



Year 8: Our curriculum intent is:

The Year 8 Curriculum comprises of 18/19 lessons per academic year with each Year 8 group receiving one lesson per fortnight. Every topic contains an introductory session, assessment and evaluation, leading to three or four teacher lead sessions comprising of a variety of practical and explorative activities. Students work both with script and devising their own work. Year 8 students begin the year by studying a thematic topic through a Dramatic lense, primarily that of Justice and Imprisonment. We look at how examples of crime in the local area affect a victim, an offender and the society in general. This is a topic that provides students a space to explore the theme and their thoughts on it in a safe manner. Students devise their own response in response to a stimulus through an abstract activity called an "Empty Chair" piece. This has some links to the Comp 1 unit within GCSE. We then move on to look at using the voice as an instrument, building upon Greek Theatre in Year 7 and look at Voice Acting as a medium. Students are taught about voice in more detail, study some well-known voice actors and how they develop their craft and perform an assessment piece by performing a real 1940's radio play into microphones. Finally, the students end by studying three Shakespeare texts; Midsummer Night's Dream, The Tempest and Macbeth. Students workshop the three scripts using prior learning gained throughout Year's 7 & 8. For example, are students able to turn Midsummer into a Slapstick Comedy or make The Tempest as dramatic as possible? Students are then able to devise their own interpretation of Shakespeare's Witches. Students are given the opportunity to select their own assessment piece based on the explorative workshops they have undertaken.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Imprisonment	Imprisonment Assessment and Evaluation	Voice Acting & Radio Plays	Voice Acting & Radio Plays Assessment and Evaluation	Performing Shakespeare	Performing Shakespeare Assessment and Evaluation
Subject Specific Skills	Team work Confidence Devising Non-Naturalism	Team work Confidence Devising Non-Naturalism	Team work Confidence Tone Accent/Pitch	Team work Confidence Tone Accent/Pitch	Team work Confidence Rhythm Oracy	Team work Confidence Rhythm Oracy
Previous Links	Although Drama is not on the National Curriculum, through both English and Drama lessons we feel the subject develops a multitude of skills which are transferable across a variety of subjects. The knowledge and skills developed in the KS3 curriculum link directly in to some of the requirements for KS4 GCSE Drama					
Cross Curricular	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication

Post 16 and beyond: Students can further develop their Drama skills in [KS4 GCSE Drama](#). At KS5 pathways include College and Performing Arts courses which are on offer at various establishments across the City. Future careers within this exciting pathway may include:

Actor, Broadcast presenter, Community arts worker, Drama therapist. Runner, broadcasting/film/video, Theatre director, Theatre stage manager.



Year 9: Our curriculum intent is:

Year 9 have one lesson of Drama per week and is an option they must choose to carry forwards from Year 8. The aim of the curriculum in Year 9 is to provide the learners with a very slimmed down GCSE course, using the three components of the GCSE Specification as a guideline. Each unit is built around a specific style of Theatre. In Term 1, we focus on Theatre in Education and the students learning is split into two halves. Firstly, students' study "Hard to Swallow" by Mark Wheeler; a piece of TIE telling the true and tragic story of a young woman battling an eating disorder. The script provides a framework for allowing students to interpret abstract, non-naturalistic script using narrative, repetition and essence machine to communicate meaning to an audience. We also study the "Billy Goats" scene in detail. "Hard to Swallow" is a popular text at GCSE and extracts can also be used for Component 2 performances if required. In the second half term, students then use their experience to research and devise their own piece of TIE about Mental Health using stimuli similar to the kind used with Component 1 of the GCSE Specification. In Term 2, students study Stanislavski's Method, using "Blood Brothers" as a framework to use Naturalistic Techniques in rehearsal and performance. The unit is structured like Component 2 of the GCSE Specification where students are required to perform an extract to a visiting examiner. Finally, Term 3 is split between studying Brechtian Theatre and Splendid Theatre's interpretation of "Woyzeck", identifying Epic Theatre techniques like Verfremdungsfekt, multi-rolling, use of placards and more. Students are taught to highlight and analyse these techniques and build upon this analysis in Term 3.2 by producing a full, live review of "Billy Elliot the Musical" using a similar framework and Marking Scheme to the Section B of the Component 3 GCSE Exam. This stands students moving forwards to GCSE Drama in good stead to make significant progress with an understand of three different performance styles and two key practitioners.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Theatre in Education: Hard to Swallow	Theatre in Education: Devising Pieces	Naturalism: Blood Brothers	Naturalism: Blood Brothers Performance	Epic Theatre: Woyzeck	Reviewing Live Theatre
Subject Specific Skills	Team Work Confidence Devising Characterisation	Team Work Confidence Devising Characterisation	Team Work Confidence Emotive Recall Objectives/Intentions	Team Work Confidence Emotive Recall Objectives/Intentions	Team Work Confidence Alienation Narration	Team Work Confidence Alienation Narration
Previous Links	Student choose Soft options in Y8, one of which is Drama. Students continue to develop skill from Y7/8 and begin to look at some of the Y10/11 GCSE curriculum content. The knowledge and skills developed in the KS3 curriculum link directly in to some of the requirements for KS4 GCSE Drama					
Transferable Skills	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication

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Year 10: Our curriculum intent is:

The intention for this academic year is to provide Year 10 with an opportunity to study each separate component of the GCSE Drama Course before undertaking all the Components for the final time in Year 11. Students begin by studying the GCSE Text, in our instance, being “DNA” by Dennis Kelly. Students study the themes, background and original conditions of the text before rehearsing and performing a number of scenes from the play. We then visit the Component 3 Exam and do a practice paper together as a group. Students then move on to perform a scene from a selection of play texts, making connections back to previous study of “Blood Brothers” in Year 9 and complete a mock Component 2 exam before Christmas. Students then move on to study the prior year’s Component 1 Stimuli and undertaking a number of teacher lead session on each stimulus, covering alternate styles of performance like Frantic Assembly’s Physical Theatre or Antonin Artaud’s abstract “Theatre of Cruelty”. Students then complete a short devising project where they must research, script and perform a short 5-10-minute piece based on a stimulus & style of their choice, harkening back to previous devising projects like our TIE exploration in Year 9. Finally, students revisit DNA and undertaking a theatre trip to see a live performance before having another attempt at a Component 3 exam in June before starting their actual Component 1 preparations.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Introduction to GCSE - exploration of basic performance skills & introduction to DNA. Mock Component 2 prep	Mock Component 2 performance and evaluation Review of Component 3 & DNA	Mock Component 1 preparation and rehearsal Review of Component 3 & DNA	Mock Component 1 performance and evaluation Review of Component 3 & DNA	Component 3 mock exam	Introduction to Component 1 stimulus - research and narrative development Portfolio's started
Subject Specific Skills	Team Work Confidence Acting skills	Team Work Confidence Performance skills	Team Work Confidence Devising Skills	Team Work Confidence Performance Skills	Confidence Analytical skills	Team Work Confidence Devising Skills
Previous Links	The Y9 curriculum acts as a bridge to GCSE with each topic/unit mirroring the assessment structure of the three GCSE Components. We introduce a basic look at some main practitioners, advance performance skills and continue to build on our written evaluative skills. The knowledge and skills developed in the KS3 curriculum link directly in to some of the requirements for KS4 GCSE Drama					
Transferable Skills	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication

Post 16 and beyond: At KS5 pathways include College and Performing Arts courses which are on offer at various establishments across the City.

Future careers within this exciting pathway may include:

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Year 11: Our curriculum intent is:

Year 11 continues directly on from Year 10 with students undertaking three lessons per week. In this year, the role of the teacher moves somewhat from being an educator to a facilitator. Students complete all three GCSE Components this year. Completion of the Component 1 Devising Theatre unit is done by the New Year break, with evaluations completed before we break up. Component 2 scripts are handed out in January with their performance to a visiting examiner booked in around March/April depending on the schedule of examiners. Students then complete their Component 3 written exam in May, undertaking addition mock exams in the March and November prior. We also aim to see at least one, full live production but often have many smaller trips/showcases throughout the Year.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Component 1 rehearsal continued Portfolio development continued	Component 1 performance Portfolio draft 1 completed Evaluation completed	Component 2 rehearsal	Component 2 performance to a visiting examiner (date TBA)	Component 3 exam practice. Exam sat at the end of May.	N/A
Subject Specific Skills	Team Work Confidence Devising Skills	Team Work Confidence Performance Skills	Team Work Confidence Acting Skills	Team Work Confidence Performance Skills	Team Work Confidence Analytical skills	N/A
Previous Links	The knowledge and skills developed in the KS3 curriculum link directly in to some of the requirements for KS4 GCSE Drama					
Transferable Skills	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	Independence Collaborative thinking Communication	N/A

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Actor, Broadcast presenter, Community arts worker, Drama therapist. Runner, broadcasting/film/video, Theatre director, Theatre stage manager.