



Drama CURRICULUM OVERVIEW

Key Stages 3 & 4

YEAR	TOPICS	TERMLY INDEPENDENT WORK
7	<ol style="list-style-type: none"> 1) Introduction to Drama 2) How the actor uses their voice (creating Radio Plays) 3) How the actor uses their physical skills (Stage Combat) 4) Play Making 	<ul style="list-style-type: none"> • Independent play reading from the drama department library • Independent trips to see live/recorded theatre • Consolidating drama theory • Performance preparations
8	<ol style="list-style-type: none"> 1) Devising: Acting for Screen (creating short films) 2) Theatre History: Commedia Dell Arte 3) Scripted: Shakespeare; Macbeth 	<ul style="list-style-type: none"> • Independent play reading from the drama department library • Independent trips to see live/recorded theatre • Consolidating drama theory • Performance preparations
9	<ol style="list-style-type: none"> 1) Theatre History: Greek Theatre 2) Scripted: plays of John Godber 3) Devising: Theatre in Education 	<ul style="list-style-type: none"> • Independent play reading from the drama department library • Independent trips to see live/recorded theatre • Consolidating drama theory • Performance preparations
10	<ol style="list-style-type: none"> 1) Introduction to GCSE Drama (COMP 1 Section A) 2) Focus on the Individual performer (exploring acting styles) 3) Methods of Devising Practice 4) Response to Live Production Seen 5) Devising Drama - Responding to a stimulus to create an original performance 6) Writing a Devising Log 7) Set Text Blood Brothers 	<ol style="list-style-type: none"> 1) Explore theatre roles and terminology by taking up co-curricular opportunities and exploring roles other than 'performer'. Keep a drama vocabulary book. Become a 'Guardian of Drama' and therefore have your own role/responsibility in the running of the drama department. Read 'All About Theatre' by The National Theatre (978-1406358698) to understand all about Section A of the examination using actual examples from the professional theatre. 2) Research into other productions of 'Blood Brothers' to understand fully the production/performance elements of shows before to make choices for your own direction. 3) Read and understand the novel behind each Live Production Seen. Research fully into all the productions; search for reviews, cast lists, podcasts, programme notes, education packs. Understanding fully



		<p>how the play has been adapted for the stage and the techniques associated with the director/theatre company.</p> <ol style="list-style-type: none">4) Look at all different drama practitioners; ensure you understand their rehearsal techniques and performance style; make a list of all the techniques that signify their particular directorial style.5) Visit the theatre and keep a theatre log of everything you have seen independently to remember the ideas you hope to use within your own work both as an actor and director.6) Keep a journal for progress which explains the key decisions made at each stage of the process.
11	<ol style="list-style-type: none">1) Refining the Devising Logs and Devising Practical Examination2) Texts in Practice; Scripted Performance with External Examiner3) Preparing for the Written Examination; refining examination technique for ALL sections of the examination	<ol style="list-style-type: none">1) Look into the social, historical and cultural context of the play for the scripted performance to enhance understanding for at every stage of the process. Character development exercises may help you to think more in depth with regards to your character.2) Continue to refine your examination work to the best of your ability. Practically, ensure you are thinking about the role you are playing; complete Role on the Wall exercises and Hot Seating exercises to think more in depth about your character.3) Continue to answer questions from the Question Bank that have been generated for those wanting to challenge themselves; refinement of answers after teacher, peer and self-marking to understand the marking criteria and how to improve upon this with each answer that is written.

PLEASE NOTE:

- This overview sets out a general summary of the basic curriculum taught. It is not an exhaustive list of what may be taught and subject teachers may follow the above in a different order. Further details may be obtained from the Head of Department, if required.
- The Independent Work indicated represents core, headline tasks per term; weekly/fortnightly independent/home work is set in all subject areas, and details are noted in Pupil Planners.



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