



AIM AND PURPOSE

At TTA, our Drama curriculum is designed to cultivate skills that enable individuals to fully experience theatre and engage with drama in a meaningful way, fostering a lifelong appreciation for the theatrical arts. We adopt a holistic approach to the subject, focusing on personal development alongside the essential skills required for theatre production and performance.

HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

Throughout their study of Drama at TTA, students will be exposed to a variety of theatre styles and techniques from the perspectives of designers, directors, and actors. They will have the opportunity to develop their skills in all three areas. Students will explore texts, create original theatre pieces and explore the work of others through plays and live performances. They will evaluate these experiences by discussing performances and completing written reviews of both themselves and their peers.

Our goal is to engage students in the subject matter so that they enhance their individual skills, such as speaking, listening, and teamwork. These skills and competencies will be developed throughout the seven-year course. For example, students will transition from teacher-led group work in Year 7 to independent, student-led rehearsals in Key Stages 4 and 5. This progression ensures that students learn to manage their time effectively and grow as actors, designers, and directors.





OVERVIEW

In Year 7, students will develop their confidence and become part of a collaborative ensemble drama group. Together, they will perform extracts from two contrasting scripts as well as develop their own performances based on a given stimulus. Students will learn how to structure their performances and create believable characters and plots. After participating in and observing various performances, they will also learn how to write meaningful evaluations of their own work as well as that of their peers.

Term	Focus	Assessment
Aut 1	The Terrible Fate of Humpty Dumpty - Build confidence and team-work skills - Introduce the drama techniques of still image and thought-tracking - Students research ideas, develop ideas and perform in front of an audience - Students explore issues relating to bullying	Teacher assessment of performance.
Aut 2	The Terrible Fate of Humpty Dumpty - Understand how to communicate the status of characters - Be able to use an end-on stage space & use blocking - Students will be able to answer questions about status, issues within a play and staging	Performance assessment. Preparation for written exam.
Spr 1	The Terrible Fate of Humpty Dumpty - Revision for a written assessment Silent Film - Be able to understand the rules of mime - Understand the history of silent film and pioneers such as Charlie Chaplin	Written exam paper Teacher assessment
Spr 2	Silent Film - Students will write and create their own silent film - They will learn to use the space and proxemics to show relationships between the characters - To learn the features of silent film such as placards	Teacher assessment of performance.
Sum 1	Ernie's incredible illusions - To explore different physical theatre practitioners such as Frantic Assembly - Students will learn how to use their body as a prop - Students will extend their understanding of non-verbal communication	Teacher assessment of performance.
Sum 2	Ernie's incredible illusions - To learn how to interpret a script on stage using physical theatre techniques. Live theatre review - All students will have access to a piece of live theatre - Students will learn how to critically analyse a live production	Performance assessment. Written exam paper

Home Learning:

- Quizzes testing knowledge of acting skills. Written Evaluations. Practising techniques, lines and skills.

Useful resources:

- Drama Online
- Digital Theatre Plus



OVERVIEW

In Year 8, students will be introduced to various styles and genres of plays. They will build confidence and collaborate in creating performances. Students will study and perform extracts from two plays and explore them through a theatre practitioner. They will also learn techniques to help them create three-dimensional, and naturalistic characters. Also, students will have the opportunity to explore types of theatre from around the world. Alongside this, they will continue to develop their evaluation skills.

Term	Focus	Assessment
Aut 1	Private Peaceful - Understand the genre of the play - Perform two sections of the play - Students will develop characterisation using the Stanislavski method - Decide how to stage the two extracts	Teacher assessment Performance
Aut 2	Private Peaceful - Students will learn how to use lighting and sound to create tension in a scene - Students will be introduced to revision techniques - Preparation for the written exam	Teacher assessment Performance
Spr 1	Private Peaceful - Preparation for the written exam World Theatre - Students will be introduced to different styles of theatre from around the globe	Written assessment Teacher assessment
Spr 2	World theatre - Students will explore conventions of Greek theatre, Commedia, West African theatre and Pantomime - Students will use their knowledge to devise a short scene in a style they have explored in this unit	Teacher assessment Performance
Sum 1	DNA - Students will be introduced to a modern piece of theatre - Students will learn the social, cultural, and historical content of the play - Students will develop a more complex character through the use of techniques such as emotion memory	Teacher assessment Performance
Sum 2	DNA - Students will recap Stanislavski's techniques in order to create a naturalistic performance Live theatre review - Students will learn how to critically analyse a live production	Written assessment

Home Learning:

Quizzes testing key terminology. Research into issues.
Write evaluations. Practising techniques and skills

Useful resources:

- Drama Online
- Digital Theatre Plus



OVERVIEW

In Year 9, students are introduced to more sophisticated styles and genres of performance. They will continue to build their confidence and work collaboratively to create performances based on extracts from two scripts. They will also focus on a contrasting practitioner, learning about and performing in their style of theatre. Additionally, they will also as devise their own performances inspired by stimuli and independent research. They will develop techniques to record their ideas and enhance their analysis and evaluation skills.

Term	Focus	Assessment
Aut 1	Sing yer heart out for the lads - Understand the techniques and objectives of the theatre of Bertolt Brecht including placards and direct address. - Create a performance in the genre of political theatre - Read a set text and apply Brechtian techniques	Teacher assessed performance
Aut 2	Sing yer heart out for the lads - Study a contemporary play - Understand the social, cultural and historical context of the play - Performing a monologue and in a group - Planning and staging of a scene from the play	Teacher devising assessment. Teacher assessed performance.
Spr 1	Sing yer heart out for the lads - Revision techniques - Written exam Devising - Students will develop ideas based on a given stimulus	Written assessment. Teacher devising assessment.
Spr 2	Devising - Students will record the development of their devised performance - Explore social, moral, cultural and historical values - Devise a four-minute (minimum) performance based on a chosen stimulus	Teacher assessed performance.
Sum 1	Junk - Study the play text in relation to social, cultural and historical contexts - Understand the key themes of the play and link them to a scene - Recap Brechtian devices in order to focus on the messages of the play	Teacher assessed performance.
Sum 2	Junk - Students choose and perform one extract and a duologue Live theatre review - Evaluate the use of symbolism in performances including semiotic devices such as lighting and sound.	Written Exam

Home Learning:

Research of a wide variety of issues. Write evaluations. Practising techniques and skills

Useful resources:

- Drama Online
- Digital Theatre Plus



OVERVIEW

Students will be introduced to the OCR GCSE Specification and its requirements. They will learn the concepts, skills, and abilities necessary to achieve a good qualification in Drama. Students will explore and understand the language specific to the subject. They will create a portfolio that documents the process of developing and evaluating their ideas. Working as an ensemble, students will collaboratively create and review both their own work and the work of others in a positive and constructive manner.

Term	Focus	Assessment
Aut 1	Blood Brothers and introduction to practitioners - Explore issues and themes and use practical work to explore the play - Explain how the decisions they make link to the intentions of the playwright and the playwright's intentions. - Practically exploring the techniques of different theatre practitioners	Teachers assessed performance.
Aut 2	Devising Drama – from a stimulus - Create a concept for a performance and use drama techniques to explore ideas - Select and explore issues within a stimulus so that they can research these issues for Section 1 of their coursework - Understand how to develop an artistic vision (aims and intentions)	Coursework and teachers assessed performance.
Spr 1	Blood Brothers - Understand the characters and design elements - Understand the plot and interpret Blood Brothers Devising - Continuous development of performance and Section 2 coursework	Portfolio, teacher assessed performance and written assessment
Spr 2	Devising Drama - Rehearsal of a performance, considering structure using a tension graph - Be able to explain decisions according to their vision and the intended impact - Final assessed performance at the end of term - Evaluation of performance for Section 3 of their coursework	Teacher assessed devised performance
Sum 1	Blood Brothers - Identify the genres within Blood Brothers and explain why and how they communicate the playwright's intentions - Identify how meaning is communicated within Blood Brothers - Select and use appropriate subject-specific terminology	Teacher assessed performance
Sum 2	Live Theatre - Discuss, analyse and evaluate how meaning is created and communicated through live theatre using their knowledge and understanding of drama - Analyse and evaluate the acting, design and the characteristics of the performance they have watched	Written Exam

Home Learning:

Research issues and use the research to create drama ideas. Evaluations . Practising techniques and skills.

Useful resources:

- Drama Online
- Digital Theatre Plus



OVERVIEW

Students will continue to follow the OCR GCSE Specification They will develop the concepts, skills, and abilities necessary to achieve a strong result in Drama. Working collaboratively or as individuals students will perform two extracts from a given text and answer four questions about the process as part of their presenting and performing module. Students will complete their devising portfolios and are prepared for the written paper, using a blend of practical experience and theoretical knowledge.

Term	Focus	Assessment
Aut 1	Blood Brothers/Evaluation of Live Theatre - Students interpret a playwright's intentions, perform and explain how their decisions link to the intentions of the playwright. - Explore issues and themes in Blood Brothers/Live Theatre using role-on- wall and practice questions.	Written assessment
Aut 2	Monologues/duologues and group performance using a play text - Analyse and evaluate their own acting or design ideas considering structure and style/genre - Explain decisions according to their vision and the intended impact on the audience	Written assessment and mock Performance
Spr 1	Monologues/duologues and group performance using a play text - Select and use appropriate subject-specific terminology - Discuss, analyse and evaluate how meaning is created and communicated by the actor when performing a scene	4 Key questions and External Examiner assessed Performance
Spr 2	Blood Brothers/Evaluation of Live Theatre - Identify the genres within 'Blood Brothers/Live Theatre' and explain why and how they communicate the playwright's intentions - Identify how meaning is communicated by the actor/designer when performing the play 'Blood Brothers/Live Theatre'	OCR written paper - 1 hour 30 Minutes
Sum 1	Blood Brothers/Evaluation of Live Theatre - Identify the key moments within Blood Brothers/Live Theatre and explain why and how they communicate the playwright's intentions - Identify how meaning is communicated by the actor within plays	OCR written paper - 1 hour 30 Minutes
Sum 2		

Home Learning:

Research issues and use the research to create drama ideas. Evaluations . Practicing techniques and skills.

Useful resources:

- Drama Online
- Digital Theatre Plus