

# Content & Skills overview

## Drama

Year 6 – end of Primary	Year 7	Year 8	Year 9	Year 10	Year 11	School Leavers at 16	Year 12	Year 13	School Leavers at 18
<p>Drama is a statutory part of English in the National Curriculum. The curriculum states that 'all pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances'</p>	<p><b>Unit 1: Greek Theatre (700 BC)</b> This scheme of work provides a brief introduction to the period of Ancient Greek Theatre. Students will experiment with approaches to Greek Chorus and characters whilst exploring and performing Greek myths. Students will develop vocal and physical skills and to develop written analytical skills and reflection in Drama.</p> <p><b>Unit 2: Commedia De'Il Arte (1500 – 1700) &amp; Pantomime (1700 – Present)</b> This scheme of work provides a brief introduction to Commedia Dell' Arte and Pantomime. Students will develop their physicality to explore comical character through an exaggerated acting style. Students will develop their teamwork as they work with a script to</p>	<p><b>Unit 1: Melodrama (1800)</b> This scheme of work provides an introduction to Victorian Theater and the Melodrama genre. Students will explore the exaggerated acting style and apply this to the script 'Sweeny Todd'. Students will develop vocal and physical skills and to develop written analytical skills.</p> <p><b>Unit 2: Naturalism (Spencer Street) (1800 – 1900)</b> This scheme of work introduces the naturalistic genre. Students will develop vocal and physical skills plus written skills to create a naturalistic script. Students will develop their understanding of production looking at script work, working on</p>	<p><b>Unit 1: King Hedley II (1999)</b> This scheme of work introduces students to the African American playwright August Wilson. Students will explore the context of life for African Americans and the impact of Regan's policies on poor black communities. Students learn how to explore &amp; create a character using the key techniques of practitioners.</p> <p><b>Unit 2: Gangs (1950 – 2008)</b> This scheme will allow students to explore gang culture from three different time periods. Students will explore each case study to understand what happened and the impact it had on those involved. Student</p>	<p><b>Introduction to GCSE Drama</b> Students will learn key skills such as ensemble building, improvisation, applying practitioners, script work, devising practice.</p> <p><b>Comp 2: Mock Devising</b> Respond to a stimulus, explore practitioners, apply appropriate techniques, perform and evaluate Devising log writing practice.</p> <p><b>Comp 1: Intro to Things I Know to be True</b> Students will explore the text 'Things I know To Be True' and answer exam questions in preparation for section B of the exam paper.</p> <p><b>Comp 2: Devising Drama GCSE</b></p>	<p><b>Comp 1: Things I Know to be True set text</b> Students will explore the text 'Things I know To Be True' and answer exam questions in preparation for section B of the exam paper.</p> <p><b>Comp 1: Live Theatre</b> Students will watch either a live or streamed production and apply their knowledge to section C of the written exam</p> <p><b>Comp 3: Texts in Practice</b> Students will study and present 2 key extracts from a published script (monologue, duologue or group performance). Some students will be able to be design candidates focusing on costume or lighting. Students</p>	<p>The study of Drama and the experience of Theatre develop skills that are not just essential for drama but applicable to a wide range of higher education subjects and in the workplace. The course refines students' collaborative skills, their analytical thinking, and their approach to research. The practical training element of the course means that they are increasingly confident, articulate and engaging orators with leadership and problem-solving skills to complement this.</p>	<p><b>Intro to A level Drama</b> Students will learn key skills such as ensemble building, improvisation, applying practitioners, script work, devising practice.</p> <p><b>Comp 1: Greek Theatre (Antigone) and Our Country's Good (both set texts)</b> Students will explore practically the set texts. Students will apply their knowledge of the play to the written paper for the exam.</p> <p><b>Comp 2: Devising</b> Students will undertake several workshops focusing on theatre practitioners such as: Frantic Assembly, Berkoff, Stanislavsky, Brecht. Students will choose a</p>	<p><b>Comp 3: Making theatre</b> This unit will have been prepared in Year 12 and will begin proper development and refinement at this stage. It is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work. Students practically explore (workshop) and interpret three key extracts each from a different play.</p> <p><b>Comp 1: Drama and Theatre written exam.</b> Study of the 2 set texts plus live theatre analysis practice.</p>	<p>Students of A Level Drama and Theatre develop skills that are not just essential for drama but applicable to a wide range of higher education subjects and in the workplace. The course refines students' collaborative skills, their analytical thinking and their approach to research. The practical training element of the course means that they are increasingly confident, articulate and engaging orators with leadership and problem-solving skills to complement this. Students grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and</p>

	<p>present a pantomime for Christmas.</p> <p><b>Unit 3: Roses of Eyam (1665)</b> This scheme of work provides a brief introduction to a historical event surrounding the plague. Students will develop their physical and vocal skills to explore a range of characters within the play 'Roses of Eyam' by Don Taylor. Students will consider the dilemma faced by the villagers that lived in Eyam in 1665.</p> <p><b>Unit 4: Hamlet (1660)</b> This scheme will allow students to explore a Shakespearean play which will excite and develop their love for Shakespeare. Students will explore language and the themes of revenge and corruption. Students will develop their physical and vocal skills to bring a character to life within a soliloquy.</p>	<p>location and shooting for the camera</p> <p><b>Unit 3: Physical Theatre (1800 – 1900)</b> This scheme of work uses the body to express emotions, stories, and characters rather than the verbal work. Students will use narration to tell a story and communicate a message clearly to the audience.</p> <p><b>Unit 4: Macbeth (1623)</b> This scheme will allow students to explore a Shakespearean play which will excite and develop their love for Shakespeare. Students will explore language and the themes of ambition and power. Students will develop their practical (script work) using physical and vocal skills to bring a character to life within a soliloquy.</p>	<p>ts will understand the choices we make have consequences.</p> <p><b>Unit 3: Othello (1604)</b> This scheme will allow students to explore a Shakespearean play which will excite and develop their love for Shakespeare. Students will explore the theme of Revenge and Jealousy and what devastating consequences these emotions may have.</p> <p><b>Unit 4: Stone Cold (1993)</b> This scheme will allow students to explore the theme of homelessness. Students will develop their physical and vocal skills to explore a range of characters within the play 'Stone Cold'.</p>	<p>Teachers will launch and workshop stimulus material and facilitate the devising log. Students will carry out research, develop, refine and log ideas. Students will perform an original drama piece in exam conditions internally assessed (10 % of GCSE), students will review a video of their work for evaluation section of their log. Students complete log (30% of GCSE).</p> <p><b>Comp 1: Things I Know to be True</b> Students will explore the text 'Things I know To Be True' and answer exam questions in preparation for section B of the exam paper.</p>	<p>will practically explore the text and prepare it for performance to an external examiner.</p>		<p>stimulus, engage in research and develop ideas. Students will choose a practitioner and begin to workshop the practitioner's ideas that suit the stimulus and approach to piece. Students will write their devising log alongside their practical work.</p> <p><b>Comp 3: Making theatre</b> Students will explore 1 extract from a published play whilst focusing on a theatre practitioner.</p>	<p>social contexts can have on decision making. They quickly develop research methodology, editing, analysis, synthesis and application, learning to apply the approach of practitioners whilst simultaneously creating original work. They emerge with a toolkit of transferable skills preparing them for their next steps.</p>
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