

Drama & Performing Arts

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Links to National Curriculum

Drama Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<u>Roald Dahl</u> <i>Studying setting, plot, and characterisation, and the effects of these</i>	<u>Slapstick</u> <i>Exploring key practitioners and Slapstick comedians</i>	<u>William Shakespeare's Star Wars</u> <i>Shakespearean language modernised for present day audiences</i>	<u>Pantomime</u> <i>Improvising, rehearsing and performing play scripts in style</i>	<u>Melodrama</u> <i>Improvising, rehearsing and performing play scripts in style</i>	<u>Mime</u> <i>Studying setting, plot, and characterisation, and the effects of these as well as key practitioners</i>
Year 8	<u>Devising</u> <i>Studying setting, plot, and characterisation, and the effects of these based off of a range of stimuli</i>	<u>Greek Theatre</u> <i>Exploring the story of Pandora's Box How did Greek Theatre shape performing arts today?</i>	<u>Swing/Duologues</u> <i>English literature, both pre-1914 and contemporary, including prose, poetry and drama</i>	<u>Midsummer Night's Dream</u> <i>English literature, both pre-1914 and contemporary, including prose, poetry and drama</i>	<u>Midsummer Night's Dream</u> <i>English literature, both pre-1914 and contemporary, including prose, poetry and drama</i>	<u>Set Play (TBC)</u> <i>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</i>
Year 9	<u>Stanislavski</u> <i>Giving short performances, expressing their own ideas and keeping to the point - reflective</i>	<u>Brecht</u> <i>Giving short performances, expressing their own ideas and keeping to the</i>	<u>Physical Theatre</u> <i>Improvising, rehearsing and performing play scripts, using practitioner techniques</i>	<u>Improvisation</u> <i>Improvising, rehearsing and performing play scripts</i>	<u>Monologues/Rep</u> <i>Generate language and discuss language use and meaning, using role, intonation, tone,</i>	

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	<i>of practitioner styles</i>	<i>point - reflective of practitioner styles</i>			<i>volume, mood, silence, stillness and action to add impact</i>	
Year 10	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 1	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 1	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 1 Assessment	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 1 Assessment	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 2	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 2
Year 11	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 2	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 2 Assessment	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 3	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 3	<u>BTEC Tech Award In Performing Arts</u> BTEC Comp 3	

Curriculum Enriching Opportunities

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	Year 7	Year 8	Year 9	Year 10	Year 11

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Suggested Reading	Road Dahl stories Research into Slapstick History Shakespeare Stories	Midsummer Night's Dream Pandora's Box	An Actor Prepares - Stanislavski The Improv Book - Alison Goldie Research into Brecht Research into DV8 and Frantic Assembly	Romeo and Juliet The Trial Things I Know To Be True An Inspector Calls West Side Story	Actions - The Actor's Thesaurus Journey's End by R.C Sheriff The Changing Room - C. Bush
Suggested Viewing	Fairytales, Bitesize Shakespeare	Midsummer Night's Dream Pandora's Box	YouTube videos focusing on Key Practitioners - Organic Acting	Romeo and Juliet The Trial Things I Know To Be True An Inspector Calls West Side Story	Practitioner guides Journey's End The Changing Room
Cultural Capital Experiences	Creative Arts Production Theatre shows (professional and Am Dram)	Creative Arts Production Theatre shows (professional and Am Dram)	Creative Arts Production Theatre shows (professional and Am Dram)	Creative Arts Production Theatre shows (professional and Am Dram)	Creative Arts Production Theatre shows (professional and Am Dram)

Links To The National Curriculum

Pupils should be taught about:

The National Curriculum	Reference to the National Curriculum
English literature, both pre-1914 and contemporary, including prose, poetry and drama	Year 7, Year 11 (Autumn 1)

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Shakespeare (two plays)	Year 7 (Spring 1)
Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	Year 7, 8, 9, 10, 11 (Big assessment checkpoints)
Making inferences and referring to evidence in the text	Year 11 (Autumn 1)
Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	Year 7, 8, 9, 10, 11 (Each term)
Checking their understanding to make sure that what they have read makes sense	Year 7, 8, 9, 10, 11 (Big assessment checkpoints)
Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	Year 11 (Autumn 1)
Recognising a range of poetic conventions and understanding how these have been used	Year 7 (Spring 1) Year 8 (Spring 2, Summer 1)
Studying setting, plot, and characterisation, and the effects of these	Year 7, 8 (each term)
Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	Year 9 (each term)
Making critical comparisons across texts	Year 11 (Autumn 1)
Studying a range of authors, including at least two authors in depth each year	Year 11 (Autumn 1) Year 7 (Autumn 1 and Spring 1) Year 8 (Summer 2) Year 8 (Spring 2, Summer 1) Year 10 (each term)
Stories, scripts, poetry and other imaginative writing	Year 7, 8, 9, 10, 11 (each term)
Notes and polished scripts for talks and presentations	Year 10 (each term)
Summarising and organising material, and supporting ideas and arguments with any necessary factual detail	Year 11 (Autumn 1 and 2, Summer 1 and 2) Year 10 (each term)
Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	Year 10, 11 (each term)
Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing	Year 10, 11 (each term)
Considering how their writing reflects the audiences and purposes for which it was intended	Year 10, 11 (each term)
Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	Year 9, (Summer 2) 10, 11 (each term)

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Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	Year 7, 8, 9, (Big assessment checkpoints) 10, 11 (each term)
Using Standard English confidently in a range of formal and informal contexts, including classroom discussion	Year 10 and 11 (each term)
Giving short speeches and presentations, expressing their own ideas and keeping to the point	Year 7, 8, 9, 10, 11 (big assessment checkpoints)
Participating in formal debates and structured discussions, summarising and/or building on what has been said	Year 10 (Autumn 1 and 2) Year 11 (Autumn 1 and 2)
Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact	Year 7, 8, 9, 10, 11 (each term)