

## Drama Curriculum

### Curriculum Intent

The drama department at Iceni engages all pupils in the fundamental skills to become successful in drama. These skills include an **exploration of scripts**, studying variety of **cultural and historical styles and genres, and devising skills**. Whilst pupils study the technical aspects of drama, they will also be focused on improving their **teamwork, communication, empathy and structure**. This creates a rounded drama education that empowers pupils for the next stage in their future.

### Curriculum Implementation

Year	Lessons	When	Lead	Topic	Summary	Skills and Knowledge	Assessment for learning	Big Question	Key Words	Academic Text
Year 7	6	Autumn	AAS	<b>Drama skills</b>  The aim of this unit is to focus on the fundamental devising skills.	The pupils summative assessment will be a performance of their myth at the end of the unit. Through the unit they will be assessed on the creation of their ideas, their teamwork, characterisation and use of drama skills.	<ul style="list-style-type: none"> <li>- Freeze Frames</li> <li>- Narration</li> <li>- Body Language</li> <li>- Facial Expressions</li> <li>- Characterisation</li> <li>- Structure of a play</li> </ul>	<ul style="list-style-type: none"> <li>- Devising skills</li> <li>- Structuring</li> <li>- Performance</li> </ul>	<ol style="list-style-type: none"> <li>1. How can I be safe in drama?</li> <li>2. What is a freeze frame?</li> <li>3. What is Narration?</li> <li>4. How can I structure my myth?</li> <li>5. What skills do I need to improve my performance?</li> </ol>	<ul style="list-style-type: none"> <li>- Freeze Frame</li> <li>- Structure</li> <li>- Narration</li> <li>- Characterisation</li> <li>- Myth</li> </ul>	Why is drama important in life?
Year 7	6	Spring	AAS	<b>Performing Shakespeare</b>  The aim of this unit is to introduce pupils to script work and teach historical theatre	The Shakespearian unit of work assesses pupils on a range of vocal and physicals that are needed to create a performance. After the performance pupils will reflect and evaluate.	<ul style="list-style-type: none"> <li>- History of Theatre</li> <li>- Shakespearian Language</li> <li>- Sword Fighting Skills</li> <li>- Use of Voice</li> </ul>	<ul style="list-style-type: none"> <li>- Script</li> <li>- Cultural and historical context</li> </ul>	<ol style="list-style-type: none"> <li>1. What was life like in Elizabethan England.</li> <li>2. What is a Parry and a lunge?</li> <li>3. What makes a successful stage fight?</li> </ol>	<ul style="list-style-type: none"> <li>- Capulet</li> <li>- Montague</li> <li>- Parry</li> <li>- Lunge</li> <li>- Groundlings</li> </ul>	Romeo and Juliet Prologue
Year 7	6	Summer	AAS	<b>Theatre in Education</b>  The aim of this unit to understand a new style of theatre and to introduce Brecht.	Research and creativity are crucial to producing a message that will get your audience thinking. Therefore pupils are assessed on their rehearsal and preparation skills as well as whether they meet the style.	<ul style="list-style-type: none"> <li>- What is T.I.E?</li> <li>- How can facts improve a performance</li> <li>- Facial Expressions</li> <li>- Freeze frames</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural and historical context</li> <li>- Structure and creation</li> </ul>	<ol style="list-style-type: none"> <li>1. What is Theatre in education and why is it important?</li> <li>2. How do I structure a piece of theatre in education?</li> <li>3. What makes a god theatre in education performance?</li> </ol>	<ul style="list-style-type: none"> <li>- Statistics</li> <li>- Brecht</li> <li>- Placards</li> </ul>	Newspaper article on Bullying
Year 8	6	Autumn	AAS	<b>Commedia Dell'arte</b>  The aim of this unit is to teach the historical style of commedia and to apply the characters.	Learning the history of slapstick comedy and applying it to a modern setting is the focus for this unit of work. Student will learn the tools to structure their own commedia performance, using the historical characters.	<ul style="list-style-type: none"> <li>- Lazzi</li> <li>- Slapstick</li> <li>- Commedia Characters</li> <li>- Facial Expressions</li> <li>- Body Language</li> <li>- Artuad?</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural and historical context</li> <li>- Structure and creation</li> </ul>	<ol style="list-style-type: none"> <li>1. What is slapstick?</li> <li>2. What is Commedia Dell'arte?</li> <li>3. How can I use drama skills to effectively create a commedia character?</li> </ol>	<ul style="list-style-type: none"> <li>- Commedia</li> <li>- Slapstick</li> <li>- Zanni</li> <li>- Lazzi</li> <li>- Magnifico</li> </ul>	National Library Article on Commedia Dell'arte.
Year 8	6	Spring	AAS	<b>Greek Theatre</b>  The aim of this unit is to explore the origins of theatre.	Theatre began with the Greeks and during this module of learning pupils will discover the skills the Greeks used and they will apply it to their own performance.	<ul style="list-style-type: none"> <li>- Choral Work</li> <li>- Masks</li> <li>- Antigone</li> <li>- Myths</li> <li>- Gods and Goddess</li> </ul>	<ul style="list-style-type: none"> <li>- Historical context</li> <li>- Devising Skills</li> </ul>	<ol style="list-style-type: none"> <li>1. What makes Greek Theatre unique?</li> <li>2. What is genre?</li> <li>3. What is a chorus?</li> </ol>	<ul style="list-style-type: none"> <li>- Ensemble</li> <li>-</li> </ul>	Greek Theatre in the modern day
Year 8	6	Summer	AAS	<b>Our Day Out</b>  The aim of this unit is for pupils to apply acting skills into a modern performance, using characterisation and performance support.	As a final unit in year 8 pupils will be applying all their knowledge to create and understand Our Day Out. Each lesson will see pupils understand different scenes and use different skills such as stereotyping.	<ul style="list-style-type: none"> <li>- Characterisation</li> <li>- Stage directions</li> <li>- Historical Context</li> </ul>	<ul style="list-style-type: none"> <li>- Script</li> <li>- Structure and creation</li> </ul>	<ol style="list-style-type: none"> <li>1. What are stereotypes?</li> <li>2. How do we show characterisation?</li> <li>3. How important are stage directions in Our Day out?</li> </ol>	<ul style="list-style-type: none"> <li>- Stereotype</li> <li>- Characterisation</li> <li>- Stage directions</li> </ul>	Our Day Out Theatre Review
Year 9	6	Autumn	AAS	<b>Physical Theatre</b>  The aim of his unit is to introduce pupils to Berkoff and the style of physical theatre, practically.	Pupils Learn about physical theatre and its variety of uses within a performance. Using Metamorphosis as an example pupils will create their own performance using the new skills they learnt.	<ul style="list-style-type: none"> <li>- Motifs</li> <li>- Gestures</li> <li>- Body Language</li> <li>- Relationships</li> <li>- Proxemics</li> <li>- Berkoff</li> </ul>	<ul style="list-style-type: none"> <li>- Devising Skills</li> <li>- Structure and creation</li> </ul>	<ol style="list-style-type: none"> <li>1. What is physical theatre?</li> <li>2. How can I apply physical theatre to a performance?</li> </ol>	<ul style="list-style-type: none"> <li>- Motif</li> <li>- Body Language</li> <li>- Ensemble</li> </ul>	Frantic Assembly Text

Year 9	6	Spring	AAS	<b>Too Much Punch For Judy- Verbatim</b>	This unit helps pupils Understand what Verbatim is and applying it to A Mark Wheeler play. Using skills of acting, physical theatre and performance support pupils will understand what is needed to create effective Verbatim Performance.	<ul style="list-style-type: none"> <li>- Physical Theatre</li> <li>- Structure</li> <li>- Verbatim</li> </ul>	<ul style="list-style-type: none"> <li>- Historical and cultural aspects</li> <li>- Script work</li> </ul>	<ol style="list-style-type: none"> <li>1. What is verbatim theatre?</li> <li>2. How can I use performance support to improve my performance?</li> </ol>	<ul style="list-style-type: none"> <li>- Verbatim</li> <li>- Physical Theatre</li> <li>- Duologue</li> </ul>	Too Much Punch For Judy Theatre Review
Year 9	6	Summer	AAS	<b>Responding to a Stimulus</b>	This unit is an opportunity for pupils explore a variety of stimulus. Allowing pupils to understand how to create a performance and understand the performance support side.	<ul style="list-style-type: none"> <li>- Brecht</li> <li>- Stimulus</li> <li>- Structuring a performance</li> <li>- Costume</li> <li>- Lighting</li> <li>- Set</li> </ul>	<ul style="list-style-type: none"> <li>- Devising skills</li> <li>- Structure and Creation</li> </ul>	<ol style="list-style-type: none"> <li>1. What is a stimulus?</li> <li>2. How do i structure a story?</li> <li>3. What is performance support and how can it improve my performance?</li> </ol>	<ul style="list-style-type: none"> <li>- Brecht</li> <li>- Stimulus</li> <li>- Structuring a performance</li> <li>- Costume</li> <li>- Lighting</li> <li>- Set</li> </ul>	Newspaper article linking back to a stimulus
Year 10	10	Autumn	AAS	<b>Skills and fundamentals</b>	This unit focuses on enhancing the skills pupils already have and applying it to a GCSE setting. Pupils complete a range of activities aimed at producing GCSE grade performances.	<ul style="list-style-type: none"> <li>- Style</li> <li>- Genre</li> <li>- Practitioners</li> </ul>	<ul style="list-style-type: none"> <li>- Devising skills</li> <li>- Structure and Creation</li> </ul>	<ol style="list-style-type: none"> <li>1. What is a practitioner?</li> <li>2. What is naturalism?</li> <li>3. What is physical theatre?</li> <li>4. What is epic Theatre?</li> </ol>	<ul style="list-style-type: none"> <li>- Style</li> <li>- Genre</li> <li>- Practitioners</li> <li>- Brecht</li> <li>- Stanislavski</li> </ul>	Article from Frantic Assemblies website
Year 10	18	Autumn	AAS	<b>Blood Brothers</b>	Pupils learn the set text for component One. Focus is on the acting skills needs to understand how to perform Blood Brothers.	<ul style="list-style-type: none"> <li>- Characters with blood brothers</li> <li>- Themes</li> <li>- Foreshadowing</li> </ul>	<ul style="list-style-type: none"> <li>- Script</li> <li>- Structure and creation</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the themes in Blood Brothers?</li> <li>2. Who has control in Blood brothers?</li> <li>3. How do I adapt my body to play a 7 year old?</li> </ol>	<ul style="list-style-type: none"> <li>- foreshadowing</li> <li>- Omnipresent</li> <li>- Narration</li> <li>- Epic Theatre</li> </ul>	Prologue from Blood brothers
Year 10	12	Spring	AAS	<b>Theatre Reviews</b>	Pupil's practice and structure theatre reviews. Applying practical skills to the exam criteria.	<ul style="list-style-type: none"> <li>- Lighting</li> <li>- Sound</li> <li>- Costume</li> <li>- Proxemics</li> </ul>	<ul style="list-style-type: none"> <li>- Exam specifications (AQA)</li> </ul>	<ol style="list-style-type: none"> <li>1. What makes a good theatre review?</li> </ol>	<ul style="list-style-type: none"> <li>- Sound</li> <li>- Lighting</li> <li>- Proxemics</li> </ul>	AQA Website theatre reviews
Year 10	12	Spring	AAS	<b>Component Two</b>	A combination of written coursework and devising a performance. students develop skills needed to create a performance from a stimuli.	<ul style="list-style-type: none"> <li>- Devising</li> <li>- Stimuli</li> <li>- Vocal skills</li> <li>- Physical Skills</li> <li>- Structure</li> </ul>	<ul style="list-style-type: none"> <li>- Exam specifications (AQA)</li> </ul>	<ol style="list-style-type: none"> <li>1. How do I react to a stimulus?</li> <li>2. how do i structure an effective performance?</li> </ol>	<ul style="list-style-type: none"> <li>- Structure</li> <li>- Devising</li> <li>- Characterisation</li> </ul>	Newspaper article stimuli
Year 10	24	Summer	AAS	<b>Component Two</b>	A combination of written coursework and devising a performance. students develop skills needed to create a performance from a stimulus. They will then perform this.	<ul style="list-style-type: none"> <li>- Devising</li> <li>- Stimuli</li> <li>- Vocal skills</li> <li>- Physical Skills</li> <li>- Structure</li> </ul>	<ul style="list-style-type: none"> <li>- Exam specifications (AQA)</li> </ul>	<ol style="list-style-type: none"> <li>3. How do I react to a stimulus?</li> <li>4. how do i structure an effective performance?</li> </ol>	<ul style="list-style-type: none"> <li>- Structure</li> <li>- Devising</li> <li>- Characterisation</li> </ul>	Examples of devising IOGS