The individual role in a group and what makes a good group piece of work. Creating character using strategies to plan and prepare, such as hot seating and still images with thought tracking	GCSE Drama C3 section B play review
Key vocabulary	• Thought Tracking • Still Image • Hot seating • Levels • Role play • Mime • Spontaneous • Improvisation • Split-Stage/ cross cutting • Conscience Corridor • Improvisation	• Hot seating • Role on the wall • Still Image- • Thought track • Narration • Split Stage • Group Work • Proxemics • Non-Verbal communication • Levels	• Text • Emotional Memory • Script work • Characterization	• hot seating • Scripts • Empathy • Setting • Narration • Conscience Corridor	• Levels • Proxemics • Physical Theatre • Cross-Cutting • Hot-Seat • Soundscape • Multi-Rolling • Facial Expression • Devising • Narration	• Hot Seating • Text • Emotional Memory • Script work • Characterization



YEAR 10 DRAMA CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: To foster ambition and a drive for excellence by encouraging students to develop valuable skills like communication and critical thinking, and experience the power of performance and teamwork.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme						
Topic	Introduction to GCSE Drama	Introduction to C1	C1 Project		C1 Performance and portfolio	C1 Portfolio
Links to prior learning	Practical exploration and using stimulus to create intentions		last terms preparation is essential to a good base starting point to develop creative intention		Year 9 expressive art project - analysing and evaluating drama	Year 9 expressive art project - analysing and evaluating drama

Substantive knowledge headlines	Introducing Component 1 and the structure of the assessment	Creating a performance in-line with exam board criteria	Creating a 2000 word written response to the development and performance of C1	Creating a 2000 word written response to the development and performance of C1- Pupils have 4 hours to complete draft-feedback given and then a final 4 hours to complete piece
Disciplinary knowledge headlines	Drama elements, mediums and explorative strategies to be used in practical lessons to gain an understanding of creation and process. Exploring style and genre through practical lessons- Role play, script and devised tasks.	Practical exploration of stimulus. Developing intention into performance through explorative strategies. Frantic Assembly workshop. Brecht Workshop . Rehearsal time.	Focus on 6 key questions . Writing examples , structuring a response, scaffolding responses.	Focus on 6 key questions . Writing examples , structuring a response, scaffolding responses.

Links to knowledge in future units	The terms work will be used to enable students to have the skills to access the assessment objects in the next term when creating the Component 1 project	The terms work will be used to enable students to have the skills to access the assessment objects in the next term when creating the Component 1 project	Skills used in creating can be linked to Component 3 written exam developing a text , acting/directing and design for a set text (AIC)	Skills used in creating can be linked to Component 3 written exam developing a text , acting/directing and design for a set text (AIC)	n/a	n/a
Key vocabulary	Drama elements Mediums Explorative strategies Frantic assembly Brecht Intention.		Collaborative creation Ensemble work Physical theatre Improvisation Workshopping Lighting design Costume design Set design Props Soundscapes Stage movement		Research Intention character evaluation analysis Influence of Practitioners Performance Style Historical/Contextual Research Teamwork Direction Rehearsal Process Creative Contribution Communicating Ideas	Research Intention character evaluation analysis Influence of Practitioners Performance Style Historical/Contextual Research Teamwork Direction Rehearsal Process Creative Contribution Communicating Ideas



YEAR 11 DRAMA CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: To foster ambition and a drive for excellence by encouraging students to develop valuable skills like communication and critical thinking, and experience the power of performance and teamwork.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme						
Topic	Introduction to C2	Preperation for C2	C2 Performance	C3 Play Review	C3 preperation	n/a
Links to prior learning	Previous text studied in KS3. SU2 in year 10	Performing from text-extracts. Design candidates developing design ideas	Previous KS3 assessments and schemes of work have all had elements that link to expectations and skills for this unit	Analysing and evaluating performance	Evaluating and exploring character/ directing/ design (Year 9)	

Substantive knowledge headlines	Developing understanding of the Assessment objectives for C2, selecting extracts x2 from a range of resources	Performing from text-extracts.	Exam Performance	Analysing and evaluating performance	Preparing for C3 examination- written exam section A and B	
Disciplinary knowledge headlines	Reading scripts. Research play scripts in chosen genre. Performing and presenting	Utilising a range of monologues and duologues pupils developing character-final choice of two extracts from the same play to be chosen and developed into performance standard. Character intention written task.	Perform two extracts in front of a visiting examiner from Edexcel	Pupils will watch a live theatre performance. Pupils will develop skills to answer two questions in the final exam. Written work , exam style questions. Research drama conventions and Theatre styles	Exam paper C3 final preparations - exam is one of the first exams in the GCSE cycle - practice exam papers - research on edwardian society- An Inspector Calls text. Character analysis.	

Links to knowledge in future units	Performanc exam C2 in the next term- live performance examination	This preperation links to the next term examination	N/A	C3 Examination	C3 Examination	
Key vocabulary	Characterisation, genre, proxemics, gesture, gait, tone, intonation,pace, facial expression	Characterisation, genre, proxemics, gesture, gait, tone, intonation,pace, facial expression	Character Development Role Motivation Intentions Expression Emotional Journey Performance Blocking Movement Voice Physicality Gestures Stage Presence Pacing	Performance characterisation set design lighting design Proxemics Gait Relationships	Performance characterisation set design lighting design Perfomance techniques	