

DRAMA

Key Stage 2 Curriculum includes

At KS2, the amount of Drama students have been exposed to will be very much dependant on each primary school. Most students will have taken part in basic school plays and assemblies but most will not have looked at any dramatic conventions and techniques.



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	<u>Introduction to Drama Conventions: The Ballad of Charlotte Dymond.</u> <ul style="list-style-type: none"> Teacher in Role – understanding costume and props. Still image and Thought Tracks Hot seating Flashback & Narration Conscious Alley / Spotlighting / Split Staging Rehearsal and Performance Evaluation of the performance 	<u>Introduction to Physical Theatre (drama conventions):</u> <ul style="list-style-type: none"> Creating basic shapes and objects Telling stories through movement – daily routine Creating atmosphere – haunted house Round by through / Chair Duets Exploring real life events through physical theatre Rehearsal and Performance. Evaluation of final performance. 	<u>Introduction to Drama Practitioners:</u> <ul style="list-style-type: none"> Stanislavski - Naturalism, Emotion Memory, Subtext, Character Objectives. Brecht – V effect, Gestus, Narration & Placards. Frantic Assembly – Creating an ensemble, movement & lifts. Responding to a WW1/WW2 stimulus to create a performance within this style – link for Remembrance Day Nov 11th. 	<u>Introduction to Blood Brothers:</u> <ul style="list-style-type: none"> Plot, characters, set, themes, & context. Much deeper understanding and analysis than at KS3. Rehearsal and perform sections of the play. Vocal and physical skills – character objectives. Practice questions on extracts. Ensure that students know the play inside and out – all characters and all acting scenes, 	<u>Component 2 – Devising Drama:</u> <ul style="list-style-type: none"> Revisit ideas and themes suggested from Section 1 & 2. Rehearsal, development and practice of performance piece Perform final piece end of Sept/ beginning Oct. Complete Section 3 of coursework and revisit Section 1 and 2 to ensure fully completed by half term. 		
Autumn 2	<u>Mime, Comedy & Pantomime (drama conventions):</u> <ul style="list-style-type: none"> Character stereotypes, hero/villain/damsel in distress Slapstick comedy Introduction to 	<u>Blood Brothers (script): (SoL hook for students to choose GCSE Drama)</u> <ul style="list-style-type: none"> Introduction to plot, characters, set and themes. Understanding social class divide. 	<u>Live Theatre Review (may be Nov/Dec depending when seen the show):</u> <ul style="list-style-type: none"> Analysis of live performance seen in December. Understanding plot, 	<u>Blood Brothers Continued:</u> <ul style="list-style-type: none"> In depth analysis of characters and extracts Comparing characters and cross-referencing scenes – 	<u>Live Theatre Review & Blood Brothers Revision for PPE2:</u> <ul style="list-style-type: none"> Revisit and revise Blood Brothers – key scenes, characters, context. 		

	<p>Commedia de'll arte.</p> <ul style="list-style-type: none"> • Cinderella Pantomime script extracts. • Rehearsal and Performance • Evaluation of the performance. 	<ul style="list-style-type: none"> • Role of the Narrator and cyclical play structure. • Acting as a child, Mickey monologue and Mickey & Eddie first meet. • Rehearsal and Performance of scenes. • Evaluation of final performance. 	<p>characters, themes and context.</p> <ul style="list-style-type: none"> • Analysing vocal and physical skills of actors • Evaluating the success of key moments. <p>Begin Teachers before Xmas.</p>	<p>Prep for Q4.</p> <ul style="list-style-type: none"> • Developing practice questions & exam technique. • Mock Exam – sample paper at the end of the term. 	<ul style="list-style-type: none"> • Introduce new Live Theatre Performance (October) to complete Section C of exam. • Analysing and Evaluating the performance. • PPE2 – 2019 Mock Exam Paper. 		
Spring 1	<p><u>The Terrible Fate of Humpty Dumpty (script):</u></p> <ul style="list-style-type: none"> • Conventions of a play script – stage directions, staging positions. • Creating a character – staying in role and learning lines for a performance • Hot seating a character, developing a background of a character. • Exploring different types of staging and positions • Rehearsal and Performance • Evaluation of the performance 	<p><u>Theatre in Education (devising):</u></p> <ul style="list-style-type: none"> • Conventions of Theatre in Education. • Responding to a variety of stimuli. • Developing research and understanding Verbatim Theatre. • Using drama conventions and physical theatre to tell a story. • Rehearsal and Performance. • Evaluation of final performance. 	<p><u>Teachers (script):</u></p> <ul style="list-style-type: none"> • Complete focus on acting skills – Component 3 practice. • Exaggerating stereotypes, the use of multirole and creating comedy. • Developing vocal and physical acting skills. • Focused rehearsals on key extracts. • Performance to take place at the end of January for GCSE Drama Showcase. 	<p><u>Live Theatre Review (may be Nov/Dec depending when seen the show):</u></p> <ul style="list-style-type: none"> • Analysis of live performance seen in December. • Understanding plot, characters, themes and context. • Analysing vocal and physical skills of actors • Evaluating the success of key moments 	<p><u>Component 3 – Exam (scripts dependant on groupings):</u></p> <ul style="list-style-type: none"> • Understanding of plot and characters of selected plays chosen • Rehearsal. • Comparison between extracts chosen – focus on acting skills. • Performance of both extracts to happen in March/April Time 		
Spring 2	<p><u>Grimm's Tales (devising):</u></p> <ul style="list-style-type: none"> • Exploring alternate version of fairy tales through symbolism, narration and still images. • Developing characterisation. 	<p><u>Too Much Punch for Judy (script):</u></p> <ul style="list-style-type: none"> • Developing characterisation & story telling. • Breaking the 4th Wall – direct address & narration 	<p><u>DNA – Exam Practice:</u></p> <ul style="list-style-type: none"> • Understanding plot, themes, characters and context. • Exploring different types of lighting, sound and staging effects. 	<p><u>Comp 3 – Acting skills Mock: (script dependant on groupings)</u></p> <ul style="list-style-type: none"> • Understanding of plot and characters of selected plays chosen 	<p><u>Comp 3 Exam & Exam Revision:</u></p> <ul style="list-style-type: none"> • Performance for Component 3 to happen just before Easter. • Revision of Blood Brothers and Live 		

	<ul style="list-style-type: none"> Exploring different genres and styles of a performance to create own version of one of the fairy tales Rehearsal and Performance Evaluation of the performance. 	<ul style="list-style-type: none"> Developing Physical theatre – creating the car crash sequence. Rehearsal and Performance. Evaluation of final performance. 	<ul style="list-style-type: none"> Focus on costume and setting for Question 1. Focus on the monologue's scenes of Leah for Question 2. 	<ul style="list-style-type: none"> Rehearsal. Comparison between extracts chosen – focus on acting skills. Performance of both extracts. 	<p>Theatre Review of Performance.</p> <ul style="list-style-type: none"> PP3 – latest exam paper. 		
Summer 1	<ul style="list-style-type: none"> <u>Our Day Out (script):</u> Understanding plot, themes, characters and context. Developing characterisation Focusing on using vocal and physical skills to create clear characters Rehearsal and Performance. Evaluation of the performance. 	<p><u>Live Theatre Review: (Written – Section C)</u></p> <ul style="list-style-type: none"> Analysis of a live performance – focusing on set, costume, props. Analysing vocal and physical acting skills Evaluating key moments of the performance and the success on stage. 	<p><u>DNA Exam Practice continued / Devising:</u></p> <ul style="list-style-type: none"> Focus on the character interpretation of Cathy for Question 3. Focus on the general character of Phil for Question Mock exam on DNA exam style questions at the end of the unit. 	<p><u>Devising - Component 2:</u></p> <ul style="list-style-type: none"> Responding to a variety of stimuli Researching stimuli chosen Focus on initial thoughts and ideas. Section 1 of coursework drafted. Begin to develop and refine ideas in rehearsal. 	<p><u>Exam Revision:</u></p> <ul style="list-style-type: none"> Revision of Blood Brothers and Live Theatre Review 		
Summer2	<p><u>Live Theatre Review: (Written – Section C)</u></p> <ul style="list-style-type: none"> Analysis of a live performance – focusing on set, costume, props. Analysing vocal and physical acting skills Evaluating key moments of the performance and the success on stage. 	<p><u>Monologues & Duologues (performance):</u></p> <ul style="list-style-type: none"> Selecting the right type of monologue or duologue Writing your own monologue / duologue Rehearsal – learning lines Performing individually. Analysis and evaluation of the performance. 	<p><u>Devising – mock unit:</u></p> <ul style="list-style-type: none"> Responding to a stimulus Researching the stimulus Generating themes and ideas Development and rehearsal Analysis and Evaluation of the final performance 	<p><u>PPE 1 Revision & Devising Component 2:</u></p> <ul style="list-style-type: none"> Section 2 of coursework drafted. Further rehearsal and development of ideas. Revision and recap on Blood Brothers and Live Theatre Review for PPE 1 (2018 paper) 			

