



Curriculum Plan *Drama*



Year 8	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) Devising, Theatre Text and Theatre Live DEVISING THEATRE TEXT THEATRE LIVE				Enrichment: What is offered through the year to support learning in the classroom? <i>Theatre Trips</i>		Review and evaluation: Give date for review of the curriculum T6 2024
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Detectives	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Slow Motion - Hot Seating - Thoughts Aloud - Flashbacks - Levels	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Whole class/teacher in role work does not require focus and discipline – it does not matter if one person is out of role. - Whole class/group work does not need to be funny. - Credible roles are not important in group work – as long as it comedic.	- Slow Motion - Hot Seating - Thoughts Aloud - Flashbacks - Levels	Prior learning: Simple performance skills learnt in Yr7 will now be applied through the process of learning the building blocks of a devised piece of drama. Students will explore non-naturalistic style drama techniques through devising. Future learning: Students will continue to develop their devising skills in Yr9 by being challenged to create work inspired by stimuli.
Term 2	A Christmas Carol	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Narration - Movement - Dramatic Irony - Characterisation - Stage Directions - Historical Context	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- It's a play or a film – not a novel by Charles Dickens. - Scrooge is not his first name. - Pupils not realising that many films in popular culture are based on A Christmas Carol.	- Narration - Movement - Dramatic Irony - Characterisation - Stage Directions	Prior learning: Use of scripts in Yr7, now developed through a different genre and style of performance. Students will explore the work of Konstantin Stanislavski as they explore naturalistic style drama techniques appropriate for the script. Future learning: In Yr9, students will have access to a wider range of scripts and gain experience performing duologues.



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Term 3	Youth Crime	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Realism - Naturalism - Gestures - Thought Tracking - Captions with Freeze Frames - Characterisation	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Pupils not understanding that out-of-role discussions on topics are a key part of Drama. - Pupils not understanding the sensitivity of topics and that credible roles are not important in group work – as long as it is comedic.	- Realism - Naturalism - Gestures - Thought Tracking - Captions with Freeze Frames	Prior learning: Simple performance skills learnt in Yr7 will now be applied through the process of learning the building blocks of a devised piece of drama. Students will explore the work of Bertolt Brecht as they explore non-naturalistic style drama techniques through devising. Future learning: Students will continue to develop their devising skills in Yr9 by being challenged to create work inspired by stimuli.
Term 4	Script Work – White Feather (or Our Day Out)	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Blocking - Characterisation - Gestures - Movement - Facial Expressions - Context	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Script work is just about reading. - Lacking awareness of audience in terms of audience and blocking. - Reading together as class isn't important. Understanding how a script is laid out eg. Stage directions. - Acting isn't just acting your lines – it also involves business. 'Acting is only when I'm saying my lines'.	- Blocking - Characterisation - Gestures - Movement - Facial Expressions - Context	Prior learning: Simple performance skills learnt in Yr7 will now be applied through the process of learning the building blocks of a devised piece of drama. Students will explore the work of Bertolt Brecht as they explore non-naturalistic style drama techniques through devising. Future learning: Students will continue to develop their devising skills in Yr9 by being challenged to create work inspired by stimuli.
Term 5	Script work – Our Day Out (Or White Feather)	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Blocking - Characterisation - Gestures - Movement - Facial Expressions - Context	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Script work is just about reading. - Lacking awareness of audience in terms of audience and blocking. - Reading together as class isn't important. Understanding how a script is laid out	- Blocking - Characterisation - Gestures - Movement - Facial Expressions - Context	Prior learning: Use of scripts in Yr7, now developed through a different genre and style of performance. Students will explore the work of Konstantin Stanislavski as they explore naturalistic style drama techniques appropriate for the script.



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					eg. stage directions. 4. Acting isn't just acting your lines – it also involves business. 5. 'Acting is only when I'm saying my lines'.		Future learning: In Yr9, students will have access to a wider range of scripts and gain experience performing duologues.
Term 6	Script Work – Ann Frank Arbeit Mach Frei	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Context - Pace/changing pace - Tableaux - Fixing Space - Monologues - Thoughts aloud/tracking - Vocal collage	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	1. Pupils think Ann Frank was Dutch, not German. 2. Pupils have gaps in knowledge about the Holocaust – not studied until Y9. 3. Pupils not understanding the sensitivity of topics and that credible roles are not important in group work – as long as it comedic.	- Context - Pogroms - Restrictions - Ghetto - Holocaust - Fascist - Pace	Prior learning: Simple performance skills learnt in Yr7 will now be applied through the process of learning the building blocks of a devised piece of drama. Students will explore the work of Bertolt Brecht as they explore non-naturalistic style drama techniques through devising. Future learning: Students will continue to develop their devising skills in Yr9 by being challenged to create work inspired by stimuli.

Year 9	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) Devising, Theatre Text and Theatre Live DEVISING THEATRE TEXT THEATRE LIVE				Enrichment: What is offered through the year to support learning in the classroom? Theatre Trips		Review and evaluation: Give date for review of the curriculum T6 2024
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Devising & Improvisation	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Escalation/Development - Characterisation - Vocal Projection - Devising - Improvising - Using a Stimulus - Physical Theatre	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	1. Pupils don't understand that improvisation shouldn't be planned. 2. Pupils don't understand how dangerous	- Escalation/Development - Characterisation - Vocal Projection - Devising - Improvising - Stimulus	Prior learning: The knowledge gained about the devising process will now be developed further with stimuli now being introduced to provide inspiration. Future learning: For those