

TDMS Curriculum Overview- Drama

	Term 1a	Term 1b	Term 2	Term 3	Portable Knowledge	Key terms
Year 6	Darkwood Manor Students will have an introduction to physical theatre using a stimulus. Students will focus on the genre of thriller, developing creative plots full of suspense and tension. Students will develop collaborative skills to be able to work together in groups, share ideas and listen to the thoughts and ideas of others	The Fantastical Students will explore the novel 'The Lion, The Witch and The Wardrobe' through a range of drama techniques. Students will gain an understanding of using storytelling within drama. Student will develop collaborative skills to work together in groups.	An Introduction to Shakespeare Exploring play context and text work using Shakespeare (Romeo and Juliet, Macbeth and The Tempest). Exploring the use of language within Shakespeare's work. Producing a short, scripted performance. Evaluating performance.	Y6 Show Students will rehearse and perform a play as a year group. Students will develop their sense of belonging Students will gain an understanding of the rehearsal process Students will understand how to use set and props within a production Students will develop their commitment and ambition	▪ Students will use the reading protocols to develop literacy skills. ▪ Writing and comprehension skills. ▪ Confidence and public speaking. ▪ SMSC and British Values. ▪ History- Working in different time eras. ▪ English Literature- developing knowledge of Shakespeare and classic texts.	Physical Theatre, horror, genre, facial expression, stance, gestures, posture, pitch, pace, volume, storytelling, community, still image, tableau, conscience alley, Shakespeare, globe, play, theatre,
Assessment	There will be a range of assessment points throughout the year which will be embedded within each term. These will be a mixture of both written and practical assessments as well as multiple choice quizzing throughout the term. ASSESSMENT -Devise, perform, interpreting theatre. Evaluate. (unit 1,2,3)(summative) Formative verbal feedback throughout process.					

	Rotation 1	Rotation 2	Portable knowledge	Key Terms
Year 7	The Trap- Devising theatre Students will develop their physical theatre skills to create a piece of devised theatre. Students will use literacy and comprehension skills to study two	The Twits- Scripted Students will study the text in its entirety. Students will develop two scenes from the text to perform as a final assessment.	▪ Students will use the reading protocols to develop literacy skills. ▪ Writing and comprehension skills. ▪ Confidence and public speaking. ▪ SMSC and British Values.	Characterisation Improvisation Still Image Tableau Blocking Ensemble Narration Projection

	poems that they will be using as a stimulus Students will further develop their collaboration skills and work together in groups, shares ideas, listen to thoughts and ideas of others and be able to give meaningful feedback to their peers. Students will begin to understand how to use character motivation to get an intended audience response. Students will develop a creative log of their process. Students will perform their piece of devised theatre and be given feedback from their teacher and peers. Students will use feedback to form a written evaluation.	Students will consider different staging configurations and how they can be used in performance. Students will develop their application of vocal and physical skills in rehearsal and performance. Students will further develop their collaboration skills and work together in groups, shares ideas, listen to thoughts and ideas of others and be able to give meaningful feedback to their peers. Students will learn how to set an effective target to improve their work based on feedback. Students will produce two contrasting extracts of the text in a short performance to their peers which will be evaluated and assessed. Students will use feedback and reflection to write an evaluation of their performances.	▪ Focus on oracy ▪ Working together as a team ▪ Critical thinking ▪ Cultural and social knowledge of different class systems	Pace Tone Pitch Volume Articulation Gesture Posture Facial Expression Movement Body Language Stance Proscenium Stage Thrust Stage In-the-round Exaggeration Canon Unison Levels Transitions
Assessment	There will be a range of assessment points throughout the year which will be embedded within each term. These will be a mixture of both written and practical assessments as well as multiple choice quizzing throughout the term. ASSESSMENT -Devise, perform, interpreting theatre. Evaluate. (unit 1,2,3)(summative) Formative verbal feedback throughout process.			
Year 8	Trestle Masks Students will learn about the history of masked theatre. Students will develop their physical skills to show a melodrama using Trestle masks.	Storytelling Theatre: The Amazing Story of Aldolpus Tips Students will learn about D Day and the affects of war on the countryside. Students will study the entire text.	▪ Students will use the reading protocols to develop literacy skills. ▪ Writing and comprehension skills. ▪ Confidence and public speaking. ▪ SMSC and British Values. ▪ Focus on oracy	Storytelling Theatre • Narrator • Ensemble • Physical theatre • Tableau • Exaggeration • Symbolism Trestle Masks • Trestle mask

	Students will write their own melodrama and perform it using Trestle masks and narration. Students will study the design elements of theatre and design their own set and costume for their performances. Students will further develop their collaboration skills and work together in groups, shares ideas, listen to thoughts and ideas of others and be able to give meaningful feedback to their peers. Students will act on feedback to develop performances and create a recorded performance. Students will write a written evaluation of their own work and the work of one other group.	Students will learn about Storytelling theatre and the practitioner Emma Rice. Students will develop devised scenes using the script as a stimulus. Students will answer exam style questions about the text including its context and acting skills. Students will further develop their collaboration skills and work together in groups, shares ideas, listen to thoughts and ideas of others and be able to give meaningful feedback to their peers. Students will produce an artistic intention Students will learn about dramatic devices and how to apply them to a text. Students will explore the design element of drama including set, props and staging	▪ Working together as a team ▪ Critical thinking ▪ Cultural and social knowledge of different class systems ▪ Curriculum links- World War 2	• Neutral mask • Fixed expression • Isolation of movement • Gesture • Focus Drama Skills • Characterisation • Body language • Facial expression • Voice projection • Tone • Improvisation • Blocking • Rehearsal Staging • Proscenium arch • Thrust stage • In-the-round • Traverse stage • Levels • Stage directions • Upstage • Downstage
Assessment	There will be a range of assessment points throughout the year which will be embedded within each term. These will be a mixture of both written and practical assessments as well as multiple choice quizzing throughout the term. ASSESSMENT -Devise, perform, interpreting theatre. Evaluate. (unit 1,2,3)(summative) Formative verbal feedback throughout process.			

	Term 1	Term 2	Term 3	Portable Knowledge	Key terms
Year 9	Shakespeare- Scripted extracts Students will explore a range of Shakespearean plays,	Theatre History Students will explore and research a range of styles of theatre in history both practically and theoretically.	Practitioner Workshops Following Theatre History students will study 20th Century practitioners:	▪ Students will use the reading protocols to develop literacy skills. ▪ Writing and comprehension	Proscenium arch Thrust stage Traverse stage In-the-round End-on staging Levels

focussing in on key scenes, to create a piece of theatre. Students will explore different performance techniques and apply them to an extract taken from a Shakespearean play Students will work from exam style marking criteria to evaluate their own work and set targets Students will further develop their collaboration skills and work together in groups, shares ideas, listen to thoughts and ideas of others and be able to give meaningful feedback to their peers. Students will develop their physical and vocal skills to perform an extract from a script. Students will write a formal exam style evaluation of their devised performances. Students will log targets each lesson to carry through to the next to show development. Students will write a formal Artistic Intention on a character in which they will perform from an extract.	Students will devise short scenes in historic styles to show their understanding. Students will further develop their collaboration skills and work together in groups, shares ideas, listen to thoughts and ideas of others and be able to give meaningful feedback to their peers. Students will answer exam style questions on theatre history. Students will study Medieval and Renaissance theatre, Greek Theatre, Commedia Del Arte, Melodrama and Victorian Theatre, Modern Theatre & Contemporary forms. Students will use Stimuli's to create pieces of theatre Students will use key skills and devices from the Theatre History period in a devised performance created by themselves.	• Bertolt Brecht (Epic Theatre) • Stanislavski (Naturalism) • Berkoff (Total Theatre) • Trestle / Mask Theatre • Physical Theatre pioneers Students will apply devised and scripted theatre knowledge by creating an original piece of theatre in the style of one of the practitioners and extracts of scripted theatre. Students will use exam board stimulus to create an original piece of theatre. Students will answer exam style questions to apply their knowledge of practitioners. Students will further develop their collaboration skills and work together in groups, shares ideas, listen to thoughts and ideas of others and be able to give meaningful feedback to their peers.	skills. ■ Confidence and public speaking. ■ SMSC and British Values. ■ Focus on oracy ■ Working together as a team ■ Critical thinking ■ Curriculum links to history, ethics, English Literature	Blocking Set design Stanislavski Brecht Frantic Assembly Naturalism Epic Theatre Melodrama Commedia dell'Arte Greek chorus Amphitheatre Morality plays Renaissance theatre Stock characters Victorian Realism Improvisation Stimulus Thought-tracking Still image Narration Flashback Role-on-the-wall Hot-seating Marking the moment Cross-cutting Projection Pitch Pace Tone Volume Clarity Emphasis Gesture Posture
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					Facial expression Gait Proxemics
Assessment	There will be a range of assessment points throughout the year which will be embedded within each term. These will be a mixture of both written and practical assessments as well as multiple choice quizzing throughout the term. ASSESSMENT -Devise, perform, interpreting theatre. Evaluate. (unit 1,2,3)(summative) Formative verbal feedback throughout process.				

KS4

Eduqas GCSE Drama		
Component 1 - Devising Theatre Students will be expected to: - Learners are required to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama - Learners choose to be assessed on either acting or design. - Learners devise a piece of theatre in response to the stimulus which demonstrates either the techniques of a theatre practitioner or the dramatic characteristics of a specific genre of the learner's choice. - Learners must produce a portfolio of supporting evidence which demonstrates the research, creation and development of ideas. - Learners evaluate the final performance or design under supervised.	Component 2 - Performing from a script Students will be expected to: - Learners are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions. Learners are required to study two 10 minute extracts, within the context of the whole text, from one performance text of their own choice - Designers must contribute fully to the creation of the piece of theatre. - Learners create a performance or design using sections of text from both of the 10 minute extracts. Learners must demonstrate an understanding of the playwright's intentions when interpreting the text for performance - Each learner must submit to the examiner a brief account of approximately 150 words (i.e. approximately half a side of A4) outlining their artistic	Component 3 Interpreting Theatre Students will be expected to: This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre. SECTION A - Learners will study one complete performance text. It is expected that learners will approach the study of the text practically as an actor, designer and director - Learners must consider how the text is constructed and how performances create meaning SECTION B: - Learners are required to analyse and evaluate one piece of live theatre viewed during the course - Learners will be expected to analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance. - Learners will be expected to provide basic details of the production,

					including the name of the play, company and venue Learners will be expected to understand and use appropriate drama and theatre terminology in this component.
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Year 10	Noughts & Crosses Component 3 Students will study our set text of Noughts & Crosses. Students will take part in external workshops to practically explore themes of the text. Students will answer exam style questions in line with section A of the end exam paper. Students will study Ballet Shoes, a live performance by National Theatre. Students will explore the set, lighting, sound and practical skills used within the performance. Students will write a live theatre review of the performance in preparation for section B of their exam	Component 1 <i>40% of the qualification</i> Learners are required to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama. ASSESSMENT: Performance Learners choose to be assessed on either acting or design, realised in performance. Portfolio Learners must produce a portfolio of supporting evidence which demonstrates the research, creation and development of ideas. Evaluation Learners evaluate the final performance or design under supervised conditions		- Students will use the reading protocols to develop literacy skills. - Writing and comprehension skills. - Confidence and public speaking. - SMSC and British Values. - History- Working in different time eras. - Understanding of social contexts within the UK. - Development of technical skills	Physical skills, Vocal skills, volume, pitch, tone, pace, tonality, accent, stance, gesture, posture, gait, facial expression, dialogue, act, scene, character, characterisation, setting, plot, staging, lighting, gobo, lighting rig, costume, storytelling, Emma Rice, mime, Masked work, clocking, Vamos, still images, cross cutting, hot seating, freeze frame, physical Theatre, National Theatre, feedback, evaluation, constructive, DV8, Poverty, target setting, comprehension, aside, intonation, monologue, narration, proxemics, stimulus, Rehearsal, set design, proscenium Arch, in the round, end on, traverse, slow motion, structure, scenario, scenery, treds, truck, wings, protagonist, antagonist,

				epilogue, chorus, improvisation
Year 11	Component 2 Exam Students will learn: 1. How to work from a script 2. How to create characters from a script 3. How to create, develop and perfect the character chosen from the set text chosen 4. How to analyse and communicate the chosen extract 5. Develop an understanding of super objectives, objectives and through-lines to develop a scripted performance 6. Develop understanding on how to write an artistic intention 7. Exam criteria 8. How to be successful against the exam criteria 9. Revision for component 3 The main outcome:	Component 3 Students will use a range of revision techniques to prepare for the May exam. Students will deepen their understanding of the text and how to use exam technique to answer questions in section A and section B. Students will learn: 1. To cement the understanding on how to be successful in the Section A 2. To cement the understanding on how to be successful in Section B 3. Structures for the exam questions for Component 3 4. Effective revision strategies for Component 3 The main outcome: To be successful in Component 3 exam ASSESSMENT: Students will have continuous assessment through mock exams, practice questions and observations Students will have their final exam in May where they will sit a 1 hr 30 min exam including both section A and section B	• Students will use the reading protocols to develop literacy skills. • Writing and comprehension skills. • Confidence and public speaking. • SMSC and British Values. • History- Working in different time eras. • Understanding of social contexts within the UK. • Development of technical skills	Physical skills, Vocal skills, volume, pitch, tone, pace, tonality, accent, stance, gesture, posture, gait, facial expression, dialogue, act, scene, character, characterisation, setting, plot, staging, lighting, gobo, lighting rig, costume, storytelling, Emma Rice, mime, Masked work, clocking, Vamos, still images, cross cutting, hot seating, freeze frame, physical Theatre, National Theatre, feedback, evaluation, constructive, DV8, Poverty, target setting, comprehension, aside, intonation, monologue, narration, proxemics, stimulus, Rehearsal, set design, proscenium Arch, in the round, end on, traverse, slow motion, structure, scenario, scenery, treds, truck, wings, protagonist, antagonist, epilogue, chorus, improvisation, character motivation, intended

	To successfully achieve the component 2 exam. To create a scripted performance and an artistic intention to accompany for external examination. ASSESSMENT: 20% Students will perform a 10-15 minute performance of a text of their choosing. This will be examined by an external examiner from the exam board.			audience response, IDECA, examination, relationship, social class.
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GCSE external assessment:

- Component 1- Internally assessed and is worth 60 marks (40% of the qualification)
- Component 2- Externally assessed with a visiting examiner and is worth 60 marks (20% of the qualification)
- Component 3-Written exam and is worth 60 marks (40% of the qualification)

SMSC In Drama

- In drama we focus on ensuring that pupils are experiencing and engaging into their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations. For example, during Component 1 pupils are given 4 different stimuli to create a performance, this can allow their performances and exploration to cover a range of aspects and ideas such as countries, ethnicities, education, isolation, society and many more. Much of the work in the department focuses on the personal development of students, both in lessons and after school opportunities, which helps students develop a cultural capital to benefit them through their studies. Spiritual development in Drama
- Drama lessons provide pupils with opportunities to be creative and expressive within their work, sharing ideas together and through their performances. Through all three components pupils will have the opportunity to explore and develop ideas through their work; pupils are also able to explore spiritual aspects through stimulus, texts, research and collaborating with peers and teachers. Moral development in Drama
- Moral education in Drama includes discussing a range of moral topics and students consider their own thoughts and those of others. They can therefore use the information to help them show their understanding of the topics through their written and practical work. Social development in Drama

- In Drama, students work with their peers in many situations which allows students to co-operate with each other and show mutual respect when working with others. Drama also develops their confidence in speaking and performing in front of others. Furthermore, as they have to respond to different styles of drama they have to show a variety of leadership skills, organisational skills, self-motivation, responsibility, as well as being able to resolve any conflict potential. Cultural development in Drama
- Cultural education in Drama involves students developing an appreciation of performance drawn from a wide range of cultures throughout time. Pupils understand different styles of performance and can apply the various methods to their own styles of performance. They also study drama practitioners from a range of cultures to explore a wide range of knowledge on the Drama industry.