

The drama curriculum aims to inspire an interest and passion for live theatre. This is where students can then create and develop skills in drama as a way of exploring the world, building on their confidence, communication skills and ability to convey characters using meaningful dialogue in rehearsal and performance.

CONTENT	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
	Component 1: Devising	Component 3 Set Text DNA Re-Cap/Live Theatre Review	Component 2: Scripted Performance	Component 2: Scripted Performance Exam/Component 3 Revision	Component 3 Revision	Component 3 Exam
		D N A by Dennis Relly	JOE (quiet, sweet) How many times have I told you? (strokes SALLY's cheek) Never boil my broccoli.	JOE (quiet, sweet) How many times have I told you? (strokes SALLY's cheek) Never boil my broccoli.	``?? <b>\</b>	EXAM
Declarative Knowledge – 'Know What'	<ul> <li>Know and understand how to create a performance with careful attention to plot and characters</li> <li>Know and understand how to create a performance in response to a given stimulus</li> <li>Know and understand</li> </ul>	<ul> <li>Playwright's intentions</li> <li>Role of the actor, director, designer (Set, Costume, Lighting, Sound)</li> <li>Genre &amp; Style</li> <li>Historical, cultural, social &amp; political context</li> <li>Know and understand context, plot and characters</li> </ul>	<ul> <li>Playwright's intentions</li> <li>Role of the actor</li> <li>Genre &amp; Style</li> <li>Historical, cultural, social &amp; political context</li> <li>Know and understand the context, plot and characters in a play</li> <li>Know and understand how to convey a character</li> </ul>	<ul> <li>Playwright's intentions</li> <li>Role of the actor</li> <li>Genre &amp; Style</li> <li>Historical, cultural, social &amp; political context</li> <li>Know and understand the context, plot and characters in a play</li> <li>Know and understand how to convey a character in performance, using a variety of</li> </ul>	<ul> <li>Playwright's intentions</li> <li>Role of the actor, director, designer (Set, Costume, Lighting, Sound)</li> <li>Genre &amp; Style</li> <li>Historical, cultural, social &amp; political context</li> <li>Know and understand context, plot and characters</li> </ul>	



how to link practitioner theory, style and genre to the practical  • Know and understand how to structure a performance  • Know and understand how to convey a character in a performance  • Cross Curricular Links: PSHCE, English (?)	understand how a variety of performance conventions can be used effectively to achieve a desired outcome  Know and understand how to analyse theatre performances for academic study	in performance, using a variety of performance conventions	performance conventions Playwright's intentions Role of the actor, director, designer (Set, Costume, Lighting, Sound) Genre & Style Historical, cultural, social & political context Know and understand context, plot and characters Know and understand how a variety of performance conventions can be used effectively to achieve a desired outcome Know and understand how to analyse theatre performances for academic study Know how to structure exam	•	Know and understand how a variety of performance conventions can be used effectively to achieve a desired outcome Know and understand how to analyse theatre performances for academic study  Know how to structure exam responses	
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		PSHCE, Art & Design,			
		Design & Technology,			
		English (?)			
Skills	- The ability to engage a	- The ability to			
Skiiis	target audience	recognise and	recognise how and	recognise how and	recognise and
Procedural	- The ability to convey	understand the roles	where social, historical	where social, historical	understand the roles
Knowledge	meaning through vocal	and responsibilities of	and cultural contexts	and cultural contexts	and responsibilities of
– 'Know	and physical skills	performer,	are reflected through	are reflected through	performer,
- Know How'	- The ability to utilise a	designer and director	the text	the text	designer and director
поw	1				
	range of performance	- The ability to	- The ability to analyse	- The ability to analyse	- The ability to
	skills in order to achieve	recognise how and	and evaluate their own	and evaluate their own	recognise how and
	a desired outcome	where social, historical	work and the work of	work and the work of	where social, historical
	- The ability to apply a	and cultural contexts	others	others	and cultural contexts
	range of practitioner	are reflected through	- The ability to engage a	- The ability to engage a	are reflected through
	techniques	the text	target audience	target audience	the text
	- The ability to speak	- The ability to	- The ability to convey	- The ability to convey	- The ability to
	with clarity &	recognise how and	meaning through vocal	meaning through vocal	recognise how and
	confidence	where social, historical	and physical skills	and physical skills	where social, historical
	- The ability	and cultural contexts	- The ability to utilise a	- The ability to utilise a	and cultural contexts
	to participate	are reflected through	range of performance	range of performance	are reflected through
	confidently in	design and acting	skills in order to achieve	skills in order to achieve	design and acting
	discussions and	choices	a desired outcome	a desired outcome	choices
	collaborative group	- The ability to analyse	- The ability to speak	- The ability to speak	- The ability to analyse
	work	and evaluate the work	with clarity &	with clarity &	and evaluate the work
	- The ability to	of others	confidence	confidence	of others
	cooperate, compromise	- The ability to			
	and resolve conflict	understand how	cooperate, compromise	cooperate, compromise	understand how
	fairly and swiftly	performance texts can	and resolve conflict	and resolve conflict	performance texts can
	- The ability to be clear	be interpreted and	fairly and swiftly	fairly and swiftly	be interpreted and
	in the intention and	performed.	- The ability to be clear	- The ability to be clear	performed
	desired impact on an	- The ability to structure	in the intention and	in the intention and	- The ability to structure
	audience	exam responses	desired impact on an	desired impact on an	exam responses
			audience	audience	



Key • How	v can I ensure I • What are the most i	- The ability to recognise and understand the role and responsibilities performer, designer and direct - The ability to recognise how and where social, historiand cultural contex impact on practition choices - The ability to analiand evaluate their owerk and the work others - The ability to understand how performance texts be interpreted and performed The ability to understand how practitioner theory impacts on performance choices  mportant factors when  - How can I ensure	of or cical ts ner yse own of can
Questions shar and succ	re my thoughts ideas performing to an au  • How can we use our	<ul><li>dience?</li><li>vocal and physical skills in How can I ensulatifierent characters?</li></ul>	re I fulfil my potential in the exams? eechniques can I employ successfully? re I complete the exam in the time allocated?



	original play into my practical and written ideas?  How can I use my drama vocabulary to share my thoughts and ideas clearly			
Assessment	Component 1: Performance Exam (40%): October/November Component 2: Performance Exam (20%): January-March Component 3: Written Exam (40%): May-July			
Extended Learning /Extension Activities	<ul> <li>Reading and Research</li> <li>Performance intention</li> <li>Component 3 Section A Exam questions – Director, actor and designer</li> <li>Rehearsal</li> <li>Line Learning</li> <li>Watching pre-recorded/Live productions</li> <li>Review notes and review writing</li> <li>Rehearsal notes</li> <li>Live Theatre Review responses</li> <li>Revision</li> </ul>			