

Drama Curriculum

Curriculum Intent

The drama department at Iceni engages all pupils in the fundamental skills to become successful in drama. We focus on four main threads; historical aspects of drama, styles, devising and rehearsal skills and characterisation. Whilst pupils study the technical aspects of acting and the wider performance support, they will also be focused on improving their teamwork, communication, empathy and structure. This creates a rounded drama education that empowers pupils for the next stage in their future. We believe by teaching the pupils these skills we will create independent students that strive to never give up. These skills will then create effective learnings in every part of the Iceni Curriculum.

Curriculum Implementation

Year	Lessons	When	Lead	Topic	Summary	Skills and Knowledge	Assessment for learning	Big Question	Key Words
Year 7	6	Autumn	AAS	Drama skills and adverts The aim of this unit is to focus on the fundamental devising skills.	The pupils summative assessment will be a performance of their myth at the end of the unit. Through the unit they will be assessed on the creation of their ideas, their teamwork, characterisation and use of drama skills.	<ul style="list-style-type: none"> - Freeze Frames - Narration - Body Language - Facial Expressions - Characterisation - Structure of a play 	<ul style="list-style-type: none"> - Devising skills - Structuring Performance 	<ol style="list-style-type: none"> 1. How can I be safe in drama? 2. What is a freeze frame? 3. What is Narration? 4. 4. How can I structure my myth? 5. What skills do I need to improve my performance? 	<ul style="list-style-type: none"> - Freeze Frame - Structure - Narration - Characterisation
Year 7	6	Spring	AAS	Performing Shakespeare The aim of this unit is to introduce pupils to script work and teach historical theatre	The Shakespearian unit of work assesses pupils on a range of vocal and physicals that are needed to create a performance. After the performance pupils will reflect and evaluate.	<ul style="list-style-type: none"> - History of Theatre - Shakespearian Language - Sword Fighting Skills - Use of Voice 	<ul style="list-style-type: none"> - Script - Cultural and historical context 	<ol style="list-style-type: none"> 1. What was life like in Elizabethan England. 2. What is a Parry and a lunge? 3. What makes a successful stage fight? 	<ul style="list-style-type: none"> - Capulet - Montague - Parry - Lunge - Groundlings
Year 7	6	Summer	AAS	Theatre in Education The aim of this unit to understand a new style of theatre and to introduce Brecht.	Research and creativity are crucial to producing a message that will get your audience thinking. Therefore pupils are assessed on their rehearsal and preparation skills as well as whether they meet the style.	<ul style="list-style-type: none"> - What is T.I.E? - How can facts improve a performance - Facial Expressions - Freeze frames 	<ul style="list-style-type: none"> - Cultural and historical context - Structure and creation 	<ol style="list-style-type: none"> 1. What is Theatre in education and why is it important? 2. How do I structure a piece of theatre in education? 3. What makes a good theatre in education performance? 	<ul style="list-style-type: none"> - Statistics - Brecht - Placards
Year 8	6	Autumn	AAS	Commedia Dell'arte The aim of this unit is to teach the historical style of commedia and to apply the characters.	Learning the history of slapstick comedy and applying it to a modern setting is the focus for this unit of work. Student will learn the tools to structure their own commedia performance, using the historical characters.	<ul style="list-style-type: none"> - Lazzi - Slapstick - Commedia Characters - Facial Expressions - Body Language - Artuad? 	<ul style="list-style-type: none"> - Cultural and historical context - Structure and creation 	<ol style="list-style-type: none"> 1. What is slapstick? 2. What is Commedia Dell'arte? 3. How can I use drama skills to effectively create a commedia character? 	<ul style="list-style-type: none"> - Commedia - Slapstick - Zanni - Lazzi - Magnifico
Year 8	6	Spring	AAS	The Cursed Child This is a scripted unit where pupils understand both the acting and performance side of A play.	The cursed child is a modern play that focused on growing up and the struggles of fitting in, from the perspective of Harry Potter. Students will study characterisation, set, costume and soundscapes creating a fully rounded character	<ul style="list-style-type: none"> - Characterisation - Soundscape - Freeze Frames - Body Language - Facial Expressions - 	<ul style="list-style-type: none"> - Script work - Historical and cultural context 	<ol style="list-style-type: none"> 1. How do I represent a character 2. What is a soundscape 3. How do I show characterisation? 	<ul style="list-style-type: none"> - Characterisation - Soundscape - Freeze Frames - Body Language - Facial Expressions -
Year 8	6	Summer	AAS	Greek Theatre The aim of this unit is to explore the origins of theatre.	Theatre began with the Greeks and during this module of learning pupils will discover the skills the Greeks used and they will apply it to their own performance.	<ul style="list-style-type: none"> - Choral Work - Masks - Antigone - Myths <p>Gods and Goddess</p>	<ul style="list-style-type: none"> - Historical context - Devising Skills 	<ol style="list-style-type: none"> 1. What makes Greek Theatre unique? 2. What is genre? 3. What is a chorus? 	<ul style="list-style-type: none"> - Ensemble - Chorus - unison

Year 9	6	Autumn	AAS	Physical Theatre The aim of his unit is to introduce pupils to Berkoff and the style of physical theatre, practically.	Pupils Learn about physical theatre and its variety of uses within a performance. Using Metamorphosis as an example pupils will create their own performance using the new skills they learnt.	<ul style="list-style-type: none"> - Motifs - Gestures - Body Language - Relationships - Proxemics - Berkoff 	<ul style="list-style-type: none"> - Devising Skills - Structure and creation 	<ol style="list-style-type: none"> 1. What is physical theatre? 2. How can I apply physical theatre to a performance? 	<ul style="list-style-type: none"> - Motif - Body Language - Ensemble
Year 9	6	Spring	AAS	Too Much Punch For Judy The aim of this unit is for pupils to apply acting skills into a modern performance, using characterisation	pupils will be applying all their knowledge to create and understand Too Much Punch for Judy. Each lesson will see pupils understand different scenes and use different skills such as stereotyping.	<ul style="list-style-type: none"> - Characterisation - Stage directions - Historical Context 	<ul style="list-style-type: none"> - Structure and creation - Cultural and historical 	<ol style="list-style-type: none"> 1. What are stereotypes? 2. How do we show characterisation? 	<ul style="list-style-type: none"> - Stereotype - Characterisation - Stage directions
Ilm Revi ew	6	Summer	AAS	Responding to a Stimulus	This unit is an opportunity for pupils explore a variety of stimulus. Allowing pupils to understand how to create a performance and understand the performance support side.	<ul style="list-style-type: none"> - Brecht - Stimulus - Structuring a performance - Costume - Lighting - Set 	<ul style="list-style-type: none"> - Devising skills - Structure and Creation 	<ol style="list-style-type: none"> 1. What is a stimulus? 2. How do i structure a story? 3. What is performance support and how can it improve my performance? 	<ul style="list-style-type: none"> - Brecht - Stimulus - Structuring a performance - Costume - Lighting - Set
Year 10	10	Autumn	AAS	Skills and fundamentals	This unit focuses on enhancing the skills pupils already have and applying it to a GCSE setting. Pupils complete a range of activities aimed at producing GCSE grade performances.	<ul style="list-style-type: none"> - Style - Genre - Practitioners 	<ul style="list-style-type: none"> - Devising skills - Structure and Creation 	<ol style="list-style-type: none"> 1. What is a practitioner? 2. What is naturalism? 3. What is physical theatre? 4. What is epic Theatre? 	<ul style="list-style-type: none"> - Style - Genre - Practitioners - Brecht - Stanislavski
Year 10	18	Autumn and spring one	AAS	Blood Brothers	Pupils learn the set text for component One. Focus is on the acting skills needs to understand how to perform Blood Brothers.	<ul style="list-style-type: none"> - Characters with blood brothers - Themes - Foreshadowing 	<ul style="list-style-type: none"> - Script - Structure and creation 	<ol style="list-style-type: none"> 1. What are the themes in Blood Brothers? 2. Who has control in Blood brothers? 3. How do I adapt my body to play a 7 year old? 	<ul style="list-style-type: none"> - foreshadowing - Omnipresent - Narration - Epic Theatre
Year 10	12	Spring	AAS	Component Two	A combination of written coursework and devising a performance. students develop skills needed to create a performance from a stimulus.	<ul style="list-style-type: none"> - Devising - Stimuli - Vocal skills - Physical Skills - Structure 	<ul style="list-style-type: none"> - Exam specifications (AQA) 	<ol style="list-style-type: none"> 1. How do I react to a stimulus? 2. how do i structure an effective performance? 	<ul style="list-style-type: none"> - Structure - Devising - Characterisation
Year 10	24	Summer	AAS	Component Two	A combination of written coursework and devising a performance. students develop skills needed to create a performance from a stimulus. They will then perform this.	<ul style="list-style-type: none"> - Devising - Stimuli - Vocal skills - Physical Skills - Structure 	<ul style="list-style-type: none"> - Exam specifications (AQA) 	<ol style="list-style-type: none"> 3. How do I react to a stimulus? 4. how do i structure an effective performance? 	<ul style="list-style-type: none"> - Structure - Devising - Characterisation
Year 11	12	Autumn One	AAS	Component Two	A combination of written coursework and devising a performance. students develop skills needed to create a performance from a stimulus. They will then perform this.	<ul style="list-style-type: none"> - Devising - Stimuli - Vocal skills - Physical Skills - Structure 	<ul style="list-style-type: none"> - Exam specifications (AQA) 	<ol style="list-style-type: none"> 5. How do I react to a stimulus? 6. how do i structure an effective performance? 	<ul style="list-style-type: none"> - Structure - Devising - Characterisation

Year 11	12	Autumn Two	AAS	Theatre reviews	The final section of the exam requires students to watch and evaluate live theatre.	<ul style="list-style-type: none"> - Evaluation - Apply acting skills - Set - Costume 	Exam specifications (AQA)	What makes a good theatre review? How do I effectively evaluate?	<ul style="list-style-type: none"> - Evaluation - Apply acting skills - Set - Costume
Year 11	24	Spring	AAS	Component Three	Component Three is an externally assessed unit, in which pupils prepare two scripted performances.	<ul style="list-style-type: none"> - Script - Characterisation - Annotated - Context 	Exam specifications (AQA)	What makes a good performance? What skills are needed during characterisation?	<ul style="list-style-type: none"> - Script - Characterisation - Annotated - Context
Year 11	12	summer	AAS	Blood Brothers Revision	Using the remaining lessons pupils revise key moments within the play and go over the theatre review	<ul style="list-style-type: none"> - Characters with blood brothers - Themes - Foreshadowing 	Exam specifications (AQA)	1. What are the themes in Blood Brothers? 2. Who has control in Blood brothers? 3. How do I adapt my body to play a 7 year old?	<ul style="list-style-type: none"> - foreshadowing - Omnipresent - Narration - Epic Theatre