

Curriculum Long Term Planning Overview	Key Stage 3	Subject Area: Drama	Academic Year: 2018-19
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Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	Study Modules	<p>Introducing Drama</p> <p>Students will learn key drama skills focusing on their use of space, voice, movement, characterisation and improvisation. They will develop trust and collaborative skills</p>	<p>The History of Theatre</p> <p>Students will learn the origins of theatre through the study of the conventions of Greek theatre. In particular they will develop their understanding of the role of the chorus and the changing use of theatrical space</p>	<p>Understanding Drama</p> <p>Students will study the 'Collected Grimm Tales' by Carol Ann Duffy and Tim Supple. They will explore the various plays, developing their understanding of the conventions of scripts and their possibilities for performance.</p>	<p>Devising Drama</p> <p>Inspired by the 'Collected Grimm Tales', students will develop their devising skills in order to create their own interpretations of a chosen fairy tale in performance</p>	<p>Musical Theatre</p> <p>Students will be exploring their understanding of the genre of musical theatre through Tim Minchin's adaptation of Matilda</p>	<p>Performing Shakespeare</p> <p>Students will study 'A Midsummer Night's Dream'. They will explore the possibilities of the play in performance while developing their performance skills and their understanding of designing for theatre</p>
	Assessment	Bassline assessment	Small group devised piece	Scripted group piece of performance	Devised group piece of performance	Paired or group performances	Scripted group piece of performance

Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 8	Study Modules	<p>Understanding Drama</p> <p>Students will be exploring the novel and film, 'The Hunger Games' by Suzanne Collins. They will be using drama to investigate the narrative and themes of the book while developing a variety of drama skills and exploring the possibilities of the novel in performance</p>	<p>The History of Theatre</p> <p>Students will be learning about the style of 'Commedia dell'arte', developing an understanding of this as an example of a particular theatrical style</p>	<p>Devising Drama</p> <p>Students will be exploring stimuli based around the idea of mystery. They will use their theatrical knowledge and skills to devise short performances and explore the possibilities of unscripted performances</p>	<p>Creating Original Performance and Design</p> <p>Students will continue to develop their devising skills through creating their own original piece of 'mystery' drama. They will be given the opportunity to also develop their own design ideas to accompany their piece</p>	<p>Physical Theatre</p> <p>Students will be developing their performance skills based around the concept of physical theatre. They will explore how movement can be used in performance through the techniques adapted by physical theatre practitioners such as Frantic Assembly</p>	<p>Performing Shakespeare</p> <p>Students will study an extract from 'Romeo and Juliet' and learn to stage the death scene of Mercutio and Tybalt as well as how to transpose and modernise the setting of the play</p>
	Assessment	Bassline assessment	Group scripted piece	Summative devised performances	Formally assessed group devising performance	Paired or group performance	Scripted group piece

Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	Study Modules	<p>Understanding Drama</p> <p>Students will be studying 'Advice for the Young at Heart' by Roy Williams. They will be using drama to investigate the narrative and themes of the play while developing a variety of drama skills and exploring the possibilities of the play in performance</p>	<p>Exploring Verbatim Theatre</p> <p>Students will develop their understanding of creating issue based drama through the real life experiences of others. Linking to the idea of the 2011 riots and how it affected people's lives</p>	<p>Devising Drama</p> <p>Students will develop their devising skills inspired by the theme of 'war'. They will use a variety of different stimuli to devise short performances and explore the possibilities of unscripted performances</p>	<p>Creating Original Drama- Performance and Design</p> <p>Students will continue to develop their devising skills through creating their own piece of original drama based around war. They will also link it to the ideas used by practitioner Bertolt Brecht. Students will consider the design elements for their performance</p>	<p>Texts in Practice</p> <p>Students will be choosing scripts which they will prepare for performance. They will be required to consider the role of the director and the decisions that need to be made to effectively take the performance from page to stage</p>	<p>Performing Shakespeare</p> <p>Students will study the play 'Macbeth'. They will use their knowledge of the play to create their own devised performances as well as formally performing a scripted piece from the play</p>
	Assessment	Paired baseline assessment	Devised group performance	Summative devised performances	Formally assessed group devised performance	Paired scripted performance	Scripted piece of performance

Curriculum Long Term Planning Overview		Key Stage 4		Subject Area: Drama		Academic Year: 2018-19	
Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Study Modules	<p>Introduction to Devising</p> <p>Students will experiment with a range of drama techniques and different types of stimuli in order to develop their levels of creativity and ability to take risks</p>	<p>Exploring Drama</p> <p>Through the exploration of various practitioners, students will learn how to create different genres of drama. Students will also explore the roles and responsibilities of theatre makers in preparation of Component 1A of the written exam</p>	<p>Component 1 – Section B</p> <p>Students will study and undertake focused, practical exploration of a set text. Students will learn how to respond to Component 1B of the written exam</p>	<p>Component 1 – Section C</p> <p>Students will review the live performances seen as a class and study them in detail. In preparation for the third and final section of the written exam, students will learn how to analyse and evaluate live theatre from a performer and a director's viewpoint</p>	<p>Mock Exam Preparation</p> <p>Complete focus on all three elements of the written exam (Sections A, B & C – Component 1)</p>	<p>Component 2 – Devising</p> <p>Students will begin to explore stimuli as a class and as individuals for the purposes of creating their official devised piece which will be assessed in Year 11. They will begin to record and evaluate this process in a Devising Log which is written coursework for this component</p>
	Assessment	Component 2 – mock practical exam (assessed group performance)	Assessed performance. Submission of Devising Log for Component 2 (coursework)	Mock exam questions – Component 1 Sections A & B	Mock exam questions – Component 1 Section C	Mock paper – Components 1A, 1B and 1C	Practical assessments (individual, group and paired performances)

Year	Study Modules	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11	Study Modules	<p>Component 2 – Devising Drama</p> <p>Students will devise, rehearse and perform original pieces of drama</p> <p>Students will also complete a Devising Log (written coursework)</p>	<p>Component 2 – Devising Drama</p> <p>Refinement of performances and written coursework</p> <p>Reflection and written response to feedback from peers and teachers</p> <p>Completion of Devising Log</p>	<p>Component 3 – Texts in Practice</p> <p>Students will study and practically explore a chosen text. They will prepare two extracts from this text. (This can be in the form of monologues, duologues or group pieces)</p>	<p>Component 3 – Texts in Practice</p> <p>Rehearsal and refinement of performances</p> <p>Component 1 – Understanding Drama (Written Exam)</p> <p>Students will begin to study for the written exam</p>	<p>Component 1 – Understanding Drama (Written Exam)</p> <p>Students will revisit the set text in preparation for Section B of the written exam. They will also revise for sections A and C</p>	<p>Component 1 – Understanding Drama (Written Exam)</p> <p>Students will revisit the set text in preparation for Section B of the written exam. They will also revise for sections A and C</p>
	Assessment	Formative assessment on performance and coursework for the duration of this component	<p>Formal assessment of devised pieces</p> <p>Formal assessment of Devising Log</p> <p>Both are internally assessed</p>	Formative assessment on performances of extracts	Formal assessment – Performance of both extracts to a visiting examiner from AQA	Mock exam questions	GCSE Written Exam

Curriculum Long Term Planning Overview	Key Stage 5	Subject Area: Drama	Academic Year: 2018-19
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Year	Study Modules	Autumn Term Teacher 1	Autumn Term Teacher 2	Spring Term Teacher 1	Spring Term Teacher 2	Summer Term Teacher 1	Summer Term Teacher 2
Year 12	Study Modules	<p>Component 1 – Section A Drama Through The Ages</p> <p>Students will study the play 'Hedda Gabler' by Henrik Ibsen (chosen set text)</p> <p>They will explore the text practically whilst also considering the social, political and cultural context of the play</p>	<p>Component 3 – Making Theatre</p> <p>Students will study the first of three plays and will explore it practically. An extract will be selected to workshop and rehearse for performance. This may be in the form of a monologue, duologue or group piece</p> <p>Each student is required to write a Reflective Report in which they analyse and evaluate their theatrical interpretation of each key extract studied</p>	<p>Component 1 – Section C Live Theatre Review</p> <p>Students will explore the different principles of performance and the elements that bring them all together. They will be taken to see professional theatre productions to aid with their understanding of how to review a performance based on performers and design</p>	<p>Component 3 – Making Theatre</p> <p>Students will study a second play and will explore it practically. An extract will be selected to workshop and rehearse for the performance. This may be in the form of a monologue, duologue or group piece</p> <p>Continuation of Reflective Report in which they analyse and evaluate their theatrical interpretation of the 2nd key extract studied</p>	<p>Component 1 – Review and Revision</p> <p>Students will revisit Section A and Section C. Refining their written skills when answering questions from both sections</p>	<p>Component 2 – Creating Original Drama</p> <p>Students will learn about a range of different theatre practitioners; their ideologies and methodologies</p> <p>Students will be challenged to make connections between dramatic theory and practice and apply theatrical skills to realise artistic intentions in live performance</p> <p>Exploration, experimentation and research in preparation for the devised exam in Year 13</p>
	Assessment	<p>Summative essay questions throughout</p> <p>Formal mock examination in October</p>	<p>Performance of extract</p> <p>Formative and summative assessment of Reflective Report</p>	<p>Summative essay questions throughout</p> <p>Formal mock examination in February</p>	<p>Performance of extract</p> <p>Formative and summative assessment of Reflective Report</p>	<p>Final formal mock examination in June/July</p>	

Year	Study Modules	Autumn Term Teacher 1	Autumn Term Teacher 2	Spring Term Teacher 1	Spring Term Teacher 2	Summer Term Teacher 1	Summer Term Teacher 2
Year 13	Study Modules	<p>Component 1 – Section B 20th and 21st Century Texts</p> <p>Students will study the play 'Our Country's Good' by Timberlake Wertenbaker (chosen set text) They will answer questions based on an extract and will learn how to consider elements of its performance from the perspective of a director, performer and a designer</p>	<p>Component 2 – Creating Original Drama</p> <p>Students will develop their ability to create and communicate meaning and realise their artistic intention through devised drama. Students will choose their own stimuli as a focus and will work on creating a group devised performance that is informed by the work and methodologies of one theatre practitioner. Students will simultaneously develop an 'Actor's Working Notebook' which will document their devising process. This is coursework and will be formally assessed to form part of the Component 2 grade</p>	<p>Component 2 – Section A Drama Through The Ages</p> <p>Students will revise their study of the play 'Hedda Gabler' by Henrik Ibsen. They will revise questions based on their interpretation of specific aspects of the play, adopting the perspective of a director, performer or a designer</p> <p>Revisiting Section C Live Theatre Review</p>	<p>Component 3 – Making Theatre</p> <p>Students will study the third and final play and will explore it practically. An extract will be selected to workshop and rehearse for performance. This may be in the form of a monologue, duologue or group piece. This work must be informed by the work and methodologies of one theatre practitioner</p> <p>Continuation of Reflective Report in which they analyse and evaluate their theatrical interpretation of the 3rd key extract studied</p>	<p>Component 1 – Drama and Theatre (Written Exam)</p> <p>Students will revisit each of the Sections; Sections A, B and C in preparation for their written exam</p>	<p>Component 1 – Drama and Theatre (Written Exam)</p> <p>Students will revisit each of the Sections; Sections A, B and C in preparation for their written exam</p>
	Assessment	Summative essay questions throughout Formal mock examination in October	Component 2 – Practical assessment and coursework Assessed internally	Summative essay questions throughout Formal mock examination in February	Component 3 – Practical assessment Submission of Reflective Report Externally examined by AQA	Component 1 – Drama and Theatre written exam	Component 1 – Drama and Theatre written exam