

Curriculum Summary Drama

Overall curriculum intent	The De La Salle Drama curriculum intends to create learners with a deep understanding of the power of performance, a confidence to present oneself in a performance setting, and the oracy skills to explore, analyse and evaluate Drama and Theatre.
Culture	To create an environment that enriches the cultural identity of the school, and offers opportunities beyond the classroom in all aspects of performance.
Skills	To create learners that have an understanding of the Drama and Movement skills needed for creative, innovative performance.
Analysis and Evaluation	To create learners that can discuss and verbally analyse and evaluate the work created by themselves and others.
Social and Historical understanding	To ensure learners have a broad understanding of the history of Theatre, and how the styles throughout history interconnect in modern day performance.
Sequenced learning	To build confidence in the learners, and nurture an ability to present themselves and their work to others. We aim to build performance and confidence skills over time in a supportive environment.

Year 7	Autumn term	Spring term	Summer term
	<p>Unit 1: Inside Out. During this devising unit students will explore the PSHE topics of body image and mental health, whilst being introduced to and developing drama techniques potentially explored at KS2.</p> <p>Unit 2: Performing a script. The students learn a script and prepare it for performance within a group. This builds fundamental understanding of how to work with a script, and prepare a character for performance within a group of performers.</p>	<p>Unit 3: War. Students will use historical events to explore both devised and scripted period drama tasks. Students will be encouraged to develop both their vocal and physical performance skills reflecting on the time period, accurate dialogue, interaction with others and ranging status, from soldiers fighting for their counties to those left behind.</p> <p>Unit 4: Musical Theatre. Exploring the genre of Musical Theatre students build their skills to be a 'triple threat' by acting, singing and dancing a selection of Musical numbers.</p>	<p>Unit 6: Greek Myths and Storytelling. In this unit we use creative, physical skills to explore the ancient art of storytelling. Students also design and create a Greek Headdress as part of their homework to use in their class performances.</p> <p>Unit 6: An introduction to Live Theatre. Students will evaluate, analyse and be inspired by West End's performance of Shrek the musical, award winning costume design.</p>

Year 8	Autumn term	Spring term	Summer term
	<p>Unit 1: Harry Potter and the Cursed Child. This unit explores creating tension and suspense on stage, explores soundscapes, flashbacks, plot twists and teaches the skill of creative adaptation.</p> <p>Unit 2: Poems and Duologues. Within this unit students will build upon all of the fundamental drama skills taught in year 7 as well as the creative skills introduced in year 8's Unit 1. Students will learn, devise with and perform a script or piece of poetry. Some students may choose to be a script writer and write the materials other students will perform. Students will be given the opportunity to showcase their work in the annual Christmas concert.</p>	<p>Unit 3: Warhorse. Looking at the play adaptation of Michael Morpurgo's 'Warhorse' students will develop their drama skills in choral speaking and movement whilst being introduced to the art of puppeteering.</p> <p>Unit 4: Parkour Movement. Using movement building blocks students will build upon their previous knowledge, learning more advanced choreographic techniques.</p>	<p>Unit 5: Slapstick. The students learn the development of physical comedy, and explore new performance skills through slapstick routines, learning how to communicate their ideas with physicality and facial expressions and not relying on dialogue.</p> <p>Unit 6: Live Theatre. Students will evaluate and Analyse the National Theatre performance of Peter Pan, whilst being introduced to lighting design.</p>

Year 9	Autumn term	Spring term	Summer term
	<p>Unit 1 and 2: Too Much Punch for Judy by Mark Wheeler. The students study the societal impact of drink driving through this creative play about real-life event. Students will build upon both the performance and theoretically understanding of drama whilst being introduced to the style of Theatre in education.</p>	<p>Unit 3: Devising Drama - Gangs. Building upon the Physical Theatre skills explored within Unit 1 and 2. Students will practically engage with the topic of gangs whilst developing their skills in devising and creating drama, which will help to give students an idea of what the GCSE course entails</p> <p>Unit 4: Physical Theatre. Students explore the characteristics of Theatre companies Frantic Assembly and Gecko to create their own piece of Physical theatre.</p>	<p>Unit 5: Make – up design Unit. The students learn about the history of makeup design, explore basic make up design skills, and apply their understanding through design application.</p> <p>Unit 6: Live Theatre. Building upon Live theatre skills learnt in Year 7 and 8, Year 9 students will use their evaluation and analysis skills based upon the ‘Small Island’. Within this unit students will reflect upon historically racist events and moral choices.</p>

Year 10	Autumn term	Spring term	Summer term
	<p>From Greek to Modern Day – The students explore the history of theatre and its formative styles, to gain a deeper understanding of the historical context of Theatre, and the different demands of individual styles and practitioners, all vital to build theoretical and practical understanding for both Component 1 and 2.</p> <p>Live Theatre Visit/watch Live stream</p> <p>The students visit the theatre and explore theatre evaluation, to prepare them for part B of Component 3, the written exam. Visiting a professional piece of theatre also allows for students to be inspired practically.</p>	<p>Component 1 – Devising. The students create and complete the first 40% of the course through the devising unit, which incorporates a performance, a written portfolio and a written evaluation.</p>	<p>Component 1- Finalising portfolio</p> <p>Component 3 – Study of a set text – the students study the set text for part A of the written exam, and explore the acting, directing and design demands of the text in performance. They explore the written skills needed to express themselves in a written exam with clarity and focus.</p> <p>Students will undertake a Component 3 Mock exam both the set text and Live theatre component.</p> <p>Intro to Component 2, exploring Noughts and Crosses whilst developing the skills required for the component 2 exam in year 11. Also allows the students to have a deeper understanding of the set text.</p>

Year 11	Autumn term	Spring term	Summer term
	<p>Component 3 – Study of a set text – the students study the set text for part A of the written exam, and explore the acting, directing and design demands of the text in performance. They</p>	<p>Component 2 Scripted performance preparation. The students will work in small groups to prepare the performance of a</p>	<p>Component 3. Continuous exploration and revision of the set text and live theatre is studied to ensure students are prepared to undertake their written exam.</p>

	<p>explore the written skills needed to express themselves in a written exam with clarity and focus.</p> <p>Live Theatre viewing – the students watch a live piece of theatre then learn the skills necessary to write a piece of theatre evaluation, to prepare them for part B of Component 3, the written exam.</p> <p>Component 2 – Text in Performance. The students explore a range of performance texts, which will inform their choices for the scripted exam, component 2. They will explore a range of performance styles and techniques.</p>	<p>script, incorporating all design elements.</p> <p>Component 2 exam will be completed by the end of term 2a.</p> <p>Component 3 Revision of the set text and live theatre. Component 3 Mock exam takes place.</p>	
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