

Curriculum Overview

Subject: DRAMA

Year Group: 7



CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

Drama in Year 7 is taught twice over a fortnightly timetable. Students are given 1 hour lessons within our 3 drama spaces. Students are encouraged to participate in all activities building confidence and rapport. Practical work is at the heart of our Drama curriculum, Students are marked against a criterion of Creating Drama, Performing Drama and Evaluating Drama. Students are regularly asked to complete self and peer assessments.

TERM 1		TERM 2		TERM 3	
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
DRAMA INTRODUCTION MIME	SCRIPTS AND PANTO	COMMEDIA DELL'ARTE	STANISLAVSKI	DARKWOOD MANOR	PERFORMANCE AND CHARACTERISATION
KNOWLEDGE/SKILLS In the first term of Drama in Yr7, students are exposed to a range of drama warm up activities, individual, partner and group work, trust, movement, concentration exercises. This lends itself to looking at to mime – Charlie Chaplin, Marcel Marceau. With a mimed setting, students learn to use scenarios and devise in small groups. Stage directions, freeze frames facial expressions, use of voice, eye contact, levels, body language, audience, gesture and space. are among the many key performance skills used.	KNOWLEDGE/SKILLS Now that students have found their confidence in movement it is time to find their voice. Vocal skill exercises are used to build confidence in speaking aloud and performing. Students use a variety of scripts, starting off with a script of single words highlighting the importance of vocal skills as tone, pace, pause volume to emphasise expressions and emotion; leading to film and pantomime scripts where characterisation and movement skills are discussed through performance evaluation.	KNOWLEDGE/SKILLS Drama in context (historical content) Having looked at stereotypical characters in Panto students are now made aware of the roots of drama and characterisation. Students are introduced to Commedia dell 'Arte, looking at the origins of comedic theatre as we know it today. Commedia Dell 'Arte enables students to use their prior knowledge of mime, use a stimulus and provides a basis for future mask work.	KNOWLEDGE/SKILLS This is the first time students look at a drama practitioner. Studying Stanislavski helps students understand Characterisation and performance. Students are taught the Given Circumstances. Who? Where? Why? What? to enable them to fully how to develop their characters. Students also gain an understanding of the fourth wall as well as the circle of concentration.	KNOWLEDGE/SKILLS The scheme Darkwood Manor allows students to use a variety of prior knowledge drama skills as well as using, Movement, Narration, Prepared & Spontaneous Improvisation. The scheme also allows us to think about the drama mediums that enhance a performance in terms of sound FX, music and lighting. Students are now building a bank of drama skills; Preparing a performance, confidence, devising, and leadership.; all of which are essential for KS4 Drama.	KNOWLEDGE/SKILLS Within the final half term of Yr 7, students recap their learning and put it to use. Students are given a wide range of acting and performance opportunities, using scripts, improvisation and using scenarios to devise drama as well performing published work. In a our final performance we also look at themes and how they can be used to create new and original drama. Students create characters for a Wild West whole class performance.
KEY ASSESSMENTS - Devised small group performance using a combination of Chaplain and Marceau mime. - Scripted performance, learning lines (Harry Potter)		KEY ASSESSMENTS - Commedia dell'arte practical assessment using QPG - End of unit written quiz - Peer and Teacher feedback		KEY ASSESSMENTS - Filmed performance and review. - Self assessment - Peer and teacher feedback - End of year assessment	

Curriculum Overview

Subject: DRAMA

Year Group: 8



CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

Drama in Year 8 is taught twice over a fortnightly timetable. Students are given 1 hour lessons within our 3 drama spaces. Students build on the skills they have learnt in Yr7. They are encouraged to participate in all activities, further building confidence and rapport. Practical work is at the heart of our Drama curriculum, Students are marked against a criterion of Creating Drama, Performing Drama and Evaluating Drama. Students are regularly asked to complete self and peer assessments.

TERM 1		TERM 2	TERM 3	
AUTUMN 1	AUTUMN 2	SPRING 1 & 2	SUMMER 1	SUMMER 2
MURDER ENQUIRY	DEVISING THEATRE AND SCRIPT WRITING	PHYSICAL THEATRE / SCRIPT	DEVISING	DRAMA IN INDUSTRY
KNOWLEDGE/SKILLS The scheme is a murder mystery where students need to uncover clues, use evidence and make decisions. Students analyse a scenario and characters through a range of hot-seating and interviews taking on roles throughout. They develop the storyline building on evidence given to them. Role play, improvisation and script work is used. This accumulates in a spontaneous improvised court case. Throughout the scheme students use improvisation, scripts and scenarios. They work using partners, small groups and whole class approaches.	KNOWLEDGE/SKILLS Using the previous scheme as a starting point we revisit Stanislavski and the importance of knowing a character. This develops into devising theatre. Students are given a range of scenarios using forum theatre. Students use a skeleton script as a starting point before creating their own scripts. They then have the opportunity to create and direct their own plays. Students are taught the 5 steps of scriptwriting learning about form and structure of a play.	KNOWLEDGE/SKILLS In the spring term we dedicate the whole term to exploring the concept of Physical Theatre. Students learn essential skills in team building and trust. This scheme brings us to our 2 nd practitioner where we look at the work of Frantic Assembly. The script of Curious Incident is used to combine student's prior knowledge skills of using a script as well as learning how to use synchronisation, and movement to enhance a performance. Students work in small groups throughout the scheme allowing them to perform their work at the end of each session for instant verbal peer feedback.	KNOWLEDGE/SKILLS Within this term students focus on devising and performance which is a major element of KS4 Drama. Students use a range of social and moral themes such as bullying and road safety as stimuli to generate performance ideas and scenarios for new and original theatre. Students use prior knowledge skills learnt through Yr7 and 8. Students work in small groups throughout the scheme allowing them build their plays each week to a final performance. Students receive instant verbal peer feedback.	KNOWLEDGE/SKILLS Following on from devising, students are given the opportunity to look at a range of published plays based on social and moral issues. Students then use their ideas to create an 'advert' / public information film. Students are also made aware of the size of the performing Arts industry and the roles and responsibilities involved.
KEY ASSESSMENTS - Whole class Performance using spontaneous Improvisation - Script writing and performance (Pairs)		KEY ASSESSMENTS - Small group performances - Peer feedback	KEY ASSESSMENTS - Filmed performance and review. - Self assessment- - Peer and teacher feedback End of year assessment	

Curriculum Overview

Subject: DRAMA

Year Group: 9



CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

Drama in Year 9 is taught twice over a fortnightly timetable. Students are given 1 hour lessons within our 3 drama spaces. Students build on the skills they have learnt in Yr7 and 8. Yr9 has a clear progression into KS4, and therefore called Foundation Drama; which prepares students who opt to continue their drama education. They are encouraged to participate in all activities, further building confidence and rapport. Practical work is at the heart of our Drama curriculum. Students are marked against a criterion of Creating Drama, Performing Drama and Evaluating Drama. Students are regularly asked to complete self and peer assessments.

TERM 1		TERM 2		TERM 3	
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KNIFE CRIME	DEVISING THEATRE	BLOOD BROTHERS	VERBATIM THEATRE	TIE - THEMES	RECAP AND EMBEDDED SKILLS
KNOWLEDGE/SKILLS This scheme is a whole class approach teacher lead directed play. Students are asked for their opinions, experiences and fears based on knife crime. They are told stories, given various themes, images, poems, facts, published texts, and stage combat with which we create a class performance. Intentions and targeted audience are discussed in creating a class and will be asked to contribute to the creation of the work. Students then use these skills to create their own TIE after half term.	KNOWLEDGE/SKILLS Following on from the success of the previous term students now have the opportunity to create their own TIE plays in groups. Students are given various themes, images, poems, facts and published texts. Students follow the same format as the previous term embedding their understanding of structure. Students perform their plays either to the class or filmed for evaluation. Students evidence their rehearsals in a logbook style booklet which replicates KS4. This scheme ensures skills are acquired and embedded providing a clear pathway to Yr10.	KNOWLEDGE/SKILLS This is the first time that students will study a full published play - Blood Brothers. Drama is used to support the understanding of the set text in English lessons, with a practical approach. This develops their understanding of characters and the context behind the play. Students look at scenes taking on various roles, understanding how the playwright has used duologues as well as group scenes. Within this scheme we also look at how Willy Russell used the drama practitioner Brecht to get across the social inequality of the plot.	KNOWLEDGE/SKILLS Within this term we look at a published play by Mark Wheeler. <i>I Love You Mum I Promise I Wont Die</i> . Although the context of the play still follow TIE, we focus on the verbatim theatre aspect of the work. Students will have a good understanding on how the play was created using Verbatim theatre; the real words of the people involved in the story. This in turn will bring a deeper understanding of emotion within performance as well as a clear understanding of the themes used.	KNOWLEDGE/SKILLS The first half of the summer term students are given a choice of TIE plays to study in small groups. <i>Game Over, Too Much Punch for Judy</i> or continue with <i>ILYM</i> . Students prepare and perform a selection scenes from their chosen play, learning lines and adding directions. Students will demonstrate their understanding of the theme and use the scenes to inform and educate others with their performance. Students perform their plays either to the class or filmed for evaluation.	KNOWLEDGE/SKILLS The final term of Yr9 is used to recap and embed all drama skills ready for Yr10. Each week students are given a different stimulus in which they use to create drama. This could be a poem, scenario, prop, image or a piece of music. Students are encouraged to create work within small groups discussing how they will use their using prior knowledge of performance skills, structure and devising experience. Each lesson a selection of groups are chosen to perform with an emphasis on the audience evaluating the against the KS4 criteria.
KEY ASSESSMENTS - Whole class performance – Knife Crime - Teacher and peer assessment		KEY ASSESSMENTS - Blood Brothers performance; small group - Peer assessment		KEY ASSESSMENTS - Performance; Learning Lines - Teacher and Peer assessment - End of year assessment	