

Curriculum Overview: Drama

Year Group	Content overview Cycle 1	Content overview Cycle 2	Content overview Cycle 3
7	In Cycle 1 we focus on the skills of cooperation and communication through the setting of tasks that require students to work together. We also reiterate the need for respect and responsibility for others. Students are then introduced to all key terminology that they need to be familiar with through practical examples.	In cycle 2, Year 7 move on to theatre history and the origins of theatre traditions. Students are also introduced to devising through the creation of a fictional place and community.	In cycle 3, students are introduced to the performance style of Physical Theatre and the work of practitioners: Frantic Assembly. Students then re-visit the skill of devising, this time using a stimulus to create ideas from.
8	In cycle 1 we remind students of how to use communication and cooperation in group tasks and re-cap on the characterisation skills. We focus on non-verbal acting skills, the genre of Melodrama and how it was used in silent film. Students will then create their own films.	In cycle 2, Year 8 are introduced to the idea of a fictional child who is facing a moral dilemma; students track his progress through practical work in which they will make decisions for him, using empathy as their motivation. Students also look at natural disasters and create characters that are dealing with life changing circumstances.	In cycle 3, students are introduced to the work of Stanislavski and his approach to the style of Naturalism. This is then used as a springboard for work on Kitchen Sink Drama. Later in the term, students will read the play Missing Dan Nolan and create some performance work using the themes and issues that arise in the play.
9	In cycle 1 we remind students of how to work cooperatively with effective communication and empathy. We revisit the key characterisation skills in order to explore the play Teechers, where multi role is used to tell the story.	In cycle 2, Year 9 investigate how advertisers use actors to sell products and the effect different styles of acting have on an audience. We also look at the style and work of practitioner Bertolt Brecht.	In cycle 3, students will study the play Too Much Punch for Judy and create performance work based around the themes and issues that the play raises. Students will also draw on their knowledge of Brecht within this work. At the end of the year, students will have the opportunity to combine their knowledge of Brecht with the theory behind Theatre in Education in order to produce their own piece of educational theatre.
10			
11			