




Drama Curriculum Plan 2022/2023



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Masks of Theatre and Devising Techniques		Core Assessment Test	Greek Theatre	Scripted Performance – Roald Dahl	Core Assessment Test
Assessment Method	<i>Vocal, physical and performance skills – practical assessment</i>		<i>Group rehearsal and performance task Individual core knowledge test</i>	<i>Vocal, physical and performance skills – practical assessment</i>	<i>Vocal, physical and performance skills – practical assessment</i>	<i>Group rehearsal and performance task Individual core knowledge test</i>
 Opportunities	CEIAG – Acting and performance skills, types of theatre/stage SMSC – Imagination and creativity, cultural capital, character education, spiritual development ENRICHMENT – Performance skills BRITISH VALUES – Respect and tolerance		CEIAG – Acting and performance skills, types of theatre/stage SMSC – Imagination and creativity, cultural capital, character education, spiritual development ENRICHMENT – Performance skills BRITISH VALUES – Mutual respect	CEIAG – Acting and performance skills SMSC – Reflecting on self-development, cultural capital, character education, spiritual development ENRICHMENT – Performance skills BRITISH VALUES – English literature and culture of theatre		CEIAG – Acting and performance skills, types of theatre/stage SMSC – Imagination and creativity, cultural capital, character education, spiritual development ENRICHMENT – Performance skills BRITISH VALUES – Mutual respect
8	Darkwood Manor - Storytelling		Core Assessment Test	Mime	Melodrama	Core Assessment Test
Assessment Method	<i>Vocal, physical and performance skills – practical assessment</i>		<i>Group rehearsal and performance task Individual core knowledge test</i>	<i>Vocal, physical and performance skills – practical assessment</i>	<i>Vocal, physical and performance skills – practical assessment</i>	<i>Group rehearsal and performance task Individual core knowledge test</i>
 Opportunities	CEIAG – Employability – speaking and listening SMSC – Ethical and moral reasoning, understanding skills in different contexts cultural capital, character education, spiritual development ENRICHMENT – Performance styles, stage types BRITISH VALUES – Respect and tolerance, democracy		CEIAG – Acting and performance skills, types of theatre/stage SMSC – Imagination and creativity, cultural capital, character education, spiritual development ENRICHMENT – Performance skills BRITISH VALUES – Mutual respect	CEIAG – Employability – expression and reaction SMSC – Understanding skills in different contexts cultural capital, character education, spiritual development ENRICHMENT – Silent movies BRITISH VALUES – Respect and tolerance	CEIAG – Employability – speaking and listening SMSC – Perceptions on life and style cultural capital, character education, stereotypes, spiritual development Enrichment – theatre history British values - Respect	CEIAG – Acting and performance skills, types of theatre/stage SMSC – Imagination and creativity, cultural capital, character education, spiritual development ENRICHMENT – Performance skills BRITISH VALUES – Mutual respect
9	Diversity and Drama		Core Assessment Test	Theatre Review	Job Roles in the performing Arts Industry - Theatre Design	Core Assessment Test
Assessment Method	<i>Vocal, physical and performance skills – practical assessment</i>		<i>Vocal, physical and performance skills – practical assessment</i>	<i>Written Review</i>	<i>Design Artefact</i>	<i>Vocal, physical and performance skills – practical assessment</i>
 Opportunities	CEIAG – Employability SMSC – Ethical and moral differences, cultural capital, character education, spiritual development ENRICHMENT – Performance styles, stage types, diversity and culture BRITISH VALUES – Respect and tolerance		CEIAG – Acting and performance skills, types of theatre/stage SMSC – Imagination and creativity, cultural capital, character education, spiritual development ENRICHMENT – Performance skills BRITISH VALUES – Mutual respect	CEIAG – The Performing Arts Industry SMSC – cultural capital, moral dilemmas ENRICHMENT – The Performing Arts Industry, watching theatre BRITISH VALUES – Respect and tolerance	CEIAG – The Performing Arts Industry, Job roles in Performing Arts SMSC – cultural capital ENRICHMENT – The Performing Arts Industry, job roles BRITISH VALUES – Respect and tolerance	CEIAG – Acting and performance skills, types of theatre/stage SMSC – Imagination and creativity, cultural capital, character education, spiritual development ENRICHMENT – Performance skills BRITISH VALUES – Mutual respect



10	Skills development – practitioners (Stanislavsky, Brecht, Artaud, Berkoff) responding to script and devising techniques.	Mock component one – devising theatre	Component one – devising theatre
	Component three – interpreting theatre		
Assessment Method	<i>Rehearsal and performance Practice exam questions</i>	<i>Practical performance, portfolio, evaluation Practice exam questions</i>	<i>Practical performance, portfolio, evaluation Mock exam</i>
Opportunities	CEIAG – The Performing Arts Industry SMSC – Self reflection ENRICHMENT – The Performing Arts Industry BRITISH VALUES – Respect and tolerance	CEIAG – The Performing Arts Industry SMSC – Understanding self and skills development ENRICHMENT – Actors workshops BRITISH VALUES – Respect, tolerance and individual liberty	CEIAG – The Performing Arts Industry SMSC – Style and cultural diversity in the arts ENRICHMENT – Actors workshops BRITISH VALUES – Respect and tolerance
11	C2 - Developing Skills and Techniques in the Performing Arts LAB – Apply skills and techniques in rehearsal and performance LAC - Review own development and performance.	C3 Performing to a Brief– controlled assessment.	Resubmissions.
Assessment Method	<i>Recordings of skills workshops/key rehearsals Logbook BTEC assessment sheets</i>	<i>Externally assessed – PDF of written logs and recording of final performance sent to Examiner.</i>	
Opportunities	CEIAG – Roles in the Performing Arts Industry SMSC – Style and cultural diversity in the arts ENRICHMENT – Backstage tour of theatre – industry day BRITISH VALUES – Rule of law		
E-Safety	Use of secure websites No use of personal details Internet used as research tool Use of computers in line with school policy		

Where does 'Respect, Inspire and Achieve' feature in our curriculum?

Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all of our students are inspired to respect others. To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

RESPECT	Politeness, honour, and care shown towards someone or something that is considered important (OED) Consider: Respect for other people, beliefs, culture, behaviour, learning, the environment...
7	Performing to an audience – respect for the performers from the audience. Group work and collaboration – respecting each other's ideas and developing performances as a group of equals. Improvisation and devising – exploring different characters thought the use of drama techniques. Themes for improvising and devising exploring social, cultural and moral values and ideals. Valuing the opinions of others through character exploration and development. Scripted performance – exploration of characters and themes.
8	Themes for improvising and devising exploring social, cultural and moral values and ideals. Mime – cultural values of theatre history and how acting methods have developed. Performing to an audience – respect for the performers from the audience. Group work and collaboration – respecting each other's ideas and developing performances as a group of equals. Valuing the opinions of others through character exploration and development.
9	Cultural and diversity awareness – respect for other people's beliefs and cultures Group work and collaboration – respecting each other's ideas and developing performances as a group of equals.
10	Working together as a performance company to reproduce professional repertoire.

Drama Curriculum Plan 2022/2023



11	Exploration of themes and issues in the play studied showing a respect and tolerance for different attitude and behaviours presented. Group work and collaboration – respecting each other's ideas and developing performances as a group of equals.
----	---

INSPIRE	The desire, confidence, or enthusiasm to do something well (OED) Consider: Aspirations, future learning/ study, how to improve, target setting to achieve goals...
7	Evaluation of self and peers and target setting for development. Respecting the perceptions and opinions of others.
8	Evaluation of self and peers and target setting for development. Respecting the perceptions and opinions of others.
9	Evaluation of self and peers and target setting for development. Respecting the perceptions and opinions of others. Watching excerpts of professional performers and building on aspirations to emulate this practice. Exploring different job roles within the performing arts industry.
10	The workshop and rehearsal process involved in preparing for a performance of a piece of repertoire. Taking feedback from 'director' (usually the teacher) to develop performance and acting/performance skills.
11	Future careers and job roles in the performing arts. Working practices and processes of professionals in the performing arts industry. Working to a brief and the connections with working practices in the industry. Input and workshops from professional theatre companies – New Wolsey Theatre.

ACHIEVE	To succeed in reaching a particular goal, status, or standard, especially by making an effort for a long time Consider: Achieve targets, improving work/ grades...
7	Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience.
8	Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience.
9	Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience.
10	Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience. Use of exemplar theory and practical work and working to achieve a standard aligned with this. Use of professional repertoire and exemplar performances to set the standard and show opportunities in the use of skills and stage presence.
11	Independently working to achieve the goals as set out in the brief provided by exam board. Improvement and refinement of performance work to develop skills and working practices. Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience.