



OVERVIEW

Year 7 will develop confidence skills and become part of an ensemble drama group; coming together in a supportive way to create performances. These performances will be created from either a script or students will devise their own performances from a stimulus and research. Students will learn how to structure performances and create credible characters and plots. Students learn how to write meaningful evaluations.

Term	Focus	Assessment
Aut 1	Bullying <ul style="list-style-type: none"> 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 and devising.
Aut 2	The Terrible Fate of Humpty Dumpty <ul style="list-style-type: none"> Understand how to communicate the status of characters Be able to use an end-on stage space & use blocking Student will be able to answer questions about status, issues within a play and staging 	Performance assessment preparation for Written exam paper
Spr 1	The Terrible Fate of Humpty Dumpty <ul style="list-style-type: none"> Be able to plan revision Written assessment Frankenstein <ul style="list-style-type: none"> Create tension using the 5 S's of Tension and how to create atmosphere 	Written exam paper Teacher assessment
Spr 2	Animal Rights <ul style="list-style-type: none"> Understand what 'genre' means Devise a performance using 'Documentary genre' Use research to inform the devising process 	Teacher assessment
Sum 1	Midsummer Night's Dream <ul style="list-style-type: none"> Be able to say and record what is good and bad about a performance - Evaluation Be able to explain the impact on the audience 	Teacher assessment of performance and devising.
Sum 2	Introduction to non-naturalistic Drama <ul style="list-style-type: none"> Use non-naturalistic concepts such as mirroring, mime and ensemble movement Devise a 'Frantic Assembly-style' chair duet Explore actor-audience relationships 	Performance assessment and Written Evaluation

Home Learning:

- Research of a wide variety of issues. Written Evaluations. Practicing techniques, lines and skills.

Useful resources:

- BBC Bite size
- National theatre web site



OVERVIEW

Year 8 are introduced to different styles and genres of plays. Students will develop confidence skills and work together to create performances. Students will develop performances from script and devise their own plays from stimuli and independent research. Students will develop techniques that support them when creating three-dimensional characters. They will develop an understanding of how to evaluate their own rehearsals and performances.

Term	Focus	Assessment
Aut 1	Private Peaceful <ul style="list-style-type: none">Understand the genre of the playPerform two sections of the playUse movement and voiceDecide how to stage the two extracts	Teacher assessment of performance and devising
Aut 2	Private Peaceful <ul style="list-style-type: none">Lighting and soundRevision techniquesPreparation for the written exam	Teacher assessment of characterisation and performance
Spr 1	Private Peaceful <ul style="list-style-type: none">Preparation for the written exam Silent Film <ul style="list-style-type: none">Use the genre conventions of mime, music, placards, stock characters and narration	Written assessment Teacher assessment
Spr 2	Commedia dell'arte <ul style="list-style-type: none">Understand the genre of Commedia dell'artePerform as several stock characters using the correct physicalityUse lazzi in a performancesUse music to create atmosphere	Teacher characterisation assessment
Sum 1	Performing a script <ul style="list-style-type: none">Understand the key themes of the play and can record them in the style of a Working RecordEvaluation of a live theatre performance	Teacher assessment Performance
Sum 2	Evaluation of a Theatre Performance Darkwood Manor <ul style="list-style-type: none">Create tension using 5 S's of TensionCreate an in-depth character using 'role on the wall'Use the devising conventions of mime, improvisation and marking the moment	Written Exam

Home Learning:

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

Useful resources:

- BBC Bite size
- National Theatre web site



OVERVIEW

Year 9 are introduced to more sophisticated styles and genres. Students will continue to develop confidence skills. They work together to create performances from script and devise their own performances from a stimuli and independent research. Students will develop techniques that allow them to record ideas, develop analysis and evaluation skills.

Term	Focus	Assessment
Aut 1	<p>Genre: Political Theatre</p> <ul style="list-style-type: none">Understand the techniques and objectives of the theatre of Bertolt Brecht.Create a performance in the genre of political theatre	Teacher assessed performance and
Aut 2	<p>Study a contemporary play</p> <ul style="list-style-type: none">Understand the social cultural and historical context of the playPerforming a monologue and in a groupPlanning and staging of a scene from the play	Teacher devising assessment. Teacher assessed performance.
Spr 1	<p>Study a contemporary play</p> <p>Revision techniques</p> <ul style="list-style-type: none">Written exam <p>Devising and Semiotics</p> <ul style="list-style-type: none">Explore semiotics in relation to audience impact.	Witten assessment. Teacher devising assessment.
Spr 2	<p>Devising and Semiotics</p> <ul style="list-style-type: none">Create a portfolio recording the development of the devised performanceExplore social, moral, cultural and historical valuesDevise a four-minute (minimum) performance from a stimulus based on war	Teacher assessed performance.
Sum 1	<p>Blood Brothers</p> <ul style="list-style-type: none">Study the play text in relation to social, cultural and historical contexts and genreStudents choose and perform one extract and a duologue	Teacher assessed performance.
Sum 2	<p>Blood Brothers</p> <ul style="list-style-type: none">Understand the key themes of the play and link them to a sceneCreate symbolism in a performances using semiotic devices such as lighting and musicBe able to evaluate how semiotics devices were used in performance	Written Exam

Home Learning:

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

Useful resources:

- BBC Bite size
- National Theatre web site



OVERVIEW

In Year 10 students are introduced to the OCR GCSE Specification and the requirements. They will understand the concepts, skills and abilities needed to gain a good qualification in Drama. Students will explore and understand how to use the language of the subject. They will create a portfolio of work showing the process of developing and evaluating ideas. Students work as an ensemble group creating and reviewing their work and the work of others in a positive and constructive way.

Term	Focus	Assessment
Aut 1	Mock Devising Drama -Using sample assessment paper <ul style="list-style-type: none"> Explore a stimulus and research an issue Understand how to develop an artistic vision (aims and intentions) Blood Brothers <ul style="list-style-type: none"> Understand the plot and interpret a playwright's intentions 	Portfolio and teachers assessed performance.
Aut 2	Devising Drama – OCR component 1-Assessment paper <ul style="list-style-type: none"> Create concept for a performance and use drama techniques to explore ideas Create a character in a well thought out context Blood Brothers <ul style="list-style-type: none"> Understand how to create tension 	Portfolio and teachers assessed performance.
Spr 1	Blood Brothers <ul style="list-style-type: none"> Understand the characters and design elements Devising Drama – OCR component 1-Assessment paper <ul style="list-style-type: none"> Devise a performance considering structure using a tension graph Be able to explain decisions according to their vision and the intended impact 	Portfolio, teacher assessed performance and written assessment
Spr 2	Blood Brothers <ul style="list-style-type: none"> Interpret a playwright's intentions Explore issues and themes in Blood Brothers using a mind map Use practical work to explore the play Explain how the decisions they make link to the intentions of the playwright 	Teacher assessed performance
Sum 1	Blood Brothers <ul style="list-style-type: none"> Identify the genres within Blood Brothers and explain why and how they communicate the playwright's intentions Identify how meaning is communicated within the Blood Brothers Select and use appropriate subject-specific terminology 	Teacher assessed performance
Sum 2	Blood Brothers <ul style="list-style-type: none"> 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 created 	Written Exam

Home Learning:

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

Useful resources:

- BBC Bite size
- The National Theatre website



OVERVIEW

In Year 11 students continue with the OCR GCSE Specification and the requirements. They will understand the concepts, skills and abilities needed to gain a good qualification in Drama.

Students continue to work as an ensemble group creating and reviewing their work and the work of others in a positive and constructive way.

Students are now familiar with the language and have completed the portfolio. Students are prepared for the written paper using a combination of practical and theory.

Term	Focus	Assessment
Aut 1	Blood Brothers/Evaluation of Live Theatre <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	Controlled conditions written assessment- Teacher assessed Performance
Spr 1	Monologues/duologues and group performance using a play text <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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:

- BBC Bite size
- The National Theatre website