

## Curriculum Overview –

### All Saints' Curriculum Intent Statement:

*Pupils at All Saints have access to a world class curriculum – one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.*

### Drama Curriculum Intent Statement:

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The Drama curriculum is planned to ensure that students are provided with creative experiences that can take with them into the wider world. Studying Drama is not only about creating actors for the stage and screen, but about building character and confidence through the art of performing. As well as the opportunity to understand technical requirements of the theatre world.

Drama allows our students to build on their confidence, communication skills, creativity and imagination, all transferable skills which students will be able to draw from in a range of contexts. They should use resilience during their rehearsal time, as well as teamwork and problem-solving skills. Along the journey students will learn about the world we live in, past, present and future. It allows the students to take part in an experience or a situation that they wouldn't usually experience. Students will learn about the process of creating drama, interpretation and intention, key performance skills that may help them past their school life and how to give constructive and developed feedback to others.

### The curriculum intends:

#### KS3

- to engage with the subject practically and theoretically such as exploring genre, texts and creating from a stimulus.
- to develop a range of performance skills, techniques and subject knowledge that will embed their understanding.

#### KS4

- to deepen student's subject knowledge on specific styles and elements of the Performing Arts.
- to fully engage in both practical and theory lessons, which encourage them to analyse and evaluate their performance work and repertoire of professional performers.
- to give exciting opportunities to take part in theatre visits and workshops with professionals in the industry.

	Cycle 1	Cycle 2	Cycle 3
Year 7	<p><b>Introduction to Drama Skills</b></p> <p><b>Overview:</b> By the end of this topic, students should be able to:</p> <p>Have a basic understanding of Drama skills and why we study Drama.</p> <p>Be able to translate the skills learnt into performance opportunities and in different contexts.</p> <ul style="list-style-type: none"> <li>Understand verbal and non-verbal communication.</li> <li>Group work basic skills.</li> <li>Reflect on their work and the work of others.</li> </ul>	<p><b>Exploring Genre Melodrama</b></p> <p><b>Overview:</b> By the end of this topic, students should be able to:</p> <p>Identify key elements of the chosen genre Melodrama, developing an understanding of plot and character.</p> <p>Perform in the style of a genre using physical and vocal skills to communicate character.</p> <ul style="list-style-type: none"> <li>Continue to develop co-operation skills within group work</li> <li>Students will develop some understanding of storytelling and how to transform a story to a stage play.</li> </ul> <p>Reflect on their work and the work of others using subject specific vocabulary.</p>	<p><b>History through Drama The Evacuees</b></p> <p><b>Overview:</b> By the end of this topic, students should be able to:</p> <p>Explore another time period and understand its historical, social, cultural and political context.</p> <p>Empathise with events in history in order to further explore the human condition.</p> <ul style="list-style-type: none"> <li>Use Stanislavski and Physical Theatre to consider characterisation vocally and physically in a variety of ways.</li> <li>Reflect on their work and the work of others using subject specific vocabulary.</li> </ul>
	<p>Big ideas: Creating Performance Skills / Techniques Applying and Performing Analysis and Reflection</p>	<p>Big ideas: Creating Performance Skills / Techniques Applying and Performing Analysis and Reflection</p>	<p>Big ideas: Creating Performance Skills / Techniques Applying and Performing Analysis and Reflection</p>
	<p>Assessment: 1. Pre and post knowledge check. 2. Performance skills assessed during process/performance. 3. Reflection of own/others work.</p>	<p>Assessment: 1. Pre and post knowledge check. 2. Performance skills assessed during process/performance. 3. Reflection of own/others work.</p>	<p>Assessment: 1. Pre and post knowledge check. 2. Performance skills assessed during process/performance. 3. Reflection of own/others work.</p>
Y	Cycle 4	Cycle 5	Cycle 6

	<p><b><u>Creating from a stimulus</u></b> <i>Darkwood Manor</i></p> <p><b>Overview:</b> By the end of this topic, students should be able to:</p> <p>Build tension and atmosphere in a performance.</p> <p>Use a variety of devising techniques such as soundscape, mime, verbal and non-verbal communication.</p> <p>Apply semiotics to performance (lighting and sound).</p>		<p><b><u>Exploring and developing character</u></b> <i>Verbatim Theatre</i></p> <p><b>Overview:</b> By the end of this topic, students should be able to:</p> <p>Use relevant rehearsal techniques to develop a character.</p> <p>Understand the elements of how to develop a character.</p> <p>Be able to sustain a character throughout a performance.</p>		<p><b><u>Exploring a Performance Text</u></b> <i>Blood Brothers</i></p> <p><b>Overview:</b> By the end of this topic, students should be able to:</p> <p>Understand the role of a director in creating performance.</p> <p>Understand how a performance is created from page to stage.</p> <p>Explore themes within a text.</p> <p>Explore in depth characters from a text.</p> <p>Develop understanding of Frantic Assembly's work with The National Theatre on 'The Curious Incident of the Dog in the Night-time'.</p>	
	<p>Big ideas: Creating Performance Skills Applying and Performing Analysis and Reflection</p>		<p>Big ideas: Creating Performance Skills Applying and Performing Analysis and Reflection</p>		<p>Big ideas: Creating Performance Skills Applying and Performing Analysis and Reflection</p>	
	<p>Assessment: 1) Pre and post knowledge check. 2) Performance skills assessed during process/performance. 3) Reflection of own/others work.</p>		<p>Assessment: 1) Pre and post knowledge check. 2) Week 2 – application of performance skills/ techniques in workshops. 3) Week 5 – application of performance skills.</p>		<p>Assessment: 1) Pre and post knowledge check 2) Week 2 – application of rehearsal techniques 3) Week 5 – application of performance skills</p>	
	Cycle 7		Cycle 8		Cycle 9	
Year 9	<p><b><u>Introduction to BTEC</u></b> <b>Exploring the Performing Arts</b></p> <p><b>Overview:</b> Introduction workshops to develop group and</p>	<p><b><u>Topic 2</u></b> <b>Exploring the Performing Arts</b></p> <p><b>Overview:</b> Research and collaborative learning. Recreating elements of</p>	<p><b><u>Topic 3</u></b> <b>Performance skills development</b></p> <p><b>Overview:</b> Participate in workshops relating to basic performance</p>	<p><b><u>Topic 4</u></b> <b>Recreating existing repertoire in the style of a practitioner</b></p> <p><b>Overview:</b> Stanislavski, monologue, character</p>	<p><b><u>Topic 5</u></b> <b>Responding to a brief</b></p> <p><b>Overview:</b> Mock component 3 performance using the brief from last year's exam.</p> <p>Understand how to respond to a brief, select and develop appropriate</p>	

	<p>build upon KS3 knowledge and skills. Research and collaborative learning. Recreating elements of their rehearsal process</p> <p>Written reflection of the rehearsal process and an actor's experience, roles and responsibilities of an actor, director and designer during a performance.</p>	<p>their rehearsal process</p> <p>Written reflection of the rehearsal process and an actor's experience, roles and responsibilities of an actor, director and designer during a performance.</p>	<p>skills.</p> <p>Understanding the important of development of skill</p> <p>Identifying individual strengths and areas for improvement.</p>	<p>development, hot seating, role on the wall, mind map, thought tracking, blocking, learning lines, magic if, subtext, objective, given circumstance.</p>	<p>skills and techniques, evaluate development process.</p> <p>Students take part in teacher led workshops exploring a set stimulus in a range of different ways. Selected appropriate physical and vocal techniques in order to create a performance. Considered an appropriate audience.</p>
	<p>Big ideas: Creating Performance Skills Applying and Performing Analysis and Reflection</p>		<p>Big ideas: Creating Performance Skills Applying and Performing Analysis and Reflection</p>		<p>Big ideas: Creating Performance Skills Applying and Performing Analysis and Reflection</p>
	<p>Assessment: Summative assessment on knowledge learnt about Practitioners' Work and evaluation of workshop rehearsals.</p>	<p>Assessment: Summative assessment on knowledge learnt about Practitioners' Work and evaluation of workshop rehearsals.</p>	<p>Assessment: Skills audit x 2 3 x SMART targets Evaluation of performance progress over time.</p>	<p>Assessment: SMART targets, logbook, final performance, evaluate performance.</p>	<p>Assessment: Skills Audit Ideas Log Process Log Performance Evaluation of Performance (Written)</p>
	<p>Cycle 10</p>		<p>Cycle 11</p>		<p>Cycle 12</p>
<p>Year 10</p>	<p><b>Topic 1</b> <b>Component 1</b> <b>Exploring the Performing Arts</b></p> <p><b>Overview:</b> Research and rehearsal</p>	<p><b>Topic 2</b> <b>Component 1</b> <b>Exploring the Performing Arts</b></p> <p><b>Overview:</b> Research and rehearsal techniques explored by</p>	<p><b>Topic 3</b> <b>Component 3</b> <b>Responding to a Brief - Performance</b></p> <p><b>Overview:</b> Understand how to respond to a</p>	<p><b>Topic 4</b> <b>Component 3</b> <b>Responding to a Brief - Written</b></p> <p><b>Overview:</b> Contribution to the brief, contribution</p>	<p><b>Topic 5</b> <b>Component 2</b> <b>Developing skills and techniques for the Performing Arts</b></p> <p><b>Overview:</b> Completing a skills audit of own performance ability, working on specific SMART</p>

<p>techniques explored for x3 styles professional repertoire. Complete practical workshops of rehearsals in the style of repertoire. Rehearsal techniques, stylistic qualities, roles and responsibilities of actor/director/designer and the constituent features all need to be examined and completed in a research log.</p>	<p>Practitioners. Complete practical workshops of rehearsals in the style of practitioners.</p> <p>Rehearsal techniques, stylistic qualities of the play, roles and responsibilities of actor/director/designer and the constituent features.</p>	<p>brief, select and develop appropriate skills and techniques, evaluate development process.</p>	<p>from other group members, skills and techniques used and their effectiveness, individual strengths and areas for improvement, effectiveness of response to the brief (target audience).</p>	<p>targets and participating in generic performance-based workshops.</p> <p>Workshops to include: Warm up, voice, movement, multi-role playing, hot seating, character development, tableaux, thought tunnel, thought tracking etc.</p>
<p>Big ideas: Performance Skills Applying and Performing Analysis and Reflection</p>		<p>Big ideas: Creating Performance Skills: Vocal and physical skills, interpretive skills, knowledge of theatre genres, energy, focus, concentration, commitment. Applying and Performing Analysis and Reflection</p>	<p>Big ideas: Applying Analysis and Reflection</p>	<p>Big ideas: Creating Performance Skills Applying and Performing Analysis and Reflection</p>
<p>Assessment: Practical workshop style rehearsals,</p>	<p>Assessment: Practical workshop style rehearsals,</p>	<p>Assessment: Practical exam based on a brief set by the Pearson.</p>	<p>Assessment: Completion of write up after performance (3 hours).</p>	<p>Assessment: Skills audit, SMART targets, logbooks.</p>

	completion of a research log.	completion of a research log.	11 hours (8 hours devising and 3 hours write up).	Exam conditions-controlled assessment.	
Year 11	Cycle 13		Cycle 14		
	<p><b>Topic 1</b> <b>Component 2</b> <b>Developing skills and techniques for the Performing Arts</b></p> <p><b>Overview:</b> Recreating existing repertoire in the style of a practitioner, Brecht, John Godber, Bouncers and Shakers (<i>texts may change</i>) introduction, rehearsal of play extracts, completion of logbooks.</p>	<p><b>Topic 2</b> <b>Component 3</b> <b>Skills Development</b></p> <p><b>Overview:</b> Skills Development in preparation for Component 3</p> <p>Revision of component 1 and component 2, skills audit completed again, taking part in skills development workshops, selecting and identifying correct style and skills needed for a range of stimuli.</p>	<p><b>Topic 3</b> <b>Component 3</b> <b>Responding to a Brief - Performance</b></p> <p><b>Overview:</b> Understand how to respond to a brief, select and develop appropriate skills and techniques, evaluate development process.</p>	<p><b>Topic 4</b> <b>Component 3</b> <b>Responding to a Brief - Written</b></p> <p><b>Overview:</b> Contribution to the brief, contribution from other group members, skills and techniques used and their effectiveness, individual strengths and areas for improvement, effectiveness of response to the brief (target audience).</p>	
	<p>Big ideas: Creating</p> <p>Performance Skills: Warm up, voice, movement, multi-role playing, hot seating, character development, tableaux, thought tunnel, thought tracking etc</p>	<p>Big ideas: Creating: responding to stimuli.</p> <p>Performance Skills: Vocal and physical skills, interpretive skills, knowledge of theatre genres, energy, focus, concentration, commitment.</p>	<p>Big ideas: Creating</p> <p>Performance Skills: Vocal and physical skills, interpretive skills, knowledge of theatre genres, energy, focus, concentration, commitment. Applying and Performing</p>	<p>Big ideas: Performance Skills</p> <p>Applying and Performing Analysis and Reflection</p>	

Applying and Performing	Applying and Performing	Analysis and Reflection		
Analysis and Reflection				
Assessment: Internally Assessed / Externally Moderated. Rehearsals, SMART targets, logbooks, final performance.  Component 2 hand in date October half term (see brief).	Assessment: Review of skills audit, target setting.	Assessment: Practical exam based on a brief set by the Pearson. 11 hours (8 hours devising and 3 hours write up).	Assessment: Completion of write up after performance (3 hours). Exam conditions-controlled assessment.	