

**Long Term Departmental Planning Overview**

Subject: **DRAMA**

Rationale behind curriculum decisions in light of Covid-19;

***To ensure that DRAMA taught in a classroom is still fun and engaging enhancing students' artistic and creative abilities.***

Curriculum (KS3/4/5) – Year 7 students will be introduced to a range of dramatic conventions that allow them to begin to shape their ideas into dramatic form. Year 8 and 9 students will revisit the basic skills to ensure that they have a clear understanding of what they are and how to implement them within their work. This will be delivered in year 8 through devising their own plays and in year 9 through studying a set text.

At Key Stage 4 the focus will be on set text DNA by Dennis Kelly, the roles and responsibilities of Theatre Makers and Devising skills to ensure that all pupils are able to understand the roles and dilemmas each character faces in DNA using the key drama terminology.

Assessment (KS3/4/5) –At key stage 3 vocabulary tests and quizzes will be completed each half term to check pupil have understood and know what the key skills are and how they are to be used. The scores from these tests will confirm where they are at on the Drama level ladder and highlight what they need to be able to do to move to the next step.

At Key Stage 4 (Year 11) a portfolio of evidence will be submitted before Christmas. Students will be given a question a week (5 questions in total). This will then be marked, moderated and final results are sent to the exam board by Christmas. It is vital pupils stay on track and up to date. (Year 10) A 1-hour Examination will take place before the Christmas break to check the students' knowledge and understanding of the set text – DNA. In particular the characters motivations and themes of the play, this exam will focus on the role of the actor, director and a theatre designer. The data collated from this assessment will inform what key terminology and skills students are having difficulty grasping and then this will be revisited.

**Intended Impact at KS3**

- To deliver a fun and engaging curriculum that teaches about the roles of theatre makers and key skills and terminology.
- Students are able to speak with confidence in front of their peers and teachers
- Students will understand the importance of knowing the world around them and to be able to empathise with others
- Students will know key drama vocabulary and be able to apply this through verbal and written contributions

**Intended Impact at KS4**

- To ensure that all learners are exam ready and have a solid understanding of the role of theatre makers and DNA – the set text.
- Students are able to devise a performance from stimuli
- Students are able critically judge and analyse practical work
- Students understand the key roles of actor, director and designer
- Students will be able to perform to a live audience

Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7	Introduction to Skills  <i>One optional Live Theatre Trip</i>	Introduction to Drama <u>'The Beginnings'</u> Narration/Freeze-Frames/Role-Play/Role on the Wall	<u>James and the Giant Peach</u> Script Work/ Characterisation/ Mime/Gesture/ Movement/Voice	<u>Beauty and the Beast</u> Conscience-Alley/Soundscape/ Tension/Suspense/ Thought-Tracking/ Personification/ Marking the moment/ Hot- Seating	<u>Charlie and the Chocolate Factory</u> Status/Stereotypes/ Slow Motion/ Marking the Moment/ Moulding/ Sound Machine/ Hot- seating	<u>The Mission</u> Teacher in Role/ Problem Solving Team Work/ Movement/ Mime/ Gesture/ Freeze-Frames/ Narration/ Thought-Tracking	<u>The Twits</u> Stereotypes/ Script work/ Characterisation/ Voice/ Movement/ Mime/ Gesture/
ASSESSMENTS PRACTICAL AND WRITTEN ASSESSMENTS ARE CARRIED OUT AT THE END OF EACH UNIT OF WORK.							
8	Skills Development  <i>One optional Live Theatre Trip</i>	<u>Darkwood Manor</u> Dramatic Tension/ Teacher In Role/ Freeze-Frame/ Narration/ Mime/ Thought-Tracking/ Physical Theatre/ Transitions/ Hot-seating/role -play	<u>War</u> Voice/Movement/ Mime/Body Language/facial expressions/ Teacher in role/ Thought-Tracking/ Role- Play/ Freeze-Frames/ Poetry/ How close/ Gesture/ Split-focus/	<u>George's Marvellous Medicine</u> Freeze-Frames/ Story Telling/ Teacher in Role/ Soundscape/ Script work/ Hot-Seating/ Conscience Alley/	<u>Little Red Riding Hood</u> <u>Story Telling</u> Freeze-Frames Script Work Voice Body Language Facial Expressions Movement/Mime Gesture Monologue Narration	<u>Spears Sports</u> Physical Theatre/ Sound Machine/ Teacher In Role/ Movement/ Mime/ Gesture/ Conscience Alley/ Hot-Seating/ Story Telling/	<u>Choices from Humpty Dumpty</u> <u>A Midsummer Night's Dream</u> <u>Mr Stink</u> Script Work/Status /Power/ Devising/ Role-Play Cross-Cutting/Thought-Tracking /Marking the Moment/Facial Expressions/Body Language/Voice/ Movement /Mime/Gesture
ASSESSMENTS PRACTICAL AND WRITTEN ASSESSMENTS ARE CARRIED OUT AT THE END OF EACH UNIT OF WORK.							

9	<p>GCSE PREPARATION</p> <p><i>One optional Live Theatre Trip</i></p>	<p><u>Inventions</u></p> <p>Stereotypes Freeze-Frames Thought-Tracking Movement/Mime Gesture/Voice/role-Play/Cross Cutting/ Physical Theatre/ Teacher In Role Split Focus Script Work</p>	<p><u>The Curious incident of the Dog In the Night-time</u></p> <p><u>Our Day out</u></p> <p>Script Work Brecht Stereotypes Characterisation Body Language Facial Expressions Voice Status Freeze-Frames Narration Cross-Cutting Thought-Tracking Hot-Seating Dramatic Tension</p>	<p><u>Cyberbullying Riots</u></p> <p>Devising Stimulus Brecht Voice Movement/Mime Gesture Lighting Sound Music Costume Set Research Portfolio Freeze-frames Thought-Tracking/ Split-focus Narration Hot- seating Marking the Moment/ Power/Status</p>	<p><u>Power or Sex &amp; Relationships</u></p> <p>Monologues Power/status/ Thought-Tracking/ Teacher in Role/ Forum Theatre/ Narrating/ Role-play/ Marking the Moment/ Cross-Cutting/ Lighting/ Music/ Costumes/ Set/</p>	<p><u>Choice of Blood Brothers/ Jekyll and Hyde/</u></p> <p>Script Work/Status /Power/ Devising/ Role-Play Cross-Cutting/ Thought-Tracking /Marking the Moment/ Facial Expressions/ Body Language/ Voice/ Movement /Mime/ Gesture</p>	<p><u>Crime and Punishment</u></p> <p>Stanislavski Freeze-Frames Role-Play Given Circumstances Magic If Split-Scene Stylised Movement Improvising Characterisation</p>
<p>ASSESSMENTS PRACTICAL AND WRITTEN ASSESSMENTS ARE CARRIED OUT AT THE END OF EACH UNIT OF WORK.</p>							
10	<p><i>Edexcel GCSE Drama</i></p> <p><i>Various trips to see Live Performance (One compulsory)</i></p>	<p><u>Introduction to GCSE Drama</u></p> <p>BRECHT STANISLAVSKI APPLYING KS3 DRAMA SKILLS</p>	<p><u>DNA by Dennis Kelly</u></p> <p>Script Work Performing Characterisation Body language Movement/Mime/ Gesture/Voice</p> <p>Performance Assessed</p>	<p><u>Performance From Text</u></p> <p>Interpreting and exploring two key extracts from a chosen performance text.</p> <p>Performing two key extracts from this text.</p>	<p><u>Devising</u></p> <p>Creating and developing a devised piece from stimuli.</p> <p>Group performance realisation of</p>	<p><u>Devising</u></p> <p>Creating and developing a devised piece from stimuli.</p> <p>Group performance realisation of the devised piece.</p>	<p><u>Theatre Makers in Practice</u></p> <p>Study of one complete performance text.</p> <p>A live theatre evaluation.</p> <p>Written Paper</p>

				Performance Assessed	the devised piece.  Analysing and evaluating the creative process and group devised performance.  Performance and Portfolio Assessed	Analysing and evaluating the creative process and group devised performance.  Performance and Portfolio Assessed	
11		<p><u>Devising</u></p> <p>Creating and developing a devised piece from stimuli.</p> <p>Group performance realisation of the devised piece.</p> <p>Analysing and evaluating the creative process and group devised performance.</p> <p>NEA</p>	<p><u>Devising</u></p> <p>Creating and developing a devised piece from stimuli.</p> <p>Group performance realisation of the devised piece.</p> <p>Analysing and evaluating the creative process and group devised performance.</p> <p>NEA</p>	<p><u>Performance From Text</u></p> <p>Interpreting and exploring two key extracts from a chosen performance text.</p> <p>Performing two key extracts from this text.</p> <p>EXTERNAL EXAMINER</p>	<p><u>Theatre Makers in Practice</u></p> <p>Study of one complete performance text.</p> <p>A live theatre evaluation.</p> <p>WRITTEN PAPER</p>	<p><u>Theatre Makers in Practice</u></p> <p>Study of one complete performance text.</p> <p>A live theatre evaluation.</p> <p>WRITTEN PAPER</p>	