

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 builds fundamental understanding of how to work with a script, and prepare a character for performance within a group of performers.</p> <p>Unit 2: Greek Myths and Storytelling. In this unit we use creative, physical skills to explore the ancient art of story telling. Students also design and create a Greek Headdress as part of their homework to use in their class performances.</p>	<p>Unit 3: Introduction to Dance and Theatre Movement. Student explore choreography to development their physicality, dance and movement skills.</p> <p>Unit 4: 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 5: An introduction to Live Theatre. Students will evaluate, analyse and be inspired by the National Theatre children's performance of Romeo and Juliet.</p> <p>Unit 6: Costume and Set design. Building upon skills learnt within the live theatre unit students are given the opportunity to design and make their own costumes and set based upon the understanding of The National Theatre's Romeo and Juliet.</p>

Year 8	Autumn term	Spring term	Summer term
	<p>Unit 1: The Hitchhiker by Anthony Horowitz. This unit explores creating tension and suspense on stage, explores soundscapes, flash backs, plot twists and teaches the skill of creative adaption.</p> <p>Unit 2: Slapstick. The students learn the development of physical comedy, and explore new performance skills through slapstick routines.</p>	<p>Unit 3: Contemporary Dance and Theatre. Using movement building blocks students will build upon their previous knowledge, learning more advanced choreographic techniques.</p> <p>Unit 4: Theatre in Education. Using the new skills learnt via Storytelling through Contemporary Dance and Theatre, Students will create a piece of choreography enhanced by dialogue.</p>	<p>Unit 5: Live Theatre. Students will evaluate and Analyse National Theatre War Horse.</p> <p>Unit 6: Being inspired by the Puppetry explored in Unit 5's live theatre, War Horse students will develop skills in shadow theatre, puppetry and lighting design.</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.</p>	<p>Unit 3: Students explore the characteristics of Theatre companies Frantic Assembly and Gecko to create their own piece of Physical theatre.</p> <p>Unit 4: Building upon the Physical Theatre skills explored within Unit 3, Students will practically engage with the script 'The Curious Dog in the night Time'.</p>	<p>Unit 5: Building upon Live theatre skills learnt in Year 7 and 8, Year 9 students will use their evaluation and analysis skills based upon the 'Small Island'. Within this unit students will reflect upon historically racist events and moral choices.</p> <p>Unit 6: Make – up design Unit The students learn about</p>

			the history of make up design, explore basic make up design skills, and apply their understanding through design application.
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Year 10	Autumn term	Spring term	Summer term
	<p>From Greek to Modern Day – The students explore the history of theatre and its formative styles, to gain a deeper understanding of the historical context of Theatre, and the different demands of individual styles and practitioners.</p> <p>Component 1 mini mock – the students end this term by completing a devising mock exam, incorporating the written element.</p>	<p>Component 3 – Study of a set text – the students 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>Live Theatre Visit/watch Live stream – the students visit the theatre and explore theatre evaluation, to prepare them for part B of Component 3, the written exam.</p> <p>Intro to Component 2, exploring play texts. Students explore the practical requirements of this unit.</p>	<p>Component 1 – Devising. 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>

Year 11	Autumn term	Spring term	Summer term
	<p>Component 3 – Study of a set text – the students study the set text for part A of the written exam, and</p>	<p>Component 2 Scripted performance preparation. The students will work in</p>	<p>Component 3. Continuous exploration and revision of the set text and live theatre is study to ensure</p>

	<p>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>Live Theatre Visit – the students visit the theatre and explore theatre evaluation, to prepare them for part B of Component 3, the written exam.</p> <p>Component 2 – Text in Performance. The students explore a range of performance texts, which will inform their choices for the scripted exam, component 2. They will explore a range of performance styles and techniques.</p>	<p>small groups to prepare the performance of a script, incorporating all design elements.</p> <p>Component 2 exam will be completed by the end of term 2a.</p> <p>Component 3 Revision of the set text and live theatre. Component 3 Mock exam takes place.</p>	<p>students are prepared to undertake their written exam.</p>
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