

| DRAMA CURRICULUM OVERVIEW |   |   |   |   |   |  |
|---------------------------|---|---|---|---|---|--|
| Year                      | HT1   | HT2   | HT3   | HT4   | HT5   | HT6  |
| 7                         | <b>Devising: Journey</b><br>Students will be introduced to a range of performance skills and applying them to simple scenarios  |   | <b>Play: Beauty and the Beast</b><br>Students will apply their performance skills to text, with a focus on characterisation.  |   | <b>Style: Commedia Dell'Arte</b><br>Students will develop their skills in characterisation, comedy and devising.  |  |
| 8                         | <b>Devising: The Red Shoes</b><br>Taking inspiration from the wordless story by Mandy Coe, exploring issues of identity and discrimination through devising.  |   | <b>Play: Blood Brothers by Willy Russell</b><br>Using the text to explore issues of class and status.   |   | <b>Style: Horror</b><br>Students explore the genre of horror through a scheme based on Darkwood Manor.  |  |
| 9                         | <b>Devising: The Pied Piper</b><br>A focus on adapting stories, using Nevil Shute's novel <i>A Pied Piper</i> to devise a series of short scenes.   |   | <b>Play: DNA by Dennis Kelly</b><br>Using the text to explore themes of gangs   |   | <b>Style: Musical Theatre and Costume Design</b><br>Students will study Hamilton, learn the basics of costume design and how to analyse and evaluate its effectiveness. |  |
| 10<br>BRS                 | <b>Component 1: Devising</b><br>Introduction to practitioners and styles  | <b>Component 1: Devising</b><br>Developing your performance in response to the chosen stimuli |   | <b>Component 1: Devising</b><br>Final rehearsals and performance                              | <b>Component 1: Devising</b><br>Complete portfolio and evaluation   | <b>Component 1: Devising</b><br>Redraft portfolio and evaluation |
| 10<br>LAA                 | <b>Component 3: Noughts and Crosses</b><br>A practical introduction, exploring the world of the play  |   | <b>Component 1: Devising</b>  |   | <b>Component 2: Performing from a script</b><br>An introduction to Component 2 and a chance to practice and develop skills for the Y11 assessment                       |  |
| 11<br>BRS                 | <b>Component 2: Performing from a text</b><br>Students develop scripted performances, ready for their final practical exam  |   |   | <b>Component 3</b><br>Noughts and Crosses recap, live theatre evaluation recap and exam prep. |   |  |
| 11<br>LAA                 | <b>Component 3: Live Theatre Evaluation</b><br>Analysing and evaluating how design was used to communicate meaning in <i>Come From Away</i>   |   | <b>Component 2: Performing from a text</b>  |   |   |  |
| 12                        | <b>Unit 1 - Investigating Practitioner's Work (90 hours)</b><br>Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in work. |   |   |   |   |  |
| 12                        | <b>Unit 2 - Developing Skills and Techniques for Performance (90 hours)</b><br>Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.                                 |   |   |   |   |  |
| 13                        | <b>Unit - 27 Musical Theatre (60 hours)</b><br>Learners develop skills and techniques in improvisation, applying them to performance material.  |   | <b>Unit 3 - Group Performance Workshop (120 hours)</b><br>Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus. |   |   |  |