

Drama Curriculum Plan



In Drama, our aims are for all students:

- To have a passion and resilience for Drama, Creation and Performance
- To develop a love of theatrical development and/ or performance
- To become independent learners and creative thinkers
- A qualification to best prepare students for life after Fullbrook

How is this implemented in the classroom?

- Schemes of work – KS3 Introductory units in year 7, developing skills further in year 8. Year 9 introductory GCSE units, focusing on enjoyment of extracts/topics studied. Yr. 10- 40% of GCSE is completed via coursework and a devised performance to alleviate stress levels in Year 11, Year 11 for consolidation on Set Text, Written and Performance Skills.
- Enjoyable and varied topics studied – exposure to a historical and deeply embedded cultural understanding of Drama and Theatre (yr. 7 *Medieval Theatre, Victorian Melodrama*, old GCSE set texts/ scripts - *Blue Remembered Hills* - in yr. 8)
- Passionate teaching and enthusiasm – passionate teachers inspire a love of learning
- Challenge areas implemented at KS5, bringing to KS4 and 3
- Independent problem solving throughout – focus on Deeper Marking through Self/Peer marking

Action plans for implementation appear in the FDP 2019-2020

Sequencing





- **Year 7:** Introduction/ scaffolding to primary performance skills
- **Year 8:** Development of skills and GCSE preparation
- **Year 9:** GCSE Devising Mock, exploration of theatrical practitioners, Intro to set text: 'Blood Brothers'
- **Year 10:** Devising (40%), development of written skills and intro to examination scripted extracts
- **Year 11:** Consolidation and continued examination preparation.

KS3 Skills Summary

- KS2 vs. KS3 skills – stage exposure, vocal and physical skills development, historical contextual understanding.
- Cultural capital – e.g. Medieval Theatre before Victorian Melodrama
- Exposure to a range of scripted extracts and playwrights
- GCSE Devising skills are embedded





To demonstrate where interleaving takes place throughout the two year curriculum to ensure effective skills remembering throughout, assessment criteria has been coded and then used in assessment boxes below the SOW.

Drama Interleaving Codes explained:

- In KS3 and KS4, students are assessed on their skills and knowledge frequently throughout the five year curriculum to equip them with effective remembering strategies in preparation for the GCSE and A Level.
- These skills and knowledge based learning objectives are signified on the following slides via a 'symbol':    
- The symbols represent a Drama 'Knowledge' point or a 'Skill'.
- When symbol appears beneath a Scheme of Work, this signifies an introduction to the Skill/ Knowledge based objective.
- When the same symbol reappears again later on in the year, this is when students are being assessed on that Skill/ Knowledge based objective, thus, maintaining a better sense of remembering the requirements to be successful in that assessment through effective interleaving.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|---|--|
| Year 7 <i>Introductory</i> | Speaking and Poetry Skills assessed: Vocal, speaking and presentation skills Feedback: Self assessed/ Teacher verbal and mark | Miming and Mirroring Skills assessed: Physical, Movement and presentation skills Feedback: Peer assessed/ Teacher verbal and mark | Pantomime Script writing Skills assessed: Combining vocal and physical skills to create a role Feedback: Peer assessed/ Teacher verbal and mark | Medieval Theatre Historical Script writing and exposure to Shakespeare texts Skills assessed: Devising independent roles for performance Feedback: Self assessed/ Teacher verbal and mark | Victorian Melodrama Exposure to more complex, historical language Skills assessed: Memorising specific postures for emotion Feedback: Peer assessed/ Teacher verbal and mark | 'Missing Person' (PSHE SoW) Introduction to GCSE 'Role on the Wall' Character Creation technique Skills assessed: Devised, emotive performances in a realistic acting style. Feedback: Teacher verbal and mark |
| | Skills Assessed | | | | | |
| Assessment | Solo Public Speaking Performance | Group Mimed Performance | Mini Pantomime Performance | Medieval Morality Play | Scripted Victorian Melodrama Play | Documentary Theatre Piece (Improvised) |
| Year 8 <i>Developing and preparing</i> | Commedia dell' Arte Skills assessed: Introduction to historical, Italian, improvised style of performance Feedback: Peer assessed/ Teacher verbal and mark | 'Blue Remembered Hills' (GCSE play) Analysis / Reading of play texts Skills assessed: Teacher cast performance of play-texts Feedback: Teacher verbal and mark | Murder Mystery Character creation and plot development for a genre Skills assessed: Performance of specific genre / target / exploration of skills taught in previous SoWs Feedback: Peer/ Teacher verbal and mark | Devising Drama GCSE Skills in Character creation and plot development Skills assessed: Performance of independent devised ideas and group collaboration. Feedback: Teacher verbal and mark | 'Bugsy Malone' (Musical Theatre) Skills assessed: Musical Theatre exploration – style and genre skill expansion through the stimulus of 'Big Al's Pizzeria' Feedback: Self and peer written | Physical Theatre and Character Creation Intro Skills assessed: Physical Theatre intro and exploration – GCSE style and genre skill expansion through the stimulus of 'Little Sister' Feedback: Self and peer written |
| | Skills Assessed | | | | | |
| Assessment | Commedia Devised Performance | Scripted Performance of play extract | Self-scripted Mystery Performance | Devising Performance from given stimulus | 'Theatre in Education' self-directed piece | Physical Theatre Performance |











KS3 Assessment Interleaved Testing Codes: Creation and Development Skills:

| Symbol | Theory Skill |
|---|--|
|  | Understanding of scripts/ scripted formats |
|  | Character and plot development |
|  | Devising skills and rehearsal techniques |
|  | Remembering lines and blocking |

Skills Assessed: (These are embedded into all SOWs – such is the nature of the subject)













- Vocal Skills and Techniques
- Physical Skills and Techniques
- Public presentation skills

Year 9 Hybrid Year – Updated 2020-21 Curriculum Plan





| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|----------|---|--|
| Year 9 Hybrid skills: introduction to complex performance | <p>Greek</p> <p>Historical/ Cultural contextual clarification</p> <p>Skills assessed: Introduction to group collaborative speaking and choral movement skills</p> <p>Feedback: Self assessed/ Teacher verbal, written and mark</p> | <p>Performing Shakespeare</p> <p>Textual study of nine different Shakespeare monologues and exposure to historical context</p> <p>Skills assessed: Skills for Solo/ Monologue Performance</p> <p>Feedback: Peer assessed/ Teacher verbal, written and mark</p> | <p>The Hillsborough Disaster Devising Mock</p> <p>Response to a stimulus and extended group collaboration period– replication of the GCSE Devising component in Year 10 (40% of GCSE).</p> <p>Skills assessed: Twenty minute graded performance to an audience – filmed and facilitated under examination conditions to prepare for future examinations in Drama</p> <p>Feedback: Teacher verbal, formal written report and mark</p> | | <p>Playtext Study: Metamorphosis by Steven Berkoff</p> <p>Textual study of physical theatre play and exposure to GCSE Practitioner</p> <p>Skills assessed: Skills development in physical theatre and collaborative scripted Performance</p> <p>Feedback: Self assessed/ Teacher verbal, written and mark</p> | <p>Set Text Introduction: 'Blood Brothers'</p> <p>Textual study of set text and exposure to GCSE Written requirements</p> <p>Skills assessed: Skills development in characterisation/ interpretation and scripted Performance</p> <p>Feedback: Peer assessed/ Teacher verbal, formal written report and mark</p> |
| | <p>Assessment Interleaving opportunities</p> <p> </p> | <p> </p> | <p> </p> | | <p> </p> | <p> </p> |
| <p>Assessments (Summative) (Formative)</p> | <p>1. Modern Theatre 2. Antigone/ Medea 3. Troy Performance</p> | <p>1. Solo Monologue 2. Group Interpretation</p> | <p>1. Dress and Tech Rehearsal Performances (x2) 2. Final Devising Performance</p> | | <p>1. 'Beetle Montage' 2. 'Daily Life' Performance 3. 'Opening Scene'</p> | <p>1. Mini extract performances 2. Final Extract Performance</p> |
| <p>Homework tasks/ plan</p> | <p>Skills based: Line Learning</p> <p>Theory Based: Character creation and monologue writing</p> | <p>Skills based: Line Learning/ Private rehearsals</p> <p>Theory Based: Historical research/ play & character investigative task</p> | <p>Skills based: Line Learning/ Private rehearsals/ solo technique exploration</p> <p>Theory Based: Devising Drama written tasks – reflective of higher level coursework. Introduction to 'Key Word Sentences' writing techniques</p> | | <p>Skills based: Line Learning/ Private rehearsals/ physical theatre exploration</p> <p>Theory Based: Play and practitioner research</p> | <p>Skills based: Line Learning/ Private rehearsals</p> <p>Theory Based: Play and practitioner research</p> |

Assessment Interleaved Testing Codes: A01, A02 & A03 Skills:








| Assessment Symbol | Knowledge and Skill Application: |
|--|--|
|  | Apply knowledge and understanding when making, performing and responding to drama. |
|  | Exploration of texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. |
|  | Reflect on and evaluate their own work and that of others. |
|  | Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice |

| | | | | | |
|--|---|---|--|--|---|
| Year 10 Textual explorations, embedding devising skills | <i>Devising Skills and Techniques for Devising</i> | Practitioner Study: Stanislavski and Brecht | GCSE Devising: Creation, Development and Performances (40% of GCSE) | Devising Coursework | Scripted Component – castings and groupings |
| | Consolidation of Devising Skills | Textual study of theatrical styles and exposure to GCSE Practitioners | Response to a stimulus and extended group collaboration period for the GCSE Devising component (40% of GCSE). | Formal written practice utilising prior and newly learnt knowledge in composing successful answers for a GCSE Written Exam (40% of GCSE) | |
| | Skills assessed: Introduction to performance requirements of an extensive range of techniques | Skills assessed: Skills development in theatrical stylised Performances | Skills assessed: Twenty minute graded performance to an audience – filmed and facilitated under examination conditions to prepare for future examinations in Drama | Formal Assessment: Twenty minute graded performance to an audience – filmed and facilitated under examination conditions to prepare for future examinations in Drama | Skills assessed: Exercising prior knowledge and skills in scripted interpretation and characterisation in response to a given script |
| | Feedback: Peer assessed/ Teacher verbal, written and mark | Feedback: Self assessed/ Teacher verbal, written and mark | Feedback: Teacher verbal, formal written report on practical performance and coursework and mark | | Feedback: Peer assessed/ Teacher verbal feedback |
| Assessment Interleaving opportunities |   |   |     |   |   |
| Assessments (Summative) (Formative) | 1. Cross-cutting 2. Physical Theatre 3. Chair Duets | 1. Mini Exploration 2. Group Interpretation of style | 1. Dress and Tech Rehearsal Performances (x2) 2. Final Devising Performance (10% of GCSE) 3. Final Coursework Draft (30% of GCSE) | | 1. Performance of first choreographed 5 minutes |
| Homework tasks/ plan | Skills based: Frantic Assembly 'Chair Duets' Theory Based: Character creation and animal studies exploration | Skills based: Exploration rehearsals in Naturalism and Non-Naturalism Theory Based: Practitioner introductions – historical/ political | Skills based: Line Learning/ Private rehearsals/ solo technique exploration Theory Based: Devising Drama written tasks – reflective of GCSE coursework. Introduction to 'Key Word Sentences' writing techniques | Skills based: Line Learning/ Private rehearsals/ physical theatre exploration Theory Based: Completion of C2 Devising Coursework tasks (30% of GCSE) | Skills based: Line Learning/ Private rehearsals Theory Based: Play and practitioner research in preparation for C1 GCSE Written Exam |



KS4 Assessment Interleaved Testing Codes:
A01, A02 & A03 Skills:

| Assessment Symbol | Knowledge and Skill Application: |
|--|--|
|  | Apply knowledge and understanding when making, performing and responding to drama. |
|  | Exploration of texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. |
|  | Reflect on and evaluate their own work and that of others. |
|  | Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice |

Year 11 post- Covid-19 – Updated 2020-21 Curriculum Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--|---|--|---|--|--|----------|--|
| Year 11 Consolidation | Devising Rehearsals and performance and set text ('Blood Brothers') explorations | | Acting Exam 20% of GCSE – visiting external examiner | Live Theatre Evaluation and continued set text 'Blood Brothers' explorations | Personalised revision and exam | | |
| | Preparation for Written Exam (40% of GCSE) Textual study of set text (Blood Brothers) and continued, structured practice of the GCSE Written requirements – including regular revision of Key Word Sentences as learnt previously in Year 10 Coursework | | Formal, examined performance of scripted interpretation and characterisation in response to a given script | Continued study of set text practicing of the GCSE Written requirements Analysis of a Live Theatre Performance following a trip | Continued study of set text practicing of the GCSE Written requirements Analysis of a Live Theatre Performance following a trip | | |
| | Practical Skills Assessed Devising Skills: Culminating in a 10-15 minute performance and 2500-3000 word coursework | | Continued study of set text practicing of the GCSE Written requirements Analysis of a Live Theatre Performance following a trip | Theory Skills: Revision of past paper questions for Blood Brothers | | | |
| | Theory Skills: Revision of past paper questions for Blood Brothers | | Theory Skills: Revision of past paper questions for Blood Brothers | | | | |
| | Feedback: Summative Devising Component: Internal NEA Assessment - formal teacher written report and mark for performance and coursework (40% of GCSE) | | Feedback: Summative Acting Exam Component: External examiner. Teacher written and verbal feedback for mock written practice. | | | | |
| Assessment Interleaving opportunities |    |    |  | | | | |
| Assessments (Summative) (Formative) | 1. Mock Dress and Tech rehearsals 2. Devising Exam | 1. Mini mock written practice 2. Year 11 Mock Written Exam | 1. Dress and Tech Rehearsal Performances (x2) 2. Final Acting Performance (20% of GCSE) 3. Full mock of Written paper (40% of GCSE) | | | | |

KS4 Assessment Interleaved Testing Codes: A01, A02 & A03 Skills:

| Assessment Symbol | Knowledge and Skill Application: |
|--|--|
|  | Apply knowledge and understanding when making, performing and responding to drama. |
|  | Exploration of texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. |
|  | Reflect on and evaluate their own work and that of others. |
|  | Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice |