

Curriculum Overview 2024-25 Drama

Curriculum overview for Year 7

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Introduction to Drama at BFA</p>	<p>Pantomime</p>	<p>Introduction to Devising</p>	<p>Puppets</p>	<p>Physical Theatre</p>	<p>Musical Theatre</p>
	<p>Prior Learning: Students will have come to school with little or no knowledge of drama.</p> <p>Key Knowledge: Introducing students to expectations and health and safety in drama. Introducing Basic key skills for performance</p> <p>Skills: Use of Voice- Pause, Pitch, Pronunciation, Placing Emphasis, Projection. Freeze Frame Gestures</p>	<p>Prior Learning: Students have explored basic performance skills including using voice and gesture.</p> <p>Key Knowledge: To understand the genre and context of Pantomime To understand the key components within traditional pantomime</p> <p>Skills: Performing skills including direct address, exaggerate movement, characterisation. Performing with costume and props.</p>	<p>Prior Learning: Students have explored basic performance skills and character.</p> <p>Key Knowledge: To introduce skills needed to create work from a starting point within a group</p> <p>Skills: Group Work Creativity Confidence in ideas Leadership skills Evaluative.</p>	<p>Prior Learning: Students have explored basic performance and devising skills. They will need these to develop their puppet performances.</p> <p>Key Knowledge: To create a performance in the style of TIE using Puppets</p> <p>Skills: Group work- discussion, negotiating, compromise Creating and realisation of idea.</p>	<p>Prior Learning: Students have mainly explored naturalistic acting. This style provides a complete contrast and explores Abstract Techniques.</p> <p>Key Knowledge: To create a performance in the style of physical theatre.</p> <p>Skills: Creative, Group work- discussion, negotiating, compromise, Using and developing physical skills.</p>	<p>Prior Learning: Students have explored Abstract Techniques.</p> <p>Key Knowledge: To understand the key elements of a musical. To explore key scenes through script, song and movement.</p> <p>Skills: Creative, Group work- Using and developing vocal and physical skills. Musicality and movement skills.</p>

	<p>Character Development techniques</p> <p>Future links: Links to next HT as students will have developed their vocal and physical skills to reflect a character.</p> <p>(Link to BTEC- Comp 1 professional roles, responsibilities and skills of performer)</p>	<p>Physical and vocal performing skills</p> <p>Future links: Students have explored the performance skills next they will learn about the devising skills.</p> <p>(Link to Comp 1, 2 and 3 of BTEC exploring different genres).</p>	<p>Future links: Students will use their new devising skills when creating their own puppet performances.</p> <p>(Link to BTEC Comp 3- using a stimulus to create a group performance.)</p>	<p>Future links: Students have studied puppetry they will now develop into another style of theatre Physical Theatre.</p> <p>(Link to BTEC – Comp 3- devising , exploration of different genres)</p>	<p>Future links: Students have explored basic performance and devising skills. They have been explored to Pantomime, Puppetry and Physical Theatre. They will combine these skills in the final SOW exploring musical theatre.</p> <p>(Link to BTEC Comp 3- devising using different genres, group work to create a performance)</p>	<p>Future links: Students will build on these skills to a higher level in Year 8.</p> <p>(Link to BTEC Comp 3- devising using different genres, group work to create a performance)</p>
Assessment	<p>Formative assessment In the form of verbal feedback during lesson</p>	<p>Performing in a group a condensed version of Cinderella script as a specific stock character. Show the key elements of pantomime. Formative assessment in the form of verbal</p>	<p>Formative assessment in the form of verbal feedback during lesson</p>	<p>Performance of puppet show demonstrating the appropriate use of interpretative skills and an understanding of TIE formative assessment in the form of verbal feedback during lesson</p>	<p>Group performance demonstrating use of physical theatre to tell a story. Formative assessment in the form of verbal feedback during lesson</p>	<p>Group performance demonstrating key skills required for musical theatre. Formative assessment in the form of verbal feedback during lesson</p>

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Curriculum overview for Year 8

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Exploration of Script</p> <p>Prior Learning: Students have explored basic performance and devising skills. They have been introduced to a variety of styles of theatre.</p> <p>Key Knowledge: Development of performing script and showing character. Exploring bullying and peer pressure through drama</p>	<p>Exploration of Script 2</p> <p>Prior Learning: Students have explored play text around peer pressure</p> <p>Key Knowledge: Development of performing script and showing character. Comedy through physicality.</p>	<p>Exploring Techniques</p> <p>Prior Learning: Students have explored play text focusing on comedy. They have followed stage directions.</p> <p>Key Knowledge: To explore specific theatrical techniques.</p>	<p>Evacuees</p> <p>Prior Learning: Students have explored specific theatrical techniques that will enhance their devised work.</p> <p>Key Knowledge: To use the theme of Evacuees during the second world war as a stimulus for performance. Applying previous half term devising techniques to a theme</p>	<p>Styles 1</p> <p>Prior Learning: Students have explored the theme of evacuees as a stimulus for creating original drama.</p> <p>Key Knowledge: To explore different genres of theatre including melodrama, mime keystone cops and their key components</p>	<p>Styles 2</p> <p>Prior Learning: Students have explored a range of drama styles/genres and developed their knowledge of their key features.</p> <p>Key Knowledge: To explore different genres of theatre including Soap Opera, Shakespeare, TIE and their key components</p>

	<p>Skills: Technical skills including-physical and vocal skills Reading skills Interpretative skills Responding to direction Exploration of subtext</p> <p>Future links: Students will have experienced exploration of a play text. They will go on to explore a contrasting play text.</p> <p>(Links to BTEC Component 1 – understanding script Component 2- bringing a script to life in performance- component 3 creating your own storyline)</p>	<p>Skills: Technical skills including-physical and vocal skills Reading skills Interpretative skills Responding to direction Exploration of subtext</p> <p>Future links: Students will move on to exploring drama techniques to enhance their creative work.</p> <p>(Links to BTEC Component 1 – understanding script Component 2- bringing a script to life in performance- component 3 creating your own storyline)</p>	<p>Skills: Group Work Creativity Confidence in ideas Leadership skills Evaluative Using subject specific language</p> <p>Future links: Students will utilise these skills in the next SOW which explores the theme of Evacuees in WW2. Students will create their own creative performances that reflect the theme.</p> <p>(Links to BTEC component 3- devising your own performance using techniques)</p>	<p>Skills: Group Work Creativity Confidence in ideas Leadership skills Evaluative Using subject specific language Developing the ability to work independently Exploring creative intention</p> <p>Future links: Students will explore a varied and different selection of theatrical styles to expand their knowledge.</p> <p>(Links to BTEC component 3 – using a theme as a starting point)</p>	<p>Skills: Appropriate performance skills for each discipline for example movement skills</p> <p>Future links: Students will continue to explore a varied and different selection of theatrical styles to expand their knowledge. They will choose a style and create a final performance.</p> <p>(Links to BTEC- understanding of different performance genres)</p>	<p>Skills: Appropriate performance skills for each discipline for example movement skills</p> <p>Future links: Consolidation of skills learnt this year. Devising skills will continue to be explored to a higher level. Exploration of key drama practitioners and their methods.</p> <p>(Links to BTEC- understanding of different performance genres)</p>
Assessment	Formative assessment in the form of verbal feedback during lesson	Performance of script demonstrating skills required for performance.	Formative assessment in the form of verbal feedback	Creation and Performance of Evacuee themed piece.	Performance in one style demonstrating knowledge of key components	Performance in one style demonstrating knowledge of key components

		<p>Formative assessment in the form of verbal feedback during lesson</p>		<p>Appropriate use of devising skills and techniques in order to fulfil a creative intention</p> <p>Formative assessment in the form of verbal feedback during lesson</p>	<p>Formative assessment in the form of verbal feedback during lesson</p>	<p>Formative assessment in the form of verbal feedback during lesson</p>
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Curriculum overview for Year 9

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Brecht</p> <p>Prior Learning: Students have finished y8 exploring different styles of theatre. They have some knowledge of devising and techniques.</p> <p>Key Knowledge: To explore the key components of Brechtian Technique</p> <p>Skills: Using abstract performance techniques to communicate intention</p>	<p>Stanislavski</p> <p>Prior Learning: students have learnt about Brecht and his abstract methods and techniques.</p> <p>Key Knowledge: To explore the key components of his methods and elements of Naturalism</p> <p>Skills: To create realistic characters using Stanislavski's methods</p>	<p>Let Him Have It</p> <p>Prior Learning: Students have explored two contrasting practitioners and their methods and techniques.</p> <p>Key Knowledge: An introduction to documentary theatre. Exploring the history of the justice system through drama</p> <p>Skills: To sensitively communicate a performance that explores real life events. Debating skills Persuasive language</p>	<p>Blood Brothers</p> <p>Prior Learning: Students have spent time exploring different practitioners work and Documentary style theatre.</p> <p>Key Knowledge: To examine the historical context of the play in order to fully understand the themes in order to acquire a deeper grasp of characters</p> <p>Skills: Rehearsing and performing repertoire that shows a firm grasp on the context of the play.</p>	<p>Blood Brothers</p> <p>Prior Learning: Students have explored Act 1 of Blood Brothers. They have understood the context and significance of the professional work.</p> <p>Key Knowledge: To examine the historical context of the play in order to fully understand the themes in order to acquire a deeper grasp of characters</p> <p>Skills: Rehearsing and performing repertoire that shows a firm grasp on the context of the play.</p>	<p>Devising</p> <p>Prior Learning: Students have explored a professional work and used their performance skills to recreate the script.</p> <p>Key Knowledge: A culmination of skills acquired throughout KS3. Students will independently devise and perform their own group performances on a given theme</p> <p>Skills: Group Work Creativity Confidence in ideas Leadership skills Evaluative Using subject specific language</p>

	<p>Future links: Students will have a sound understanding of Brecht and his abstract techniques. They will go on to study a contrasting practitioner Stanislavski who has contrasting methods.</p> <p>(Links to BTEC – using influence of key drama practitioners and their methods)</p>	<p>Future links: Students will utilise their knowledge of both practitioners when devising work for the next HT. (Links to BTEC – using influence of key drama practitioners and their methods)</p>	<p>Future links: Students have spent time devising their own performances. They will then move on to building on their performance skills and knowledge of professional work.</p> <p>(Links to BTEC – Understanding different genres)</p>	<p>Future links: Students will continue to develop their knowledge of professional work through the exploration of Act 2 of Blood Brothers.</p> <p>(Links to BTEC Component 1 – analysis of a professional play script and component 2 – performing professional repertoire)</p>	<p>Future links: Students will consolidate their skills developed in Year 9 to create a final devised piece working in group.</p> <p>(Links to BTEC Component 1 – analysis of a professional play script and component 2 – performing professional repertoire)</p>	<p>Developing the ability to work independently Exploring creative intention</p> <p>Future links: Those students opting for drama at KS4 will be able to draw upon the skills learnt during KS3.</p> <p>(Links to BTEC – Component 3- devising a group performance from a specific theme)</p>
Assessment	Formative assessment in the form of verbal feedback during lesson	Formative assessment in the form of verbal feedback during lesson	Group performance that tells the story of Derek Bentley. Formative assessment in the form of verbal feedback during lesson	Formative assessment in the form of verbal feedback during lesson	Group performance of the 10-minute version of Blood Brothers. Students will take on a character/s Formative assessment in the form of verbal feedback during lesson	Final group performance Formative assessment in the form of verbal feedback during lesson

Curriculum overview for Year 10

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Introduction to the course</p> <p>Prior Learning: Students explored professional practitioners and professional work in year 9. They developed their skills at creating work based on real events.</p> <p>Key Knowledge: To introduce the course. To explore performing skills needed to successfully reproduce a piece of professional repertoire. To develop knowledge of other professional works</p>	<p>Component 2</p> <p>Prior Learning: Students have developed their acting skills and knowledge of the course.</p> <p>Key Knowledge: To rehearse and perform a section of professional repertoire and reflect on the process and final piece.</p>	<p>Component 2 resubmission window/ Introduction of another professional work.</p> <p>Prior Learning: Students have completed C2 real PSA.</p> <p>Key Knowledge: Exploring different play texts.</p>	<p>Mock Component 1 task introduced and completed.</p> <p>Prior Learning: Students have improved their C2 grade if necessary. They have been introduced to different professional works.</p> <p>Key Knowledge: Component 1 Exploring different play texts.</p>	<p>Introduction to devising and preparation for Component 3</p> <p>Prior Learning: Students have just completed a C1 mock. They have completed their C2 assessment.</p> <p>Key Knowledge: Devising – re visit skills learnt in KS3 and explore how these can be transitioned for component 3.</p>	<p>Mock of Component 3</p> <p>Prior Learning: Students have just completed a C1 mock. They have completed their C2 assessment.</p> <p>Key Knowledge: Mini mock of comp 3 Students will complete a previous year exam paper. Working in groups to create and develop a performance based on a given theme</p>

	<p>Skills: Technical skills such as physical skills Vocal skills Interpretative skills Stylistic skills Auditing self-ability and reflecting on progress made Setting targets Independently working Learning lines</p> <p>Future links: Students will use the acting skills developed this half term in completing their C2 next HT.</p>	<p>Skills: Technical skills such as physical skills Vocal skills Interpretative skills Stylistic skills Auditing self-ability and reflecting on progress made Setting targets Independently working Learning lines</p> <p>Future links: Students will utilise their performance skills and reflect on their feedback when completing future units.</p>	<p>Skills: Understand how different practitioners work and their methods. Awareness of different play genres. Group work Following scripts.</p> <p>Future links: Students will use this knowledge of practitioners work and methods when completing a C1 mock in the next HT.</p>	<p>Skills: To develop evaluative skills Investigative skills How is a professional work created? How are ideas communicated to the audience through stylistic qualities? Develop knowledge of the features, intentions and purpose of the work. Develop the skills to actively explore the techniques, processes and approaches used in the creation of work</p> <p>Future links: Students will refer back to component 1 when they do a future mock. They will be able to transfer their knowledge of professional techniques when they move on to Component 3 next HT.</p>	<p>Skills: Group work Devising skills Using a variety of stimuli to generate ideas. Working using different styles.</p> <p>Showing intention and meaning in your work.</p> <p>Future links: Students will complete a mock Component 3 next HT.</p>	<p>Skills: Group work Devising skills Creation and development of ideas Leadership skills</p> <p>Mind Mapping ideas in relation to the exam theme Verbalising ideas Developing own and others' ideas. Ability to consolidate skills learnt of different practitioners' methods and techniques Incorporating purpose and intention into performance ideas Reflective and evaluative skills</p> <p>Future links: Students will go on to complete the real C1 in September of Year 11 and the real C3 in January of Year 11.</p>
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<p>Assessment</p>	<p>Teacher assessment in line with BTEC Assessment policy</p> <p>On going Formative assessment to establish a base line assessment.</p>	<p>Teacher assessment in line with BTEC Assessment policy</p> <p>Students will be assessed on their c2 performance and reflection. Summative Assessment. Work will be assessed using BTEC Grade boundaries and assessment criteria.</p>	<p>Teacher assessment in line with BTEC Assessment policy-</p> <p>Students will be assessed on their C2 resub where applicable. Summative Assessment. Work will be assessed using BTEC Grade boundaries and assessment criteria.</p> <p>Formative assessment of Work created analysing professional work this HT.</p>	<p>Teacher assessment in line with BTEC Assessment policy-</p> <p>Students will be assessed on their C1 mock. Students will create a power point analysing a professional work based on a prior PSA. This will be summative assessment using the BTEC criteria and grade boundaries.</p>	<p>Teacher assessment in line with BTEC Assessment policy-</p> <p>Students will be assessed on performance, ideas, skills and evaluation logs. This will be a summative assessment using the BTEC Criteria and grade boundaries.</p>	<p>Teacher assessment in line with BTEC Assessment policy-</p> <p>Students will be assessed on their c3 mock performance, ideas, skills and evaluation logs. This will be a summative assessment using the BTEC Criteria and grade boundaries.</p>
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Curriculum overview for Year 11

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Component 1 preparation</p> <p>Prior Knowledge: Students have completed a mock of C1 in year 10. Students have explored professional work and analysed it.</p> <p>Key Knowledge: Exploration and analysis of play text/performance.</p>	<p>Component 1 Completion of task.</p> <p>Prior Knowledge: Students have revisited the professional work from year 10. They have completed practice papers from y10.</p> <p>Key Knowledge: Exploration and analysis of play text/performance.</p>	<p>Component 3 Preparation.</p> <p>Prior Knowledge: Students have previously explored professional works and also completed C3 mock in year 10.</p> <p>Key Knowledge: Revisiting practitioners Brecht and Stanislavski and their methods and techniques. Revisiting and exploring different genres of theatre and their purpose including TIE, Verbatim, Brechtian, Naturalism, Physical Theatre</p> <p>Mini mock of comp 3 Students will complete a previous year exam paper.</p>	<p>Component 3 Completion of task</p> <p>Prior Knowledge: Students have completed mock of Component 3 and revisited key knowledge.</p> <p>Key Knowledge: Students will work in groups to devise a performance that explores a set theme and purpose to a chosen audience</p>	<p>*Performance and submission of work handed in first week of May date to be confirmed</p> <p>Prior Knowledge: Students will have started their component 3 assessment.</p> <p>Key Knowledge: Students will work in groups to devise a performance that explores a set theme and purpose to a chosen audience</p>	

	<p>Skills: To develop evaluative skills Investigative skills How is a professional work created? How are ideas communicated to the audience through stylistic qualities? Develop knowledge of the features, intentions and purpose of the work. Develop the skills to actively explore the techniques, processes and approaches used in the creation of work</p> <p>Future Links: Students will move on to complete their Component 1 task.</p>	<p>Skills: Evaluative skills Investigative skills How is a professional work created? Ability to explain how ideas are communicated to the audience through stylistic qualities. Knowledge of the features, intentions and purpose of the work. Actively explore the techniques, processes and approaches used in the creation of work</p> <p>Future Links: Students will use their knowledge of professional work when working on Component 3.</p>	<p>Working in groups to create and develop a performance based on a given theme</p> <p>Skills: Group work Devising skills Mind Mapping ideas in relation to the exam theme Verbalising ideas Developing own and others' ideas. Ability to consolidate skills learnt of different practitioners' methods and techniques Incorporating purpose and intention into performance ideas Reflective and evaluative skills</p> <p>Future Links: Students will use the knowledge that has been revisited to complete their Component 3.</p>	<p>Skills: Creation and development of ideas Group work Leadership skills Ability to consolidate skills learnt of different practitioners' methods and techniques used Reflective and evaluative skills</p> <p>Future Links: Students will use the knowledge to complete Component 3.</p>	<p>Skills: Creation and development of ideas Group work Leadership skills Ability to consolidate skills learnt of different practitioners' methods and techniques used Reflective and evaluative skills</p> <p>Further Links: Students will go on to KS5 with a sound and varied knowledge of drama.</p>	
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<p>Assessment</p>	<p>Self and Peer assessment</p> <p>Students will be assessed on their preparation work for C1</p>	<p>Students will be assessed on their completed C1 work.</p>	<p>Students will be assessed on their component 3 preparation work.</p>	<p>Performance of created piece, written work reflecting on the process and performance</p> <p>Students will be assessed on their C3 work. *No teacher feedback allowed during exam period.</p> <p>Work is externally marked.</p> <p>Teacher assessment in line with BTEC Assessment policy</p>	<p>Work is externally marked by Pearson</p>	
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