

Year 7 – 11 Curriculum rationale

Curriculum Intent: *“The stage is not merely the meeting place of all the arts, but is also the return of art to life”* - Oscar Wilde

The Drama Curriculum at St John’s is designed to engage, inspire and challenge students through the use of practical and theoretical exploration of a large range of different dramatic styles and scripts. **Our lessons give students the opportunity to develop transferrable skills such as teamwork, critical thinking, leadership, communication and creativity in a safe space which as a result develops students self-confidence in performing and presenting to others.** Throughout each half-term, students will engage in a new dramatic style and have the opportunity to perform and be assessed on their progress. This allows the students to access a full range of theatre and **deepens their understanding of social, cultural, historical and political factors but also develops their love of the performing arts.**

Literacy/Reading/Oracy opportunities: Throughout each year of study, students will especially develop their oracy skills, using effective communication in groups and pairs, alongside developing their performative skills and presentation skills. Through the curriculum, students will be given the opportunity to regularly practise their reading skills by encountering a range of scripts from different dramatic genres. The curriculum is also designed to complement aspects of the SJS English curriculum; where students have analysed a dramatic text in English, they will be given the opportunity to subsequently explore the text through performance.

	Autumn		Spring		Summer	
	Introduction to Drama	Physical Theatre	Greek Theatre	Shakespeare: ‘A Midsummer Night’s Dream’	‘Relationships’	Stanislavski: Naturalism
Year 7 Drama	<u>Half term 1</u> Introduction to drama- Basic drama skills - Teamwork - Role of the actor - Role play - Characterisation - Levels & Proxemics - Cross-cutting - Voice and movement - Flashbacks - Dramatic tension - Building a story		<u>Half term 3</u> Greek Theatre - Research skills - Understanding the origins of Greek Theatre - Understanding the structure of Greek theatre - Understanding the role of the chorus - Mask work - Teamwork - Choral speaking		<u>Half term 5</u> Devising from a stimulus and a theme - Devising skills - Using the theme of “Relationships” and using different stimuluses to create a performance linking back to the theme. - Research skills - Teamwork	
	<u>Half term 2</u> Physical Theatre - Focus on movement - Understanding how to properly use a theatre stage		<u>Half term 4</u> Shakespeare- Midsummer Night’s Dream - Background into Shakespeare - Performing a text - Focus on characterisation, voice, movement and staging - Use of costume and set design in Shakespearean plays.		<u>Half term 6</u> Performing through text- Naturalism - Applying acting skills into a Naturalistic text - Practitioner work of Stanislavski’s naturalistic style - Use of practitioner techniques to improve on acting skills and performance	

	- Understanding how proxemics and levels is used in physical theatre - Taking a story such as Alice in Wonderland and adding physical theatre into the tea party scene - First look at frantic assembly and how they implement physical theatre into their performances		
Why?	<u>Half term 1 Drama:</u> - To begin to explore what makes a successful actor show their character and the skills they are required to have to do this. - How to work successfully in a team testing their communication skills - Performing a piece of drama with the use of different techniques - Building confidence through performing <u>Half term 2 Drama:</u> - To begin exploring how to use your body onstage with controlled movements. - Students will know how to make use of the stage conditions they have, utilising all the space provided - How to successfully add in physical theatre techniques into a story being provided as a stimulus	<u>Half term 3 Drama:</u> - To begin to understand the techniques used within Greek theatre plays and the origins of them - How to work successfully in a team to produce a performance using the structure of a Greek theatre play - Focusing on the use of voice and movement within the chorus and how they successfully use masks and chorus to tell the story to the audience <u>Half term 4 Drama:</u> - To explore a Shakespearean text through a drama perspective and build on their current knowledge from English. - How to read text and understand a character's personality and characterisation through the dialogue. - How to use their characterisation skills to present the character to the audience. - To understand an insight into why costume and set design is important in this play. -	<u>Half term 5 Drama:</u> -To introduce how the students can devise a successful piece using provided stimulus' -Students will use their teamwork skills they have developed to work with their group to create their performance -Students will have a creative mindset by choosing their storyline, characters and how techniques to use in the performance. <u>Half term 6 Drama:</u> -To have student utilise all their current acting skills to perform a naturalistic text -Students will investigate Stanislavski's techniques and see how this would improve their understanding of their characters (e.g. what if, given circumstances) -Students will use their practitioner knowledge to then develop their overall characterisation and performance skills
How parents / carers can support	<u>Half term 1 Drama:</u> - Express to your child the importance of being able to work in a team with different individuals to be successful - There are many examples of live theatre production on Youtube or adaptations of plays into films. Students being able to	<u>Half term 3 Drama:</u> - Students can look on the BBC bitesize to get an understanding into Greek theatre https://www.bbc.co.uk/bitesize/articles/zgpdjxs#zfq3bqt - Visit a local Amphitheatre (do the tour)	<u>Half term 5 Drama:</u> -Students can look on Youtube at previous examples of GCSE Devised drama performances so they can see the standard of what is expected when devising at GCSE level and gain some inspiration -They can spend additional hours at home researching different ideas from the theme/ stimulus provided to

	access and watch theatre can inspire their interests. <u>Half term 2 Drama:</u> - Access the Frantic Assembly website https://www.franticassembly.co.uk/ - Watch an example of a physical theatre performance in person or online - Have students read/watch know the story outline of Alice in Wonderland		<u>Half term 4 Drama:</u> -Encourage your child to research the Elizabethan era and the conventions of Shakespearean comedy. The British Library website has a section dedicated to the play and articles about the comic genre. -The Oak National Academy website has a short course of lessons based on 'A Midsummer Night's Dream' They also have a range of imaginative writing and grammar courses which could be used to support independent study. -Access the BBC 'Shakespeare Retold' collection and watch the modern retelling of the play. Alternatively, watch a faithful film or theatre adaptation of the play.		them of storylines that would work best for their performance <u>Half term 6 Drama:</u> -Students can look on the bitesize page of a introduction into Stanislavski https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/5 -Watching a play on stage or virtually allows the students to be inspired of how to act in a naturalistic way successfully	
	Autumn		Spring		Summer	
	Silent Movies	'The Woman in Black'	Bertolt Brecht: Epic Theatre	Theatre in Education	Shakespeare: 'The Tempest'	'Harry Potter'
Year 8 Drama	<u>Half term 1:</u> Silent Movies -Use of non-verbal communication acting skills - How to carefully select a prop for a character and how to successfully use it on stage -Link to the melodramatic style <u>Half term 2:</u> Script work- Woman in Black -Performing a text -Multi-role playing Creating tension -Staging -Characterisation		<u>Half term 3:</u> Bertolt Brecht- Epic Theatre -Understanding Epic Theatre techniques -Creating a Brechtian piece of theatre -Research skills -Devising a performance from a stimulus <u>Half term 4:</u> Theatre in Education -Devising a theatre in education performance for a target audience of primary school children -Using a real-life story or situation as a stimulus -Research skills -Forum theatre techniques		<u>Half term 5:</u> Shakespearean text- The Tempest - Develop background knowledge of Shakespeare - Performing a text - Focus on characterisation, voice, movement and staging - Use of set design in Shakespearean plays. <u>Half term 6:</u> Harry Potter - Inputting their acting skills and techniques into different scenes within Harry Potter - Choral speech - Physical theatre - Script work - Teamwork	

Why?	<u>Half term 1 Drama:</u> -To understand the importance of using their non-verbal acting skills to showcase their characterisation -Students gain an understanding of the Melodramatic style, how it originated in Silent movies and how it is still used in modern plays -Students learn how to integrate a prop into their performance and how to use it to develop their characterisation -Importance of the use of music to alter the audience interpretation of the scene <u>Half term 2 Drama:</u> -Students will use their acting skills from the previous year and understand how to successfully work in a group to perform a piece of text -They will gain an understanding how to multi-role play as different characters with altering their characterisation -To understand how to use the staging, and characterisation to create tension which influences the audience.	<u>Half term 3 Drama:</u> -To understand the social, political, historical and cultural impact Brecht's theatre had on the audience -To understand the importance of morals in a performance, how this impacts and audience and how to successful get our intentions across. -To research their own stimulus with real-life stories they feel should be presented in the Brechtian style. -To gain an understanding into different Brechtian techniques and how to implement these into theatre <u>Half term 4 Drama:</u> -To understand the style of Theatre in Education and how to portray a moral message to a young audience (using the last half-terms work as inspiration) -To gain an insight into forum theatre techniques to implement into performance -To adapt their performance for different audiences and how this can alter the impact on audience (e.g. primary and secondary school students) -To develop their devising skills and working in a group to create their performance	<u>Half term 5 Drama:</u> - To explore a Shakespearean text through a drama perspective and build on their current knowledge on the text from English. -How to read text and understand a character's personality and characterisation through the dialogue building from their previous work from Year 7. -How to use their characterisation skills to present the character to the audience. -To understand how to add in physical theatre into a scripted performance <u>Half term 6 Drama:</u> -To combine their current skills and techniques and how they can present these within the story of Harry Potter and its scenes. -How to use choral speech, physical theatre, script work to current repertoire and make it engaging for stage. -How to successfully retell aspects of a well-known story through their techniques. -To be able to identify which acting skills and techniques they need to improve on for next year.
How parents / carers can support	<u>Half term 1 Drama:</u> -Your child can watch examples of silent movies through Youtube such as Charlie Chaplain's "The Kid". -They can look at the aspects of Melodrama through the BBC bitesize website	<u>Half term 3 Drama:</u> -Students can access Epic theatre information through the Oak Academy or BBC Bitesize websites.	<u>Half term 5 Drama:</u> -The best support you can give your child is to ensure that they are reading regularly. -Encourage your child to research the Jacobean era and the conventions of Shakespearean comedy. The

	https://www.bbc.co.uk/bitesize/guides/zdp4vk7/revision/5 <u>Half term 2 Drama:</u> -Your child could watch the Woman in Black (12A version) movie to gain an understanding into the characters. -They can also access the whole script online and proofread it to see how they could come up with initial ideas of staging the script.		-Watching examples of Epic theatre performances through Youtube to see the style in action. -Research particular topics they feel they would like to adapt into a Brechtian performance. <u>Half term 4 Drama:</u> -Students can research into Theatre in Education through BBC bitesize and watch examples through Youtube. -Students could also do additional research using the internet, newspaper articles, the news to help choose a topic they think would be good to use for their performances.		British Library website has a section dedicated to the play and articles about the comic genre. -The Oak National Academy website has a short course of video lessons on 'The Tempest' and 'Sonnets Through Time' aimed at KS3. -Access a film or theatre adaptation of the play. <u>Half term 6 Drama:</u> -Students could watch/ read aspects of the Harry Potter franchise to understand the story. -Encourage your child to revisit previous techniques we have learnt through Year 7 and Year 8.	
	Autumn		Spring		Summer	
	Devising How to create Drama	Konstantin Stanislavski: Naturalism	Conflict	'The Curious Incident of the Dog in the Night-time'	John Godber: Comedic Style	Exam-style performance
Year 9 Drama	<u>Half term 1:</u> Devising- How to create a piece of Drama - The steps to devising a piece of theatre - Using a stimulus - Adding in relevant techniques and skills - Working and performing as a group <u>Half term 2:</u> Stanislavski- Naturalistic text - Performing a naturalistic text - Using practitioner techniques to develop characterisation in rehearsal and performance		<u>Half term 3:</u> Working from a stimulus: - Focusing on the theme of 'conflict' creating drama from different stimulus' each week. - Teamwork - Research skills - Characterisation - Adding specific practitioner styles into performance - Adding in skills and techniques. <u>Half term 4:</u> Curious Incident: - Creating performance from a script - Research skills - Using techniques from Frantic Assembly (practitioner work) - Physical theatre		<u>Half term 5:</u> John Godber: - Performing the comedic non-naturalistic style - Performing and adapting from a script - Researching practitioner work. - Multi-role playing - Characterisation <u>Half term 6:</u> Exam style performance: - Duologues/ small group performances - GCSE Drama exam style performance and preparation expectations - Teamwork - Independently working - Performing a script - Influence of practitioner skills and techniques - How an actor prepares. -	

Why?	<u>Half term 1 Drama:</u> -Students will understand the appropriate steps to take when devising a piece from a stimulus -Develop their understanding of how to work effectively as a group to achieve a good outcome. -Research skills and how this is important when creating a devising piece fit for purpose from the stimulus. <u>Half term 2 Drama:</u> -Building on from Year 8 knowledge of the naturalistic style and practitioner skills and techniques -How to use techniques of what if, given circumstances etc. To implement these into naturalistic texts. -Expectations of spending time at home learning lines to perform their pieces to the best of their ability.	<u>Half term 3 Drama:</u> -Building on from their work in Half term 1, students will be set the theme of 'conflict' where they must use different stimulus' to create a performance that links with both stimulus and theme. - Stimulus' will include newspaper articles, pictures, songs and titles. -Students will work on different strategies on how to explore a stimulus effectively. -Independent work in class which focuses on how the students can work in an effective team. <u>Half term 4 Drama:</u> -To understand the work of the company Frantic Assembly -To understand how they used physical theatre, lighting, sound and movement to create a 4D experience for the audience and to represent the main character. -To gain an awareness of how to use their body on stage effectively to show different objects and environments with little need for set and props.	<u>Half term 5 Drama:</u> -To understand the works of practitioner John Godber and his comedic style of plays -How to perform a comedic piece in a controlled way -Developing characterisation of multi-role playing the different characters within his play. -To understand the effectively way to approach a script and staging this. -Students will perform a choice of 3 plays of Godbers which will challenge their focus on stage, line learning and characterisation skills. <u>Half term 6 Drama:</u> - To understand the process of creating a scripted performance through the GCSE AQA model. -Develop a strong understanding of the importance of being able to work independently in drama and how additional research outside of school can benefit to outcome. -Student will be given marks based on preparation and performance in the process, highlighting the importance of focus within rehearsal. -A opportunity for students to showcase their overall dramatic skills and techniques they have used in the past 3 years to perform a script.
How parents / carers can support	<u>Half term 1 Drama:</u> -Students visiting or watching theatre online is the best way to spark a creative interest in drama. -Students can do additional research at home towards their devising performance which they can bring into lessons. <u>Half term 2 Drama:</u> -Encouraging students to learn lines whilst out of lessons so this can improve their performance mark for assessment. -The best way to support the student is to run lines with them and test them on their knowledge whilst at home.	<u>Half term 3 Drama:</u> -Students visiting or watching theatre online is the best way to spark a creative interest in drama. -Students can do additional research at home towards their devising performance which they can bring into lessons. <u>Half term 4 Drama:</u> -Students can read the Curious Incident of the Dog in the Night-time book to gain a prior understanding of the story. -They can look through Frantic Assembly's website seeing their past performances and look on YouTube at how they rehearsed certain aspects of the performance.	<u>Half term 5 Drama:</u> -Students can do additional research into John Godber as a practitioner and his previous works. -There are full productions of Teechers, Bouncers and Shakers on YouTube the students can watch and see how it is performed to an audience with multi-role playing. <u>Half term 6 Drama:</u> -Although we have a wide range of plays that can cater for groups of 2/3, students are encouraged to research if there are any particular scripts they would like to perform as a part of this assessment. -Students need to be encouraged to learn lines at home and you can run through this with them to test their knowledge.

	-Students can access additional information on Stanislavski's naturalism through BBC Bitesize and the Oak Academy		-Students will also be required to do additional research into their script by searching/ watching previous productions.
Year 10	Autumn	Spring	Summer
Year 10 Edexcel Drama	<u>Introduction to the course</u> -Requirements for the 3 Components -The role of an actor, acting skills, performance standards -Different theatre techniques <u>Component 2- Performance from texts</u> -Acting through script -Taking a script from page to stage -Monologues, duologues and group work -Perform in the style of different practitioners and genres -Complete a mock performance of scripted pieces to understand performance requirements and line learning <u>Component 3 –Exploring Live Theatre</u> -Watch live theatre examples -Explore how to analyse the performance using correct drama terminology and director's creative intentions	<u>Component 1- Devising Skills</u> -Breaking down a stimulus -Group work -How to record the portfolio -Exploration of different genres, styles and practitioners. -A mock performance of the performance aspect of the component <u>Component 3- Bringing Texts to Life</u> -Students begin to explore the exam text of An Inspector calls. Done through practical and written exploration -Roles to putting on a production -How to stage the performance as a director/costume/lighting/set/sound designer -How they would use their acting skills to show the characters in the play and how it effects representation of them -Linking to social, historical, political factors and creative intentions	<u>Component 3- Bringing Texts to Life</u> -Students continue to explore the exam text of An Inspector calls. Done through practical and written exploration -Roles to putting on a production -How to stage the performance as a director/costume/lighting/set/sound designer -How they would use their acting skills to show the characters in the play and how it effects representation of them -Linking to social, historical, political factors and creative intentions -Exam structure <u>Component 3 –Exploring Live Theatre</u> -Watch live theatre examples -Explore how to analyse the performance using correct drama terminology and director's creative intentions -Exam structure
Why?	-Students will understand the requirements and commitment to complete the GCSE in Drama to a high standard -Students will get a first look at how to approach a performance through text and how to influence their acting style based on the character and genre. -Explore one aspect of the written exam where they understand how to analyse live theatre in different styles. This also benefits them in other components as they can implement ideas from these live performances.	-Devising requires students to understand the process of making an original performance that links strongly to the stimulus (brief) provided. -Students will explore this through a variety of different practical explorations, research tasks and reflections on the effectiveness of their work. -The portfolio is a large portion of the Component 1 mark, and students need to understand the importance of the how to present their research and review the progress of their performance. -Students will explore An Inspector Calls practically so they can visually understand how a director, lighting, costume, sound, set designer would operate putting on this	-Students will explore An Inspector Calls practically so they can visually understand how a director, lighting, costume, sound, set designer would operate putting on this production. They also need to understand contextual factors that can influence these decisions and how this affects the representation of the characters. -Focusing on the structure of the exam means students are more prepared on how to answer their questions confidently. -The more access students have to watching live theatre, the better outcome and understanding of how they can analyse performances.

		production. They also need to understand contextual factors that can influence these decisions and how this affects the representation of the characters.	
How parents / carers can support	Students will be required do rehearsals afterschool in preparation for performances. Encouraging students to learn scripts at home to make them prepared before going into Drama lessons. Students can revise for Component 3 using the revision guide and workbook provided to them at the start of the year. Revision can also be accessed through: GCSE Drama - Edexcel - BBC Bitesize. Students can also watch examples of live theatre through YouTube	Students will be required do rehearsals afterschool in preparation for performances. Students are encouraged to do research for their devised performances outside of lessons to utilise more time for rehearsal and performance. Students can revise for Component 3 using the revision guide and workbook provided to them at the start of the year. Students can also access practice past papers through the Edexcel website. Revision can also be accessed through: GCSE Drama - Edexcel - BBC Bitesize. Students can also watch examples of live theatre through YouTube	Students can revise for Component 3 using the revision guide and workbook provided to them at the start of the year. Students can also access practice past papers through the Edexcel website. Revision can also be accessed through: GCSE Drama - Edexcel - BBC Bitesize. Students can also watch examples of live theatre through YouTube
Year 11	Autumn	Spring	Summer
Year 11 Edexcel Drama	<u>Component 1-Devising</u> - Creating and developing a devised piece from stimuli. - Working on a group performance of the devised piece -Analysing and evaluating the creative process and group devised performance. -Perform and submit NEA. <u>Component 3</u> -Students view the chosen live theatre they will use as a part of their exam in May. -Students learn the approach to writing their notes to take into the exam -Continuing to work on An Inspector Calls- Bringing texts to life and Live Theatre review. -Students complete a mock exam of the paper	<u>Component 2 Exam</u> -Students given their final two scripted extract performances which will be externally assessed by an examiner -Acting through script -Monologues, duologues and group work. <u>Component 3</u> Section A: Bringing Scripts to Life and Section B: Live Theatre Review: -Exam structure -Preparation of notes -Studying the elements of drama through practical and written exploration -Revision	<u>Component 3</u> Section A: Bringing Scripts to Life and Section B: Live Theatre Review: -Exam structure -Preparation of notes -Studying the elements of drama through practical and written exploration -Revision until the exam
Why?	-Using what they have learnt in previous devising lessons, students will complete the Component 1	-Students will have already learnt the disciplines of taking a performance from page to stage. They will have an indication about	-Students will have already learnt the disciplines of taking a performance from page to stage. They will

	NEA and understand the preparation, performance and outcome of making a devised performance. -The portfolio requires is worth a large part of the overall Component 1 grade. -Students having a mock exam will give them the preparation of how the approach the exam in May. It allows students to assess their strengths and areas of development in Component 3.	which genre, style and type of character is their strongest to use in their exam. -Students will take the feedback from their mock exam and use this to tailor their revision focus for this term in Component 3.	have an indication about which genre, style and type of character is their strongest to use in their exam. -Students will take the feedback from their mock exam and use this to tailor their revision focus for this term in Component 3.
How parents / carers can support	Students will be required do rehearsals afterschool in preparation for performances. Students are encouraged to do research for their devised performances outside of lessons to utilise more time for rehearsal and performance. Students can revise for Component 3 using the revision guide and workbook provided to them at the start of the year. Students can also access practice past papers through the Edexcel website. Revision can also be accessed through: GCSE Drama - Edexcel - BBC Bitesize. Students can also watch examples of live theatre through YouTube	Students will be required do rehearsals afterschool in preparation for performances. Students can revise for Component 3 using the revision guide and workbook provided to them at the start of the year. Students can also access practice past papers through the Edexcel website. Revision can also be accessed through: GCSE Drama - Edexcel - BBC Bitesize. Students can also watch examples of live theatre through YouTube	Students can revise for Component 3 using the revision guide and workbook provided to them at the start of the year. Students can also access practice past papers through the Edexcel website. Revision can also be accessed through: GCSE Drama - Edexcel - BBC Bitesize. Students can also watch examples of live theatre through YouTube