

# DRAMA CURRICULUM OVERVIEW



## **Key Stage 3 Drama**

At KS3 Drama develops a skills set that informs their social and cultural development from encouraging students to be independent thinkers, to developing team work, communication, performance and problem solving skills and we have developed a curriculum that encourages all students to be risk takers.

Students are expected to be creative and engage in shared experience alongside developing reflective, analytical skills that will support all areas of the curriculum, giving them their own voice.

Drama is also integral in developing performance and confidence skills through the subject. It teaches students to take risks and know that it is ok to fail and that the experience can only benefit them moving forward.

In Year 7 and 8 students learn and implement key skills into a variety of practical work that requires them to listen, discuss, rehearse and perform alongside evaluating. They are given time to work in groups to develop their own ideas and must democratically select tasks for all group members. Students study text to develop their analytical minds and are encouraged to share their own ideas, whilst being informed by the information given to them. They interpret texts practically and verbally and engage in Peer assessment. They study an aspect of the historical development of drama to improve their cultural, historical and social knowledge of the subject, alongside particular moments in History (Shakespeare, Commedia dell'Arte, Richard III, Pre and post war plays).

In Year 9 students are given the option to study drama, which enables us to vary the demands of the curriculum, broadening their study to encompass schemes of work that prepare them for GCSE study. For those that do not intend to study drama beyond KS3 there is a greater emphasis on skills like creative writing, directing (taking a leadership role within the group) and exploring pertinent issues such as crime and punishment, death, class and social structure, all which are useful areas of exploration that can be applied across the curriculum.

## **Drama at Key Stage 4**

We follow the AQA syllabus for GCSE Drama but take into account the needs of our students In terms of the texts we choose to study and the texts for component three, which offer a broad range of characters that students from different backgrounds may engage with, but that also support their experience at Tiffin School. The students study 'Noughts and Crosses' as their component one text, including exploring the significance of the dystopian style of the play and the social and cultural impact of the themes. Students also create devised theatre and perform extracts of play scripts in order to fulfil the demands of the syllabus. We go on lots of theatre trips and encourage students to appreciate the value of theatre and see the significance of Theatre as an art form and a potential career option, whilst also supporting the demands of the component one exam

## **Drama at Key Stage 5**

We follow the AQA syllabus for Drama and Theatre in line with our GCSE course. The students are required to study two performance texts for component one. We currently teach Jez Butterworth's 'Jerusalem' and Timberlake Wertenbaker's 'Our Country's Good'. The students explore the texts from a practical and design perspective. They also explore a range of theatre practitioners in relation to component two and three, including. Antonin Artaud, Bertolt Brecht, Katie Mitchell, Kneehigh and Headlong theatre companies, and apply these to both devised and script based performance work. We also take the students on a range of theatre visits to broaden their experience of live theatre.

# KS3 DRAMA CURRICULUM



	Year 7	Year 8	Year 9
Autumn Term 1	<b>The Haunted House</b> Mime Movement Physical Theatre Storytelling Performance Spontaneous improvisation	<b>Lord of the Flies</b> Textual Analysis Off text improvisation Script work-characterisation Accent/dialect	<b>Blood Brothers</b> Monologue/duologue/group work Physical theatre accent /dialect class/socio economic Script work
Autumn Term 2	<b>Ernie's Incredible Illucinations</b> Mime Physical Theatre Set design Script analysis Creating additional scenes	<b>Lord of the Flies</b> Textual Analysis Off text improvisation Script work-characterisation Accent/dialect	<b>Persuasive Media</b> Persuasive speech actor/audience relationship Language
Spring Term 1	<b>A Midsummer Night's Dream</b> Social/cultural/historical Motif's Characterisation Script work Off text monologue	<b>Commedia Dell'arte</b> Script writing Historical and critical context Master and Servant Stock Characters Physical and visual comedy	<b>Romeo and Juliet</b> Characterisation Textual analysis Design Themes in the play
Spring Term 2	<b>Roald Dahl-Revoltng Rhymes</b> Physical theatre Mime exaggeration	<b>Commedia Dell Arte</b> Script writing Historical and critical context Master and Servant Stock Characters Physical and visual comedy	<b>Romeo and Juliet</b> Characterisation Textual analysis Design Themes in the play
Summer Term 1	<b>The Princes in the Tower/Murder Mystery</b> Script writing/Research/Social/Cultural and historical	<b>Game Over</b> Characterisation Verbatim work Analysis of language Scriptwork	<b>Melodrama/Murder Mystery</b> Exploration of genre Creating origins drama Character development Filming and editing
Summer Term 2	<b>Summer Project</b> The students are given the opportunity to select from a variety of stimuli to create a piece of drama that utilises the skills they have developed throughout the year.	<b>Game Over</b> Characterisation Verbatim work Analysis of language Scriptwork	<b>Devising Stimuli</b> <b>Derek Bentley</b> Spontaneous improvisation Ensemble work Creating original drama

# KS4 DRAMA CURRICULUM



	Year 10	Year 11
Autumn Term 1	<p><b>Introduction to GCSE Drama:</b> Roles and Responsibilities in the theatre</p> <p><b>Exploration of Text: Benvolio Monologue</b> Aim: To introduce the demands of component 3, focusing on ways to research, rehearse and perform a script extract</p> <p><b>Epic theatre: Introduction to Devising</b> Aim: To introduce the students to epic theatre through the exploration of devised theatre. To develop and perform a short piece of theatre based on the exploration of stimuli surrounding the BLM movement</p>	<p><b>Noughts and Crosses-Performance Project</b> Aim: To explore two extracts from the play that mark a contrast in the characters. To look at how voice, movement, and use of space can inform the interpretation of the characters at these particular moments The students will be expected to take account of the Epic Dystopian style of the play with regards to their performance choices.</p>
Autumn Term 2	<p><b>Noughts and Crosses:</b> Aim: To develop a secure knowledge of the play, including social/cultural/historical understanding. To explore the play from a practical perspective as either a performer or designer.</p>	<p><b>Component 2: Devised Theatre</b> <b>Aims:</b> To give the students the key skills to prepare their final devised performance. The students will respond, develop and evaluate the process and will utilise a specific theatre Practitioner to inform their work. <b>Live Theatre Evaluation-A Monster Calls (mock exam preparation)</b></p>
Spring Term 1	<p><b>Exam Preparation:</b> Aim: The aim of this unit is to prepare the students for the demands of the component 1 examination by looking in more detail at exam structure and time management in exams, alongside revisiting the script.</p>	<p><b>Component 3: Texts in Practice</b> <b>Aims:</b>To prepare the students' final performance work with a focus on establishing in-depth and confident characterisations. The students will be encouraged to explore all script opportunities and should select a script which they best think meets their own skill set. <b>Noughts and Crosses-Practice exam questions</b></p>
Spring Term 2	<p><b>Devising: White Rose/Flight</b> Aim: To complete a full mock devised unit to help students develop the skill set needed to produce a full piece of devised theatre and a working notebook.</p>	<p><b>Live Theatre Evaluation:</b> <b>Aims:</b> To revisit the skills the students need for analysing and evaluating live performance.</p>
Summer Term 1	<p><b>Frankenstein and Stanislavski:</b> Aim: To complete a 'mock' example of component 2, whilst exploring the work of Konstantin Stanislavski and the play Frankenstein. To understand the demands of component 3 and to utilise AQA grading criteria to peer mark.</p>	<p><b>Exam Preparation</b> <b>Aim:</b> To prepare students for the final exam, in particular focusing on time management in the exam and ensuring that students remain focused on the demands of the question <b>Noughts and Crosses Revision</b></p>
Summer Term 2	<p><b>Noughts and Crosses Design/Performance Project:</b></p> <ul style="list-style-type: none"> <li>To create a detailed dystopian/epic design plan for Noughts and Crosses</li> </ul>	

# KS5 DRAMA CURRICULUM



	Year 12		Year 13
Autumn Term 1	<p><b>Jerusalem-Jez Butterworth-Practical and theoretical study of the text with focus on the component 1 examination:</b>  <b>Aim:</b> To explore the text from a performance/directing and design perspective through the practical exploration of text. <b>Practitioner Workshops:</b>                      Stanislavski - Naturalism</p>		<p><b>Our Country's Good</b>  <b>Aim:</b> To explore the text from a performance/directing and design perspective through the practical exploration of text. <b>Component 3: Metamorphosis</b>  <b>Aim:</b> To explore the performance text and its link to the Franz Kafka original text. To apply the theatre techniques of Steven Berkoff.</p>
Autumn Term 2	<p><b>Putting the play into Context:</b>  <b>Aim:</b> To contextualise the students' experience of the play into a performable extract in which they explore developing key characters in the play.  <b>Approaching Live Performance:</b>  <b>Aim:</b> To introduce the students to the demands of evaluating live performance. <b>Practitioner Workshops:</b>                      Brecht - Epic Theatre                      Antonin Artaud-Theatre of Cruelty</p>		<p><b>Devised Theatre</b>  <b>Aim:</b> To develop a piece of devised theatre based on a chosen practitioner (Headlong/Kneehigh/Frantic Assembly/Artaud). To work as part of an ensemble to research, explore and develop a range of stimuli to begin the process of creating devised theatre. To perform a piece of completed devised theatre and to complete a working notebook outlining the process and evaluating the final performance.</p>
Spring Term 1	<p><b>Devised Theatre Introduction-Headlong Theatre Company</b>  <b>Aim:</b> To introduce the students to the demands of component 2 through the exploration of the work of Headlong Theatre Company. <b>Component 3-Macbeth (monologues)</b>  <b>Aim:</b> To develop a detailed knowledge and understanding of the text and the social, historical and cultural aspects of the text that would help to inform their approach to rehearsing their chosen extracts.</p>		<p><b>Our Country's Good/Mock exam</b>  <b>Aim:</b> To prepare students for the autumn mock examinations through practice exam questions.  <b>Making Theatre-Harold Pinter</b>  <b>Aim:</b>The aim of the scheme is to complete a piece of scripted performance based on the work of Harold Pinter with a chosen theatre practitioner applied.</p>
Spring Term 2	<p><b>Live Theatre review and Frankenstein</b>  <b>Aims:</b> Utilising the digital theatre production of NT Frankenstein to develop students' experience of live theatre and the analysis of Live Theatre. Students will participate in a range of activities that look at different types of questions and ways in which to note down key elements of the production, during the theatre experience.</p>		<p><b>Jerusalem Design and Directing Project</b>  <b>Aim:</b> To create a design concept of Jerusalem by focusing on a specific extract of the play.  <b>Live Theatre Performance (TBC)</b>  <b>Aim:</b> To experience live theatre and to prepare notes that can be used to revise for the final exam. <b>Our Country's Good:</b>  <b>Aim:</b> To revisit the text and complete a set of revision notes on the play.</p>
Summer Term 1	<p><b>Exam preparation</b>  <b>Aim:</b> To prepare students for the summer examinations through revisiting elements of Jerusalem and live theatre and then applying their knowledge and understanding to a range of questions as preparation for their mock exam.</p>		<p><b>Exam Preparation:</b>  <b>Aim:</b>To focus on the final summer exam. To revisit set texts and live theatre performances/notes with the intention of ensuring the students feel best prepared for the summer exams.</p>
Summer Term 2	Consolidating knowledge, enrichment and progression activities	Consolidating knowledge, enrichment and progression activities	