

Curriculum Intent	The aim of the ambitious Drama curriculum is to inspire students to become creative thinkers and independent learners who have an appreciation of the theatre and can use their God-given talents to create, perform and evaluate their own work and that of others.									
	Time	7	8	9	KS3	10	11	KS4	KS5	Careers
Declarative Knowledge: Prior knowledge will vary depending on primary school experience and private experience	HT1	Introduction to Drama students to workshop basic techniques and skills to culminate in a baseline assessment performance.	The Terrible Fate of <u>Humpty Dumpty</u> Scripted workshops using issue-based drama tackling the theme of bullying.	<u>DNA</u> Mirroring the GCSE plan, students have an initial exploration into the play and its characters – examining their vocal and physical skills and responding to live theatre	Declarative Knowledge: Understanding of: Script conventions Collaboration Drama routines Vocal/physical skills Devising techniques Use of stimulus Basic Brechtian theory Naturalism Theatre history Shakespearean language Performance techniques Audience etiquette Workshop techniques Evaluation	C1 Section A – Knowledge and understanding C1 Section B – Set Text	C2 Devising Practice C1 question every 2 weeks Mock 1	Declarative Knowledge: Understanding of: Set text Devising conventions Self evaluation Theatre roles and responsibilities Stage configurations Stage positions Performance techniques Live theatre SHCP context Audience awareness Theatre styles Theatre history	Options include A'Level Theatre Studies and BTEC Level 3 in Performing Arts.  Knowledge and understanding of GCSE skills and techniques are developed at this level  Further practitioners are explored theoretically and practically  Further live theatre analysis	Transferable skills at all levels of drama are welcomed in any career.  Performance based careers  Media based careers Events management  Arts administration Theatre based career  Social media based career  Community arts  Drama therapy  Teaching
	HT2						C2 devising Practice C1 question every 2 weeks			
	HT3					C2 Practitioners – workshops to prepare for devised  Practice C1 question every 2 weeks	C2 Devising Completion of log and performance Practice C1 question every 2 weeks			
Procedural Knowledge: Prior knowledge will vary depending on primary school experience and private experience	HT4		<u>Devising</u> Using stimuli based on theme of diversity, students to use learnt techniques and skills to create own piece of performance work.	<u>Devising</u> Mirroring the GCSE plan, students will complete a devised piece based on the themes of the play DNA. Students will complete a performance piece and a simplified devising log	Procedural Knowledge: Students will show: Rehearsal techniques and routines Self and peer evaluation Responding to feedback Various performances (scripted and devised) Knowledge of live theatre conventions	C2 Devised Mock Performance and devising log Practice C1 question every 2 weeks	Mock 2 C3 prep and rehearsal Practice C1 question every 2 weeks	Procedural Knowledge: Students will show Devised performances Devised evaluations Scripted performances Scripted evaluations Target setting Responding to feedback Set text extract performances Practice papers Practice questions		
	HT5						C3 visiting examiner Practice C1 question every 2 weeks			
	HT6		<u>Romeo and Juliet</u> Further script exploration with the emphasis on characterisation and physical skills			C3 scripted mock Practice C1 question every 2 weeks				