

Drama Curriculum Outline 2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 11	<p>Unit Title: Component 1 (Devising) & Component 3 (Theatre Makers in practice)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To explore, analyse and evaluate set stimuli to create GCSE devising piece. To explore, analyse and evaluate GCSE devised pieces as an essay. To revise 'DNA' by Dennis Kelly in preparation for examination. <p>Skills:</p> <ul style="list-style-type: none"> Exploration, rehearsal, refinement and performance of piece based on a creative intention. Refinement of analysis of set text and live theatre performance. <p>EXAM BOARD: GCSE DRAMA – EDEXCEL.</p>	<p>Unit Title: Component 2 (Performance from Text)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To be able to explore a play and perform specific extracts to a high standard. To show ability to adapt performance skills and design in line with appropriate characterisation, as well as genre, form, style. <p>Skills:</p> <p>Refinement of performance skills and/or design skills.</p>	<p>Unit Title: Component 2 (Performance from Text)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To be able to explore a play and perform specific extracts to a high standard. To show ability to adapt performance skills and design in line with appropriate characterisation, as well as genre, form, style. <p>Skills:</p> <p>Refinement of performance skills and/or design skills.</p> <p>Unit Title: Component 3 (Theatre Makers in practice)</p> <p>Knowledge:</p> <p>To study an extract of live theatre.</p> <p>Skills:</p> <p>To practise theatre analysis, in preparation for GCSE exam.</p>	<p>Unit Title: Component 3 (Theatre Makers in practice)</p> <p>Knowledge:</p> <p>To revise 'DNA' by Dennis Kelly in preparation for examination.</p> <p>To study an extract of live theatre.</p> <p>Skills:</p> <p>To practise writing in role as performer/ director/ designer, plus live theatre analysis, in preparation for GCSE exam.</p>	<p>Unit Title: Component 3 (Theatre Makers in practice)</p> <p>Knowledge:</p> <p>To revise 'DNA' by Dennis Kelly in preparation for examination.</p> <p>To study an extract of live theatre.</p> <p>Skills:</p> <p>To practise writing in role as performer/ director/ designer, plus live theatre analysis, in preparation for GCSE exam.</p>	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Component 2 & 3 Section A. Set text: 'An Inspector Calls'.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To explore a drama text in detail. To be able to explore a play and perform specific extracts to a high standard. To show ability to adapt performance skills and design in line with appropriate characterisation, as well as genre, form, style. 		<p>Component 3 (Live Theatre Analysis) & Component 1 – Exploring styles & practitioners.</p> <p>Knowledge:</p> <p>To learn about a range of different theatre practitioners and styles.</p> <p>To study an extract of live theatre.</p> <p>Skills:</p>	<p>Component 1 – Devising. Component 3 – Section A and B.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To explore, analyse and evaluate set stimuli to create GCSE devising piece. To revise 'An Inspector Calls' in preparation for examination. To study, analyse & evaluate an extract of live theatre. 	<p>Component 3 – Section A & B for exam practice. Component 1 – Devising.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To explore, analyse and evaluate set stimuli to create GCSE devising piece. To revise 'An Inspector Calls' in preparation for examination. To study, analyse & evaluate an extract of live theatre. 	

	Skills: <ul style="list-style-type: none"> • To learn how to write in role as performer/ director/ designer • To explore different characters and how to perform them. EXAM BOARD: GCSE DRAMA – EDUQAS.	To practise theatre analysis, in preparation for GCSE exam. To apply & adapt performances to different practitioners and styles.	Skills: <ul style="list-style-type: none"> • Exploration, rehearsal, refinement and performance of piece based on a creative intention. • Refinement of analysis of set text and live theatre performance. • To practise writing in role as performer/ director/ designer, plus live theatre analysis, in preparation for GCSE exam • To explore, analyse and evaluate GCSE devised pieces as an essay. 	Skills: <ul style="list-style-type: none"> • Exploration, rehearsal, refinement and performance of piece based on a creative intention. • Refinement of analysis of set text and live theatre performance. • To practise writing in role as performer/ director/ designer, plus live theatre analysis, in preparation for GCSE exam • To explore, analyse and evaluate GCSE devised pieces as an essay. 		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Component 2 & 3 Section A. Knowledge: <ul style="list-style-type: none"> • To explore a drama text in detail. • To be able to explore a play and perform specific extracts to a high standard. • To show ability to adapt performance skills and design in line with appropriate characterisation, as well as genre, form, style. Skills: <ul style="list-style-type: none"> • To learn how to write in role as performer/ director/ designer • To explore different characters and how to perform them. Component 1 – Exploring styles & practitioners. Knowledge: To learn about a range of different theatre practitioners and styles. To study an extract of live theatre. Skills: To practise theatre analysis, in preparation for GCSE exam. To apply & adapt performances to different practitioners and styles EXAM BOARD: GCSE DRAMA – EDUQAS.			Component 1 – Devising. Knowledge: <ul style="list-style-type: none"> • To explore, analyse and evaluate set stimuli to create own devised piece. Skills: <ul style="list-style-type: none"> • Exploration, rehearsal, refinement and performance of piece based on a creative intention. • To explore, analyse and evaluate GCSE devised pieces as an essay. 		Component 3 – Section A & B. Knowledge: <ul style="list-style-type: none"> • To explore (practically & theoretically) a set text in relation to performance & technical element. • To study, analyse & evaluate an extract of live theatre. Skills: <ul style="list-style-type: none"> • Refinement of analysis of set text and live theatre performance. • To practise writing in role as performer/ director/ designer, plus live theatre analysis.
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Year 8	Unit Title: ‘Shrek the Musical’. Knowledge: To create an authentic character. To explore the effect of different contexts on a role.	Unit Title: Stage Combat Knowledge: To explore the use of stage combat in theatre. Skills:	Unit Title: Script Work Knowledge: <ul style="list-style-type: none"> • To explore a play. • To create an authentic character. • To explore the effect of different contexts on a role. 	Unit Title: Introduction to devising & improvisation Knowledge: To respond to a stimulus. To work effectively with others to create an idea.	Unit Title: Greek Theatre Knowledge: To explore the genre of Greek Theatre.	Unit Title: Life Skills Knowledge: To appreciate the relevance of Performing Arts skills to the wider world.
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	<p>To explore context, set & costume.</p> <p>Skills:</p> <ul style="list-style-type: none"> •To adapt accent to suit social background. •To learn how to sustain a character for an entire performance. 	<ul style="list-style-type: none"> •To learn how to use stage combat in theatre. •To understand how to execute moves safely. 	<p>Skills:</p> <ul style="list-style-type: none"> •To adapt performance skills and sustain them in performance. •To learn how to sustain a character for an entire performance. 	<p>To learn how to use explorative strategies.</p> <p>Skills:</p> <ul style="list-style-type: none"> •To use explorative strategies to create and perform a piece of theatre. •Adaptation of performance skills to suit role of own creation. 	<p>To learn how to adapt performance skills to suit Greek Theatre.</p> <p>Skills:</p> <ul style="list-style-type: none"> •To examine and perform a section from a play. •Adaptation of performance skills to suit different roles. 	<p>To practise and develop speaking and presentation skills.</p> <p>To build self-confidence and develop team building and leadership skills.</p> <p>Skills:</p> <ul style="list-style-type: none"> •To develop communication, collaboration & leadership skills.
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Year 7	<p>Unit Title: African Drumming Introduction to Acting</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Understanding of dynamics, texture, rhythm, tempo. •Understanding of how to use vocal skills (pace, pitch, volume). •Combination of vocal and physical performance. <p>Skills:</p> <ul style="list-style-type: none"> •Development of sense of rhythm. •Development of performance skills. 	<p>Unit Title: Christmas Carols & pantomime</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Singing skills. •Understanding of ensemble singing. •Performing as a character & basic characterisation. <p>Skills:</p> <ul style="list-style-type: none"> •Development of sense of rhythm, timing, dynamics. •Further development of performance skills. 	<p>Unit Title: Musical Theatre (Newsies)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •To explore the genre of musical theatre in relation to stage and music. <p>Skills:</p> <ul style="list-style-type: none"> •Develop understanding of the complexity of musical theatre. •Development of ability to sing, dance and act. 	<p>Unit Title: Journey's End</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Basic ukulele & keyboard skills (timing, accuracy, fluency). •Understanding & using performance skills (voice, face, body language) for effect. •Creation of characters & short piece of drama (role-play, hot-seating). <p>Skills:</p> <ul style="list-style-type: none"> •Application of performance skills in role. •Characterisation skills. 	<p>Unit Title: Peter & the Wolf</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Development of musical appreciation. •Development of musical skills (timing, accuracy, fluency). •Development of performance skills. •Development of character creation & characterisation. <p>Skills:</p> <ul style="list-style-type: none"> •How to use and incorporate physical theatre. •Further development of characterisation skills. 	<p>Unit Title: Creature Composing and 'Jabberwocky'.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Development of musical skills (melody, instruments, rhythm). •Introduction to mime and physical theatre. •Creation of own musical piece. •Creation of own dramatic piece. <p>Skills:</p> <ul style="list-style-type: none"> •Application of performance skills in role. •Characterisation skills.

Key/Legend/Notes:

As of 2022, our GCSE Drama set text is 'DNA' by Dennis Kelly.
 An example of our recent text choices for Component 2 include: 'Macbeth', 'Blood Brothers' and 'Journey's End'.
 Our Live Theatre analysis will be done on performances watched collectively.