

Curriculum Overview: Drama

Year Group	Content overview Cycle 1	Content overview Cycle 2	Content overview Cycle 3
5	Not taught in Y5		
6	Not taught in Y6		
7	Students look at group dynamics and how to use them to create effective group work. They also complete team building exercises in order to strengthen trust and cooperation within their class.	Students visit the fictional world of Amadora and discover skills for creating characters as well as considering ancient traditions and customs in order to build a fictional community. Students then move on to a historical unit on Greek Theatre where they look at how and where theatre originated and how masks were used in performances.	Students conduct an in-depth text study for the play The Terrible Fate of Humpty Dumpty. This study encourages them to consider the themes of bullying and the price victims pay. They explore the text through practical work, both on and off script.
8	Students study the genre of melodrama and look at examples of this from silent film. Students then create their own silent films. After this, they use their knowledge of melodrama and move the context to theatre where they study the origins of pantomime and create their own versions for the class to watch.	Students study the fictional character Ricky Brown and look at his life experiences that lead him to be expelled from school. They create his background as a way of looking at cause and effect. Students also look at A Natural Disaster where they explore extreme weather conditions and how they affect different parts of the world. This is done through the eyes of a character they create, who lives in one of these parts of the world.	Students conduct an in-depth text study for the play Missing Dan Nolan. This study encourages them to consider the theme of missing people and the message of not leaving your friends on their own. They explore the text through practical work, both on and off script.
9	Students start the year by looking at Devising; what it is and how you devise from a stimulus. We cover perception and interpretation as well as analytical techniques. Students then move onto script work, using Teechers as their stimulus which introduces the 1980s pop culture and shifts in attitudes and education.	Students start this term with looking at advertising and the range of ways that drama is used to sell products. They then create their own adverts, which are filmed. They then finish the term with a practitioner study on Bertolt Brecht and political theatre and create their own drama designed to create change.	Students conduct an in-depth text study for the play The Riots. This study encourages them to consider the themes of gangs and criminality, as well as mob mentality and the price victims pay. They explore the text through practical work, both on and off script.
10	The GCSE course starts with a look at different staging styles and how they affect the acting style and design elements. We then begin our text study for their component 3 exam, DNA. Students look at the play from the perspective of a director, actor and designer and consider how they would use these skills to stage their own version of the play. We also look at writing technique in preparation for the mock exam.	In this term, we continue the text study and prepare for the mock exam. We also go to see a piece of live theatre and look at how to analyse what we see and hear in order to understand meaning created by theatre makers. This also forms part of the mock exam. Students begin working on their first examined practical exam.	Students focus on their devising exam pieces and alongside this, we prepare the written coursework that charts the development of their pieces. Students perform their exam pieces for examination and submit the final drafts of their portfolio. 40% of their overall GCSE grade will now have been achieved.
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