

Long Term Departmental Planning Overview		Subject: Drama					
Intended Impact at KS3							
<ul style="list-style-type: none"> 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							
<ul style="list-style-type: none"> 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 'The Beginnings' Narration/Freeze-Frames/Role-Play/Role on the Wall	James and the Giant Peach Script Work/Characterisation/Mime/Gesture/Movement/Voice	Beauty and the Beast Conscience-Alley/Soundsc ape/ Tension/Suspe nse/ Thought-Tracking/ Personification / Marking the moment/ Hot- Seating	Charlie and the Chocolate Factory Status/Stereot ypes/ Slow Motion/ Marking the Moment/ Moulding/ Sound Machine/ Hot- seating	The Mission Teacher in Role/ Problem Solving Team Work/ Movement/ Mime/ Gesture/ Freeze-Frames/ Narration/ Thought-Tracking	The Twits 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>	Darkwood Manor Dramatic Tension/ Teacher In Role/ Freeze-Frame/ Narration/ Mime/ Thought-Tracking/	War Voice/Movement/Mi me/Body Language/facial expressions/ Teacher in role/ Thought-Tracking/	George's Marvellous Medicine Freeze-Frames/ Story Telling/	Little Red Riding Hood Story Telling Freeze-Frames Script Work Voice	Spears Sports Physical Theatre/ Sound Machine/	Choices from Humpty Dumpty A Midsummer Night's Dream Mr Stink Script Work/Status /Power/ Devising/

		Physical Theatre/ Transitions/ Hot-seating/role - play	Role- Play/ Freeze-Frames/ Poetry/ How close/ Gesture/ Split-focus/	Teacher in Role/ Soundscape/ Script work/ Hot-Seating/ Conscience Alley/	Body Language Facial Expressions Movement/Mi me Gesture Monologue Narration	Teacher In Role/ Movement/ Mime/ Gesture/ Conscience Alley/ Hot-Seating/ Story Telling/	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	GCSE PREPARATION <i>One optional Live Theatre Trip</i>	Inventions Stereotypes Freeze-Frames Thought-Tracking Movement/Mime Gesture/Voice/role- Play/Cross Cutting/ Physical Theatre/ Teacher In Role Split Focus Script Work	The Curious incident of the Dog In the Night-time Our Day out Script Work Brecht Stereotypes Characterisation Body Language Facial Expressions Voice Status Freeze-Frames Narration Cross-Cutting Thought-Tracking Hot-Seating Dramatic Tension	Cyberbullying Riots Devising Stimulus Brecht Voice Movement/Mi me Gesture Lighting Sound Music Costume Set Research Portfolio Freeze-frames Thought- Tracking/ Split-focus Narration Hot- seating Marking the Moment/ Power/Status	Power or Sex & Relationships Monologues Power/status/ Thought- Tracking/ Teacher in Role/ Forum Theatre/ Narrating/ Role-play/ Marking the Moment/ Cross-Cutting/ Lighting/ Music/ Costumes/ Set/	Choice of Blood Brothers/ Jekyll and Hyde/ Script Work/Status /Power/ Devising/ Role-Play Cross- Cutting/Thou ght-Tracking /Marking the Moment/Faci al Expressions/ Body Language/Vo ice/Movemen t /Mime/Gestur e	Crime and Punishment Stanislavski Freeze-Frames Role-Play Given Circumstances Magic If Split-Scene Stylised Movement Improvising Characterisation
ASSESSMENTS PRACTICAL AND WRITTEN ASSESSMENTS ARE CARRIED OUT AT THE END OF EACH UNIT OF WORK.							
10	Edexcel GCSE Drama	Introduction to GCSE Drama	DNA by Dennis Kelly	Performance from Text	Devising	Devising	Theatre Makers in Practice

	<p><i>Various trips to see Live Performance (One compulsory)</i></p>	<p>BRECHT STANISLAVSKI APPLYING KS3 DRAMA SKILLS</p>	<p>Script Work Performing Characterisation Body language Movement/Mime/ Gesture/Voice</p> <p>Performance Assessed</p>	<p>Interpreting and exploring two key extracts from a chosen performance text. Performing two key extracts from this text. Performance Assessed</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>Performance and Portfolio Assessed</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>Performance and Portfolio Assessed</p>	<p>Study of one complete performance text.</p> <p>A live theatre evaluation.</p> <p>Written Paper</p>
11		<p>Devising</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</p>	<p>Devising</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</p>	<p>Performance from Text</p> <p>Interpreting and exploring two key extracts from a chosen performance text.</p> <p>Performing two key extracts from this text.</p>	<p>Theatre Makers in Practice</p> <p>Study of one complete performance text.</p> <p>A live theatre evaluation.</p> <p>WRITTEN PAPER</p>	<p>Theatre Makers in Practice</p> <p>Study of one complete performance text.</p> <p>A live theatre evaluation.</p> <p>WRITTEN PAPER</p>	

		and group devised performance. NEA	group devised performance. NEA	EXTERNAL EXAMINER			
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