

Curriculum Summary Drama

Overall curriculum intent	The De La Salle Drama curriculum intends to create learners with a deep understanding of the power of performance, a confidence to present oneself in a performance setting, and the oracy skills to explore, analyse and evaluate Drama and Theatre.
Culture	To create an environment that enriches the cultural identity of the school, and offers opportunities beyond the classroom in all aspects of performance.
Skills	To create learners that have an understanding of the Drama and Movement skills needed for creative, innovative performance.
Analysis and Evaluation	To create learners that can discuss and verbally analyse and evaluate the work created by themselves and others.
Social and Historical understanding	To ensure learners have a broad understanding of the history of Theatre, and how the styles throughout history interconnect in modern day performance.
Sequenced learning	To build confidence in the learners, and nurture an ability to present themselves and their work to others. We aim to build performance and confidence skills over time in a supportive environment.

Year 7	Autumn term	Spring term	Summer term
	<p>Unit 1: Performing a script. The students learn a script and prepare it for performance within a group. This build fundamental understanding of how to work with a script, and prepare a character for performance within a group of performers.</p> <p>Unit 2: A Biblical performance Being inspired by Springs Dance Company. Students will explore voice and movement to creatively stage a biblical story. With the aspiration to perform to local churches and our community within our</p>	<p>Unit 3: Musical Theatre Exploring the genre of Musical Theatre students build their skills to be a 'triple threat' by acting, singing and dancing a selection of Musical numbers.</p> <p>Unit 4: Devising with a poem. Students will use poems to devise group dramas, drawing upon technical skills learnt so far throughout the year and being introduced to new Drama strategies. Students also have the option to use this devising unit to prepare their audition pieces from our whole school summer show.</p>	<p>Unit 6: Greek Myths and Storytelling. In this unit we use creative, physical skills to explore the ancient art of storytelling. Students also design and create a Greek mask as part of their homework to use in their class performances as a Greek chorus.</p> <p>Unit 6: An introduction to Live Theatre. Students will evaluate, analyse and be inspired by West End's performance of Shrek the musical, award winning costume design.</p>

	primary school collaboration Nativity.		
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Year 8	Autumn term	Spring term	Summer term
	<p>Unit 1: Blood Brothers Exploring the play text Blood Brothers. Focusing on contrasting vocals, dialogue and movement during key scene of the play.</p> <p>Unit 2: Ghost stories Building tension and suspense via soundscapes and storytelling to understand atmosphere within Drama.</p>	<p>Unit 3: Slapstick. The students learn the development of physical comedy, and explore new performance skills through slapstick routines, learning how to communicate their ideas with physicality and facial expressions and not relying on dialogue.</p> <p>Unit 4: Devising with props. Students will use props to devise group dramas, drawing upon technical skills learnt so far throughout the year. Students also have the option to use this devising unit to prepare their audition pieces from our whole school summer show.</p>	<p>Unit 5: War. Lighting and sound Using Drama lighting and sound students will enhance their creative period dramas based on WW1 trenches and the impact the War had on loved ones back home.</p> <p>Unit 6: Live Theatre. Students will evaluate and Analyse the National Theatre performance of Life of Pie, whilst being introduced to puppetry.</p>

Year 9	Autumn term	Spring term	Summer term
	<p>Unit 1 and 2: Too Much Punch for Judy by Mark Wheeler. The students study the societal impact of drink driving through this creative play about real-life event. Students will build upon both the performance and theoretically understanding of drama whilst being introduced to the style of Theatre in Education.</p>	<p>Unit 3: Period Drama: past and present crimes Students will practically engage with the topic of gangs of past and present to build upon their characterisation skills.</p> <p>Unit 4: Devising with a stimulus on different stage types Using GCSE drama C1 set stimulus, students will be taught how to devise a drama to gain a true understanding of what GCSE drama entail in preparation for choosing their options. Students will prepare their drama for different stage types and site specific dramas. Students also have the option to use this devising unit to prepare their audition pieces from our whole school summer show.</p>	<p>Unit 5: DNA and Design Students will explore the script DNA, exploring themes, characters and plot to be able to learn and perform extracts from the play text. Students also have the option of being a costume, set, lighting or sound designer.</p> <p>Unit 6: Live Theatre. Building upon Live theatre skills learnt in Year 7 and 8, Year 9 students will use their evaluation and analysis skills based upon the 'The Little Big Things'.</p>

Year 10	Autumn term	Spring term	Summer term
	<p>Component 1 and 2: Styles of drama through play texts Introduction into exploring a variety of play texts to understand multiple drama styles and practitioners which will inform both component 1 and 2. Aswell as developing students physical, vocal and performance skills.</p> <p>Component 3: Set text and Live theatre The students visit the theatre/watch live steam theatre and explore theatre evaluation, to prepare them for part B of Component 3, the written exam. Visiting a professional piece of theatre also allows for students to be inspired practically.</p> <p>Study of a set text – the students of introduced to their set text for part A of the written exam, and explore the acting, directing and design demands of the text in performance. They explore the written skills needed to express themselves in a written exam with clarity and focus both theatrical and practically.</p>	<p>Component 1 – Devising. Students will gain an in-depth understanding of the characteristics of Theatre in Education and Paper birds before starting the devising process for Component 1.</p> <p>The students create and complete the first 40% of the course through the devising unit, which incorporates a performance, a written portfolio and a written evaluation.</p>	<p>Component 1- Finalising portfolio</p> <p>Component 3 – Student revisit and continue to study their set text and live theatre In preparation for the Component 3 Mock exam.</p>

Year 11	Autumn term	Spring term	Summer term
	<p>Component 3: Set text and Live theatre – Study of a set text – the students continue to study the set text for part A of the written exam, and explore the acting, directing and design demands of the text in performance . They explore the written skills needed to express themselves in a written exam with clarity and focus.</p> <p>Student continue to explore live theatre via a streaming of Dramas to be able to evaluate.</p> <p>Component 2: Text in Performance. Component 2 Scripted performance preparation. The students will work in small groups to prepare the performance of a script, incorporating all design elements.</p>	<p>Component 2: Text in Performance. Students continue to prepare their scripted performance.</p> <p>Component 2 exam will be completed by the end of term 2a, which the additional opportunity to perform their drama extracts to family and friends during our C2 showcase evening.</p> <p>Component 3: Final lessons based on the set text and live theatre take place.</p> <p>Component 3 Mock exam takes place.</p>	<p>Component 3 Revision and exam: Continuous exploration and revision of the set text and live theatre is studied to ensure students are prepared to undertake their written exam.</p>