



Drama department curriculum intent 2021

Link governor: Lawrence Denholm

Department curriculum intent:

The aim of the Drama department is to introduce Drama as an intrinsic subject, teaching the techniques of performance, whilst fostering a sense of teamwork, confidence, creativity and imagination. A further aim is to expose students to a range of quality live theatre in an area that is some miles from many professional theatres. The schemes of work are a range of contemporary and historical themes, some linking to PSHCE and exploring issues like other cultures, peer pressure, drinking and driving and many more. At KS4 and 5, we follow AQA GCSE Drama and theatre which is a mixture of practical and theoretical work.

Year 12 and 13 (5-8 lessons a fortnight)

- AO1: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice.
- AO2: Apply theatrical skills to realise artistic intentions in live performance.
- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- AO4: Analyse and evaluate their own work and the work of others.

10 / 11 GCSE: (10 lessons a fortnight)

- AO1: Create and develop ideas to communicate meaning for theatrical performance
- AO2: Apply theatrical skills to realise artistic intentions in live performance.
- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- AO4: Analyse and evaluate their own work and the work of others.
- GCSE students work in A4 folders. Students are assessed in GCSE Grades 1-9 twice every half term. Verbal feedback is given for the practical assessments and a mark recorded. Evaluation should be written up in the students' folders. Written work is assessed with written feedback and appropriate targets.

Y9 Drama (2 lessons a fortnight)

- Pulling together skills learned in Y7 and Y8 to create a piece of theatre (Scripted and Devised)
- Introduction to Live Theatre Production
- Knowledge of the Theatre
- Y9 are given notebooks, these are for planning and are marked once a term. A practical mark is also given once a term. Trackers, course overview and purple pen analysis is also used.

Y8 Drama (2 lessons a fortnight)

- Pulling together basic skills to understand development and portrayal of a character



- Understanding and experience of use of a stage space
- Further study of Live Theatre Production
- Y8 are given notebooks, these are for planning and are marked once a term. A practical mark is also given once a term. Trackers, course overview and purple pen analysis is also used.

Y7 Drama (2 lessons a fortnight)

- Introduction of basic Drama skills
- Understanding of audience awareness
- Introduction to Live Theatre Production
- There are no exercise books used in Yr7, but evaluation notebooks are being trialled this year. Trackers, course overview and purple pen analysis are also used.



Year 7

Overall curriculum intent for year 7:						
Physical skills - Use of freeze frame, body language, facial expression. Understanding of audience awareness – Term 1 and 3						
Vocal skills - Voice projection, tones of voice – Term 2 and 3						
Evaluating your work Term 1 and 2						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Freeze Frame/ Audience Awareness		Facial Expression / Body Language/Voice Projection		Sustaining all 5 AOs	Sustaining all 5 AOs
Content mapping	Basic skills / Eyam	“Eyam” / Live Theatre	Bullying / “The Terrible Fate of Humpty Dumpty”	Bullying / “The Terrible Fate of Humpty Dumpty” / Live Theatre	The Blitz / Evacuees	The Blitz / Evacuees / Live Theatre
Assessment mapping	Practical - Physical	Evaluation	Practical - Vocal	Evaluation	Practical – Physical and Vocal	Evaluation
Personal development mapping	Use of imagination and creativity in their learning;	Willingness to reflect on their experiences.	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Understanding of the consequences of their behaviour and actions	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;	
Literacy focus for the half term	Aspects of characterisation	Drama terms	Script reading Different forms of writing	Group discussion	Inference	Using subject specific vocabulary
Numeracy links	Sequencing					
Cross-curricular links to other subjects	History	History			History	History
Careers		Live Theatre / “The Snowman”		Live Theatre “Joseph and His Amazing Technicolor Dreamcoat”		Live Theatre /The Railway Children
Support for all	Mixed ability groups	Mixed ability groups Change to content and strategy with lower ability groups.	Introducing the concept of “at least one line”	Introducing the concept of “at least one line”	Introducing the concept of “at least one line”	Introducing the concept of “at least one line”



				Change to pace of lessons with lower ability groups		Slight change of content with lower ability groups
Challenge ideas	School Show Team Leaders	Group Leaders	School Show Team Leaders	School show	School Show Team Leaders	Wider Reading



Year 8

Overall curriculum intent for year 8:						
Knowledge of stage space - understanding staging, exits and entrances Terms 2 and 3						
Characterisation- building and sustaining a character Terms 1 and 3						
Evaluating your work Terms 1 and 2						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Pulling together Y7 AOs on Voice, Body Language and Facial Expression to introduce creating a character.	Creating and developing a character / Entrances and exits (SL, SR)	Creating and sustaining character / Learning the 9 parts of staging.	Creating and sustaining character / Using the 9 parts of staging	Putting together all 4 AOs	Using and sustaining all 4 AOs
Content mapping	Genre/ Refugees	Refugees / Live Theatre	The Incident at the Disco	Scripts and Sketches / Live Theatre	Dave / Dawn's Last Day	Mark Wheeler Plays/ Live Theatre
Assessment mapping	Practical	Written	Practical	Written	Practical	Written
Personal development mapping	Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation;		Willingness to reflect on their experiences.	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;	Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them;	
Literacy focus for the half term	Drama terminology Key points	Drama Terminology	Different forms of writing	Structuring text Group Discussion	Inference	Using subject specific vocabulary
Numeracy links	Sequencing	Sequencing	Sequencing / Redrafting	Sequencing / Redrafting	Sequencing	Sequencing
Cross-curricular links to other subjects	History / Citizenship	History / Citizenship	PSE / Citizenship	Citizenship	PSE / Citizenship	PSE / Citizenship
Careers		Live Theatre "Peter Pan"		Live Theatre "Jesus Christ Superstar"		Live Theatre "Treasure Island"
Support for all	Mixed ability groups	Mixed ability groups Extended teacher in role and modelling	Continue with the concept of "at least one line"	Continue with the concept of "at least one line"	Continue with the concept of "at least one line"	Continue with the concept of "at least one line"



		with lower ability groups		Change of context with lower ability groups		Slight change of curriculum and structure with lower ability groups
Challenge ideas	School Show Team Leaders	Group Leaders	School Show Team Leaders	School show	School Show Team Leaders	Wider Reading



Year 9

Overall curriculum intent for year 9:

Interpreting a Script: Terms 2 and 3

Developing Devised Work: Term 1

Creating a role: Term 1 and 2

Knowledge of the Theatre Term 3

Evaluating own and others' work Terms 1, 2 and 3

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Developing Devised Work	Creating a role Evaluation	Interpreting a Script	Creating a role Evaluation	Interpreting a script Knowledge of the Theatre	Knowledge of the Theatre Evaluation
Content mapping	Homelessness	"Too Much Punch for Judy" Live Theatre	"Hard to Swallow"	"Scratching the Surface" Live Theatre	"Bang out of Order" Knowledge of the Theatre	"Blood Brothers" Live Theatre
Assessment mapping	Practical	Written	Practical	Written	Practical	Written
Personal development mapping	Willingness to reflect on their experiences. Provision for the moral development of pupils includes developing their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England	Drinking and Driving Peer pressure Understanding of the consequences of their behaviour and actions	Eating disorders Developing pupils' understanding of how to keep physically healthy, eat healthily	Self-harm. Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	Gangs / peer pressure / young people in the community Recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them;	Social context Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
Literacy focus for the half term	Non-fiction texts Drama terminology	Exploring aspects of characterisation Layout devices	Writing to describe /narrate	Group Discussion	Inference	Using subject specific vocabulary



Numeracy links	Sequencing					
Cross-curricular links to other subjects	PSHCE					History
Careers		"Too Much Punch for Judy" T.I.E.		"Hard to Swallow" T.I.E.		"Billy Elliott" "One Million to Stop the Traffik"
Support for all	Continue with mixed ability groups and "Attempt one or two lines"	Continue with mixed ability groups and "Attempt one or two lines"	Writing frames when needed	Writing frames when needed Choices of task where possible and appropriate	Writing frames when needed	Writing frames when needed Choices of task where possible and appropriate
Challenge ideas	School Show Team Leaders					



Year 10 & 11

Overall curriculum intent for year 10 & 11:

- AO1: Create and develop ideas to communicate meaning for theatrical performance. (20%)
- AO2: Apply theatrical skills to realise artistic intentions in live performance. (30%)
- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (30%)
- AO4: Analyse and evaluate their own work and the work of others. (20%)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Introduce Drama Introduce the C1 text Introduce Knowledge of the Theatre	Complete C1 text Introduce Response to Live Theatre Complete C2 performance	Focus on break down of exam questions. Choose C3 exam extracts Complete C2 written coursework	Complete practical exam preparation Final preparation for the written exam		
Content mapping	Introduction to Drama – Mickey’s Speech Introduction to Knowledge of the Theatre C1 Begin Blood Brothers C1 Start research into improvisation techniques C2 Research Improvisation Stimulus C2 Introduce written coursework C2 Continue with Blood Brothers C1 Introduce Response to Live Theatre C1	Begin Devised Piece C2 Continue with written coursework C2 Complete Blood Brothers C1 Continue Response to Live Theatre C1 Continue with Response to Live Theatre C1 Dress Rehearsal of Devised Piece C2 Record final performance Devised piece C2 Mock Exam – KOT, BB, RLT C1 Begin to read scripts for Component 3	Complete written coursework C2 Exam practice Blood Brothers Q 1-5 C1 Make final script choices C3 Casting Send off play approval sheets Choose script extracts for final exam C3 Blocking, Directing exam extracts Written exam practice: Blood Brothers / Knowledge of Live Theatre C1 Test: Knowledge of the Theatre C1	Polish script extracts for final practical exam Prepare for written exam S1, S2 and S3	Send off C2 written coursework and recording Complete all exam paperwork and CRF’s Complete practical exam (date given by moderator and marked live by AQA) Complete written exam (date given by AQA)	
Assessment mapping		Complete C2 performance Mocks		Complete C2 written work	Complete C3 performance	C1 exam



Personal development mapping	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Willingness to reflect on their experiences. Provision for the moral development of pupils includes developing their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others	Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	
Literacy focus for the half term	Interpreting characterisation	Formal v non formal language	Structuring writing	Group work	Key points of a text	Discussion
Numeracy links	Sequencing and timing					
Cross-curricular links to other subjects	English – script work English – Live theatre					
Careers	Live Theatre "teachers"	Live Theatre "Peter Pan"		Live Theatre "Treasure Island"		
Support for all	Individual work plans for those who need it. Writing frames where allowed					
Challenge ideas	Reading List Team Leaders School Show					



Year 12

Overall curriculum intent for year 12:						
<ul style="list-style-type: none"> • AO1: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice. • AO2: Apply theatrical skills to realise artistic intentions in live performance. • AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. • AO4: Analyse and evaluate their own work and the work of others. 						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Introduce assessment Objectives Introduce first C1 text	Section 1 C2	Continue with C1 text. Section 3 exam	Section 2 C2	Complete C2 assessment. Practical	Section 3 C2
Content mapping	First text "Yerma" C1 section 2 exam questions AO3	Start Devised piece planning C2 AO1 Practitioner C2 AO1	Watch Frankenstein AO4 Rehearse devised piece AO2	Start Scripted coursework practical AO2 Look at exam questions structure	Start scripted coursework written	
Assessment mapping	Practice essays Yerma	Mock exams C2 Section 1 coursework	Practice essay Live Theatre Review C2 section 2 coursework	Practice scripted assessment. Begin C3 coursework	Complete C2 Devised Performance	C2 Section 3 coursework
Personal development mapping	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Willingness to reflect on their experiences. Provision for the moral development of pupils includes developing their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others	Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	



Literacy focus for the half term	Essay writing Drama terminology	Exam essay- writing, using quotations	Writing a theatre review	Research skills	The language of the exam paper	Analysis and evaluation
Numeracy links	Sequencing and timing					
Cross-curricular links to other subjects	English – script work English – Live theatre					
Careers	Roles in the theatre		Live Theatre Frankenstein			
Support for all	Individual work plans for those who need it. Writing frames where allowed					
Challenge ideas	Reading around the topic					



Year 13

Overall curriculum intent for year 13:

- AO1: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice.
- AO2: Apply theatrical skills to realise artistic intentions in live performance.
- AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- AO4: Analyse and evaluate their own work and the work of others.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Begin second C1 text Complete C2 Begin C3 Prepare for mocks	Begin Live Theatre Review for second choice	Complete C3 sections 1 and 2	Prepare for final exam . revision	Complete C1 and c3 exams	Exams
Content mapping	“A Servant to Two Masters” (C1 AO3) Practitioner C3 (Ao1) C1 section 1 exam questions	“A Servant to Two Masters” “Jane Eyre” (C1 AO4) C3 scripted performance (Ao2)	“A Servant to Two Masters” “Jane Eyre” (C1 AO4) Scripted preparation for final performance	Revise “Yerma and “A Servant to Two Masters” Work on C3 final performance Work on C3 written	Complete scripted C3 performance for examiner	
Assessment mapping	Hand in completed C2 written coursework	Complete C3 section 1 and 2 practical assessments	Begin C3 final section practical	Hand in draft C3 coursework	Complete C3 final section practical Hand in completed C3 coursework	
Personal development mapping	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Willingness to reflect on their experiences. Provision for the moral development of pupils includes developing their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others	Developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy	



		doing so, respect the civil and criminal law of England				
Literacy focus for the half term	Research skills	Analysis	Evaluation	Exam practice. The language of the exam paper	Exam practice	
Numeracy links	Sequencing and timing					
Cross-curricular links to other subjects	English – script work English – Live theatre					
Careers	Frankenstein / Jane Eyre – National Theatre		What it takes to put together live performance			
Support for all	Revision sessions and online materials					
Challenge ideas	Reading around the topic					