



**OVERVIEW**

Year 7 will develop confidence skills and become part of an ensemble drama group; coming together in a supportive way to create performances. These performances will be created from either a script or students will devise their own performances from a stimulus and research. Students will learn how to structure performances and create credible characters and plots. Students learn how to write meaningful evaluations.

Term	Focus	Assessment
Aut 1	<b>Bullying</b> <ul style="list-style-type: none"> <li>Build confidence and team-work skills.</li> <li>Introduce the drama techniques of still image and thought-tracking.</li> <li>Students research ideas, develop ideas and perform in front of an audience.</li> <li>Students explore issues relating to bullying.</li> </ul>	Teacher assessment of performance and devising.
Aut 2	<b>The Terrible Fate of Humpty Dumpty</b> <ul style="list-style-type: none"> <li>Understand how to communicate the status of characters.</li> <li>Be able to use an end-on stage space &amp; use blocking.</li> <li>Student will be able to answer questions about status, issues within a play and staging.</li> </ul>	Performance assessment preparation for Written exam paper
Spr 1	<b>The Terrible Fate of Humpty Dumpty</b> <ul style="list-style-type: none"> <li>Be able to plan revision</li> <li>Written assessment</li> </ul> <b>Frankenstein</b> <ul style="list-style-type: none"> <li>Create tension using the 5 S's of Tension and how to create atmosphere.</li> </ul>	Written exam paper  Teacher assessment
Spr 2	<b>Animal Rights</b> <ul style="list-style-type: none"> <li>Understand what 'genre' means</li> <li>Devise a performance using 'Documentary genre'.</li> <li>Use research to inform the devising process.</li> </ul>	Teacher assessment
Sum 1	<b>Introduction to non-naturalistic Drama</b> <ul style="list-style-type: none"> <li>Use non-naturalistic concepts such as mirroring, mime and ensemble movement.</li> <li>Devise a 'Frantic Assembly-style' chair duet</li> <li>Explore actor-audience relationships.</li> </ul>	Teacher assessment of performance and devising.
Sum 2	<b>Midsummer Night's Dream</b> <ul style="list-style-type: none"> <li>Be able to say and record what is good and bad about a performance - Evaluation.</li> <li>Be able to explain the impact on the audience.</li> </ul>	Performance assessment and Written Evaluation

**Home Learning:**

- Research of a wide variety of issues. Written Evaluations. Practicing techniques, lines and skills.

**Useful resources:**

- BBC Bite size
- National theatre web site



**OVERVIEW**

Year 8 are introduced to different styles and genres of plays. Students will develop confidence skills and work together to create performances. Students will develop performances from script and devise their own plays from stimuli and independent research. Students will develop techniques that support them when creating three-dimensional characters. They will develop an understanding of how to evaluate their own rehearsals and performances.

Term	Focus	Assessment
Aut 1	Silent Film <ul style="list-style-type: none"> <li>Use the genre conventions of mime, music, placards, stock characters and narration.</li> <li>Research ideas for a performance.</li> </ul>	Teacher assessment of performance and devising
Aut 2	Private Peaceful <ul style="list-style-type: none"> <li>Understand the genre of the play</li> <li>Perform two sections of the play</li> <li>Use movement and voice</li> <li>Decide how to stage the two extracts</li> </ul>	Teacher assessment of characterisation and performance
Spr 1	Private Peaceful <ul style="list-style-type: none"> <li>Revision techniques</li> <li>Written exam</li> </ul> Naturalism <ul style="list-style-type: none"> <li>Use the style of naturalism to create drama. Use 'Magic If' techniques</li> </ul>	Written assessment  Teacher assessment
Spr 2	Commedia dell'arte <ul style="list-style-type: none"> <li>Understand the genre of Commedia dell'arte.</li> <li>Perform as several stock characters using the correct physicality.</li> <li>Use lazzi in a performances.</li> <li>Use music to create atmosphere.</li> </ul>	Teacher characterisation assessment
Sum 1	Darkwood Manor <ul style="list-style-type: none"> <li>Create tension using 5 S's of Tension.</li> <li>Create an in-depth character using 'role on the wall'.</li> <li>Use the devising conventions of mime, improvisation and marking the moment.</li> </ul>	Teacher devising assessment
Sum 2	Performing a script <ul style="list-style-type: none"> <li>Understand the key themes of the play and can record them in the style of a Working Record.</li> <li>Create symbolism in a performances using semiotic devices such as lighting and music.</li> </ul>	Performance assessment and Written evaluation

**Home Learning:**

Research of a wide variety of issues. Write evaluations. Practicing techniques and skills

**Useful resources:**

- BBC Bite size
- National Theatre web site



**OVERVIEW**

Year 9 are introduced to more sophisticated styles and genres. Students will continue to develop confidence skills. They work together to create performances from script and devise their own performances from a stimuli and independent research. Students will develop techniques that allow them to record ideas, develop analysis and evaluation skills.

Term	Focus	Assessment
Aut 1	Genre: Political Theatre <ul style="list-style-type: none"><li>Understand the techniques and objectives of the theatre of Bertolt Brecht.</li><li>Create a performance in the genre of political theatre</li></ul>	Teacher assessed performance and
Aut 2	The Caucasian Chalk Circle <ul style="list-style-type: none"><li>Understand the social cultural and historical context of the play</li><li>Performing a monologue and in a group</li><li>Planning and staging of a scene from the play</li></ul>	Teacher devising assessment. Teacher assessed performance.
Spr 1	The Caucasian Chalk Circle <ul style="list-style-type: none"><li>Revision techniques</li><li>Written exam</li></ul> Devising and Semiotics <ul style="list-style-type: none"><li>Explore semiotics in relation to audience impact.</li></ul>	Witten assessment. Teacher devising assessment.
Spr 2	Devising and Semiotics <ul style="list-style-type: none"><li>Create a portfolio recording the development of the devised performance.</li><li>Explore social, moral, cultural and historical values.</li><li>Devise a four-minute (minimum) performance from a stimulus based on war.</li></ul>	Teacher assessed performance.
Sum 1	Blood Brothers <ul style="list-style-type: none"><li>Study the play text in relation to social, cultural and historical contexts and genre.</li><li>Students choose and perform one extract and a duologue.</li></ul>	Teacher assessed performance.
Sum 2	Blood Brothers <ul style="list-style-type: none"><li>Understand the key themes of the play and link them to a scene.</li><li>Create symbolism in a performances using semiotic devices such as lighting and music</li><li>Be able to evaluate how semiotics devices were used in performance.</li></ul>	Written Exam

**Home Learning:**

Research of a wide variety of issues. Write evaluations. Practicing techniques and skills

**Useful resources:**

- BBC Bite size
- National Theatre web site



**OVERVIEW**

In Year 10 students are introduced to the OCR GCSE Specification and the requirements. They will understand the concepts, skills and abilities needed to gain a good qualification in Drama. Students will explore and understand how to use the language of the subject. They will create a portfolio of work showing the process of developing and evaluating ideas. Students work as an ensemble group creating and reviewing their work and the work of others in a positive and constructive way.

Term	Focus	Assessment
Aut 1	Mock Devising Drama -Using sample assessment paper <ul style="list-style-type: none"> <li>• Explore a stimulus and research an issue</li> <li>• Explore issues and themes in a text using a mind map.</li> <li>• Understand how to develop an artistic vision (aims and intentions).</li> </ul>	Portfolio and teachers assessed performance.
Aut 2	Devising Drama – OCR component 1-Assessment paper <ul style="list-style-type: none"> <li>• Create concept for a performance and use drama techniques to explore ideas.</li> <li>• Create a character in a well thought out context, using a role on the wall, hot-seating.</li> </ul>	Portfolio and teachers assessed performance.
Spr 1	Devising Drama – OCR component 1-Assessment paper <ul style="list-style-type: none"> <li>• Devise a performance considering structure using a tension graph.</li> <li>• Devise a performance considering style and genre.</li> <li>• Be able to explain decisions according to their vision and the intended impact on the audience.</li> </ul>	Portfolio, teacher assessed performance and written assessment
Spr 2	Blood Brothers <ul style="list-style-type: none"> <li>• Interpret a playwright's intentions</li> <li>• Explore issues and themes in Blood Brothers using a mind map</li> <li>• Use practical work to explore the play</li> <li>• Explain how the decisions they make link to the intentions of the playwright.</li> </ul>	Teacher assessed performance
Sum 1	Blood Brothers <ul style="list-style-type: none"> <li>• Identify the genres within Blood Brothers and explain why and how they communicate the playwright’s intentions.</li> <li>• Identify how meaning is communicated within the Blood Brothers.</li> <li>• Select and use appropriate subject-specific terminology.</li> </ul>	Teacher assessed performance
Sum 2	Blood Brothers <ul style="list-style-type: none"> <li>• Discuss, analyse and evaluate how meaning is created and communicated through live theatre using their knowledge and understanding of drama</li> <li>• Analyse and evaluate the acting, design and the characteristics of the performance they have created.</li> </ul>	Written Exam

**Home Learning:**

Research issues and use the research to create drama ideas. Evaluations . Practicing techniques and skills.

**Useful resources:**

- BBC Bite size
- The National Theatre website



**OVERVIEW**

In Year 11 students continue with the OCR GCSE Specification and the requirements. They will understand the concepts, skills and abilities needed to gain a good qualification in Drama.  
Students continue to work as an ensemble group creating and reviewing their work and the work of others in a positive and constructive way.  
Students are now familiar with the language and have completed the portfolio. Students are prepared for the written paper using a combination of practical and theory.

Term	Focus	Assessment
Aut 1	<p>Blood Brothers/Evaluation of Live Theatre</p> <ul style="list-style-type: none"> <li>Students interpret a playwright's intentions, perform and explain how their decisions link to the intentions of the playwright.</li> <li>Explore issues and themes in Blood Brothers/Live Theatre using role-on- wall and practice questions.</li> </ul>	Written assessment
Aut 2	<p>Monologues/duologues and group performance using a play text</p> <ul style="list-style-type: none"> <li>Analyse and evaluate their own acting or design ideas considering structure and style/genre.</li> <li>Explain decisions according to their vision and the intended impact on the audience.</li> </ul>	Controlled conditions written assessment- Teacher assessed Performance
Spr 1	<p>Monologues/duologues and group performance using a play text</p> <ul style="list-style-type: none"> <li>Select and use appropriate subject-specific terminology</li> <li>Discuss, analyse and evaluate how meaning is created and communicated by the actor when performing a scene.</li> </ul>	4 Key questions and External Examiner assessed Performance
Spr 2	<p>Blood Brothers/Evaluation of Live Theatre</p> <ul style="list-style-type: none"> <li>Identify the genres within 'Blood Brothers/Live Theatre' and explain why and how they communicate the playwright's intentions.</li> <li>Identify how meaning is communicated by the actor/designer when performing the play 'Blood Brothers/Live Theatre'.</li> </ul>	OCR written paper - 1 hour 30 Minutes
Sum 1	<p>Blood Brothers/Evaluation of Live Theatre</p> <ul style="list-style-type: none"> <li>Identify the Key moments within Blood Brothers/Live Theatre and explain why and how they communicate the playwright's intentions.</li> <li>Identify how meaning is communicated by the actor within plays.</li> </ul>	OCR written paper - 1 hour 30 Minutes
Sum 2		

**Home Learning:**

Research issues and use the research to create drama ideas. Evaluations . Practicing techniques and skills.

**Useful resources:**

- BBC Bite size
- The National Theatre website