

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
	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. Unit 2: An introduction to Improvisation The aim is to learn about the importance of improvisation to an actor through the rehearsal or during the scene and exploring the benefits such as spontaneity, listening and mental flexibility. We will explore different improvisation games, looking at how it can be used as a rehearsal	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. 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	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. 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.

	technique and how it can be used to help a scene if it goes wrong.	from our whole school summer show.	
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Year 8	Autumn term	Spring term	Summer term
	Unit 1: Blood Brothers Exploring the play text Blood Brothers. Focusing on contrasting vocals, dialogue and movement during key scene of the play. Unit 2: Ghost stories Building tension and suspense via soundscapes and storytelling to understand atmosphere within Drama.	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. 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.	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. Unit 6: Live Theatre. Students will evaluate and Analyse the National Theatre performance of War horse, whilst being introduced to puppetry.

Year 9	Autumn term	Spring term	Summer term
	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.	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. 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.	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. Unit 6: Introduction to Noughts and Crosses and Live Theatre Building upon Live theatre skills learnt in Year 7 and 8, Year 9 students will use their evaluation and analysis skills on the GCSE Set text Noughts and Crosses.

Year 10	Autumn term GCSE Drama	Spring term	Summer term
	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. As well as developing students physical, vocal and performance skills.	C3: 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.	Component 1: 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.

C3: Study of a set text –The students will have set regular lessons based on 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. Component 3: Set text and Live theatre In prep for visiting the Live theatre performance Blood Brothers, students will explore the set text. They will perform extracts from the Musical in order to gain an insight into their C2 scripted exam. C3 Continued: Study of a set text to prepare for the Written exam.	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. Component 3 Continued: Study of a set text to prepare for the Written exam.	Component 3 – Student revisit and continue to study their set text and live theatre In preparation for the Component 3 Mock exam. Component 1- Finalising portfolio
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Year 11	Autumn term GCSE Drama	Spring term	Summer term
	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. Student continue to explore live theatre via a streaming of Dramas to be able to evaluate. 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	Component 2: Text in Performance. Students continue to prepare their scripted performance. 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.	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.

	all design elements.	Component 3: Final lessons based on the set text and live theatre take place. Component 3 Mock exam takes place.	
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Year 10	Autumn term Level 1/2 Vocational Award in Performing Arts (Technical Award)	Spring term	Summer term
	Introduction to styles of drama through play texts Introduction into exploring a variety of play texts to understand multiple drama styles and practitioners which will inform components 1, 2 and 3. As well as developing students physical, vocal and performance skills. Unit 2: Creating/devising Drama Working with a brief set by the exam board (These brief changes every year), students respond to the brief by developing a performance log, devise a performance and perform their work followed by evaluating their Dramas. 1. Explore and develop	Unit 2: Creating/Devising Drama Students continue to work with a brief set by the exam board, students respond to the brief by developing a performance log, devise a performance and perform their work followed by evaluating their dramas.	Unit 1: Performing Working with another brief set by the exam board (this brief will remain the same throughout the lifetime of the course) students will be introduced and inspired by an existing piece of Theatre to undertake

	2. Applying knowledge and skills to create original work 3. Review, reflect and refine	Students will have the opportunity to workshop with a Theatre in Education company and Paperbirds (A devising Theatre Company) to develop their devising skills. <i>Submission of Unit 2 (30%) takes place in May (Internally assessed) .</i>	Research and rehearsals, perform, review and reflect their Dramas.
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Year 11	Autumn term Level 1/2 Vocational Award in Performing Arts (Technical Award)	Spring term	Summer term
	Unit 1: Performing Working with a brief set by the exam board (this brief will remain the same throughout the lifetime of the course) students will be inspired by an existing piece of Theatre to undertake Research and rehearsals, perform, review and reflect their Dramas ready for the submission deadline in December. <i>Submission of Unit 1 (30%) takes place in December (Internally assessed) .</i>	Unit 3: Performing Arts in Practice Drawing together the skills learnt and developed in Unit 1 and 2 students and once again being inspired by a brief set by the exam board (changed yearly) students will: 1. Plan performance work	Unit 3: Performing Arts in Practice Students undertake the Unit 3 Controlled assessments <i>Submission of Unit 3 (40%) takes place in May (externally assessed).</i>

		2. Promote and Pitch a piece of theatre 3. Evaluate and reflect the success of their planned performance	
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