

Curriculum Coverage in the Department of Performing Arts - Drama

	Year 7	Year 8	Year 9		Year 10	Year 11
Unit 1	<p>Topic: Darkwood Manor</p> <p>Overview: An Introduction to Drama – This unit is aimed at Year 7 pupils with, perhaps little experience of Drama. It introduces students to the nature of Drama. Students will be encouraged to use a range of drama skills and strategies to develop storytelling and to be able to work both independently and as part of a group. Students will have to use elements of drama and the drama medium in order to show tension and create believable characters.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>Topic: Physical Theatre</p> <p>Overview: This scheme of work explores different types of physical theatre and how it is used in a performance as a means of story-telling and the creativity it brings to performance work. The students throughout this scheme explore working as part of a team/ ensemble, using the body to create physical objects, transitions in a performance, personification of objects created by physical theatre, chair duets as a creative approach to storytelling, applying physical theatre to mythical creatures, storytelling through physical theatre.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>Topic- ‘Teechers’ by John Godber</p> <p>Overview: This unit will explore the play Teechers by John Godber. Students will explore the play by reading and practically interpreting extracts from the play. The students will understand and apply the following dramatic skills and techniques through practical exploration and interpretation of the script. The focus of this topic and practical exploration is to learn how to bring a scripted extract to life understanding the play’s plot, characters, themes and context and applying that knowledge when interpreting the play and scripted extracts within it.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	Autumn Term	<p>Topic: Introduction to BTEC Drama</p> <p>Overview: Before introducing Component 1, students will complete a series of ‘introduction to KS4 BTEC’ practical workshops revisiting and recapping dramatic skills and techniques such as cross-cutting, marking the moment, choral speech and movement, puppetry, physical theatre and mime. In addition, students will have practitioner workshops on Stanislavski, Brecht, Artaud, Berkoff, Le Coq and Frantic Assembly to broaden their theatrical knowledge on different styles in drama.</p> <p>Assessment: Formative assessment of new skills and recapping of prior learning ongoing throughout the unit. Summative assessment performance at the end of the unit applying skills learnt with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>Topic: Component 2: Developing skills and techniques.</p> <p>Overview: During this unit, students are to perform a repertoire (scripted extract) to an audience that links to a key theme set by the exam board. Alongside the practical focus of learning and performing a repertoire, the theory side requires students to target set and review. Students have to review their targets for improvement at specific milestones throughout this process and record their progress.</p> <p>Assessment: Formative assessment ongoing throughout the unit. A performance mid-way through the unit with opportunities for feedback to aid further improvement. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>
Unit 2	<p>Topic: Matilda</p> <p>Overview: Throughout this unit students will build on skills already learnt from the last unit and develop skills further. Students will explore this well-known story through exploring plot and understanding the characters through teacher in role/ forum theatre. Students will also demonstrate their understanding of the characters through applying characterisation skills such as vocal and physical skills to convey character. Students will build on prior skills and expand onto this further by exploring the plot, themes</p>	<p>Topic: Harry Potter and the Cursed Child</p> <p>Overview: Throughout this unit, the students will be exploring the theatrical play ‘Harry Potter and the cursed child’. The scheme of work focuses on exploring the play text through practically looking into scripted extracts from the play and bringing characters to life with their characterisation skills, exploring status between characters and relationships and tension. Students explore other parts of the theatrical play as well as the scripted content such as physical theatre moments in the play. The</p>	<p>Topic: Dramatic Techniques</p> <p>Overview: This unit is to solidify knowledge on various dramatic techniques explored in KS4 and to apply them ready for KS4 where knowledge of them is required in the devising unit where students devise their own theatre. Each lesson is a stand-alone lesson with different topics and stimuli for the students to engage with that recaps their knowledge on different dramatic techniques and skills while expanding on that further by applying these techniques and skills to different stimuli to prepare for KS4</p>	Spring Term	<p>Topic: Component 1: Exploring the Performing Arts.</p> <p>Overview: This unit is ‘Exploring the Performing Arts’ this is where students will develop their understanding of Drama by examining the work of existing practitioners and the processes used to create performance. Students are required to develop knowledge and understanding of a range of performance styles. Students study the play ‘Blood Brothers’ by Willy Russell. Students explore the work both practically and theoretically to gain a clear understanding of how Willy</p>	<p>Topic: Component 3: Responding to a brief</p> <p>Overview: Students are to apply performance skills and techniques in response to a brief and stimulus, developing a group workshop performance for a selected audience. Students in their groups get given a brief by the exam board with a specific theme/ topic. They also complete an ideas log on their ideas for their performance, rehearsal log on what they have been working on in rehearsals and evaluation after the performance on what they did well and what they</p>

	<p>and context through a variety of skills/ techniques.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>students will read the scripted extracts and interpret them practically as well as watching key moments from the theatre play and bringing those to life.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>where they have to devise performance work in a group including these techniques based on a stimuli.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>		<p>Russell created the piece and to experience the power of the theatre to have an emotional impact on the audience. Students explore roles and responsibilities in the theatrical world as well as exploring the intentions of playwright Willy Russell and his approaches for creating Blood Brothers.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment component 1 log at the end of the unit.</p>	<p>would improve on if they were to do it again. Students will complete the exam brief over a period of 12 hours. This will include 8 hours of practical lessons preparing for the workshop performance and 3 controlled assessments in a computer room to complete their activity logs.</p> <p>Assessment: Formative assessment ongoing throughout the unit to prepare and gain feedback on the performance/ written logs. Summative assessment activity 1 log, activity 2 log, activity 3 performance and activity 4 log.</p>
<p>Unit 3</p>	<p>Topic: Macbeth</p> <p>Overview: During this unit pupils explore various themes such as good versus evil, the dangers of ambition/ power, the influence of supernatural forces, the contrast between appearance and reality, loyalty and guilt. Introducing new techniques of theatrical convention pupils can explore these themes in depth and create sophisticated performances. Pupils will learn to recognise the importance of effective dramatic structure, both in making and responding to the drama. Pupils will consolidate their ability to apply and develop learning in key skills.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>Topic: Cluedo - Murder Mystery</p> <p>Overview: This process drama, mantle of the expert inspired scheme of work encourages students to work as detectives throughout the unit of lessons to solve the murder of Mr Black. The unit will involve discussion, problem solving and debate as they decipher the evidence to conclude who they think is guilty out of all the suspects. Throughout the scheme, dramatic skills and techniques will also be learnt and applied as the students recreate events that happened and create scenarios they believed to have happened from the evidence they heard using dramatic skills and techniques.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>Topic: Developing Characterisation</p> <p>Overview: The aim of this unit is to apply prior learning skills and techniques into forming clear and engaging characters in script work. In addition, student will build on their knowledge on characterisation further through exploring naturalistic practitioner Stanislavski who focused on the naturalistic style of drama in creating truthful and believable characters. Students will cover the salient points that Stanislavski made in his many books and studio experiments. They will cover the main areas of The System in a logical form so that they may be easily followed and understood by students and to explore them in purely practical terms so that each theory of The System is tested through practice.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>Summer Term</p>	<p>Topic: Component 2: Developing skill and techniques (preparation)</p> <p>Overview: Component 1: Exploring the Performing Arts. Students finish off their component 1 practical workshops and theoretical lessons resulting in the completion of their logbook in their NEAS.</p> <p>Once they have finished this unit, we start to explore Component 2: Developing skills and techniques in the Performing Arts. Students are introduced to the unit and what it entails. In practical lessons they explore a variety of scripted extracts to prepare us for this unit. They learn how to approach, interpret and act a script exploring characterisation skills, blocking/ proxemics and levels and Stanislavski techniques are revisited for script work. In theory lessons, students get to watch and peer-assess previous component 2 performances from previous years looking at the BTEC marking criteria to see what they need to do in this unit to be successful.</p>	<p>Topic: Component 3: Responding to a brief</p> <p>Overview: Students are to apply performance skills and techniques in response to a brief and stimulus, developing a group workshop performance for a selected audience. Students in their groups get given a brief by the exam board with a specific theme/ topic. They also complete an ideas log on their ideas for their performance, rehearsal log on what they have been working on in rehearsals and evaluation after the performance on what they did well and what they would improve on if they were to do it again. Students will complete the exam brief over a period of 12 hours. This will include 8 hours of practical lessons preparing for the workshop performance and 3 controlled assessments in a computer room to complete their activity logs.</p> <p>Assessment:</p>

<p>Unit 4</p>	<p>Topic: Spear Sports</p> <p>Knowledge: This unit is an invitation to pupils to imagine themselves within the fictional setting of Spear Sports- a company owned by Martina Spears with themselves as her employees. Throughout this scheme, students are introduced to themes such as power and greed, manipulation and exploitation. Pupils will learn how to create authentic roles and interact in role with others. Pupils will interpret this fictional situation using a variety of drama strategies and use these strategies in drama work and story.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>Topic: Drama through the ages (exploring different styles)</p> <p>Knowledge: The students will explore a range of theatre styles through history that have been developed and are widely used in theatre today to broaden understanding of other styles and how these styles widely influenced the techniques we use today in modern theatre. Through this unit students will explore silent movie/ mime looking at Charlie Chaplin’s work and the use of mask and how modern-day physical theatre/ comedy have utilised these techniques. Students will also explore Greek Theatre and the use of the ensemble/ choral work and how it used to create dramatic effect.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>Topic: Verbatim Theatre- Stephen Lawrence Enquiry</p> <p>Knowledge: This unit is to introduce students to a different type of theatre. This style of theatre is based on fact, historical events often and real testimonies. While at the same time this scheme encourages students to approach a different style of theatre and be introduced to it, it is also a scheme that will link to PSCH curriculum by exploring a historical event that explores themes such as racial inequality and injustice. It will promote discussion around these themes as students sensitively explore them practically in this style of theatre.</p> <p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment performance at the end of the unit with opportunities for feedback/ reflection (self/ peer assessment).</p>	<p>Assessment: Formative assessment ongoing throughout the unit. Summative assessment of component 1 written log at the end of the unit. Summative assessment of a mock component 2 performance with opportunities for feedback/ reflection (self/ peer assessment) to aid further improvement for when students complete component 2 in Year 11.</p>	<p>Formative assessment ongoing throughout the unit to prepare and gain feedback on the performance/ written logs. Summative assessment activity 1 log, activity 2 log, activity 3 performance and activity 4 log.</p>
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