CURRICULUM MAP

Subject	**Drama**
Head of Department	**Cassandra Dawkins**

SCHOOL INTENT

Rutlish School Vision: Rutlish School is committed in providing **the highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: "Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness"

We want students to:

succeed (we strive to provide pathways to support their success)

embrace challenge, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals

be aware of their responsibilities and feel confident to participate and contribute to society. (Curriculum Intent)

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

The Drama department at Rutlish thrives on developing students holistically through the medium of Drama and Theatre. Students engage in a sequence of lessons in which they are able to explore a set text each term and they are introduced to a wide range of sophisticated explorative strategies, mediums and theatrical techniques, which can create meaning. Students develop their understanding of different genres of theatre and performances, and this allows them to explore (practically), the works of famous playwrights such as Wheeler, Parker, Artaud, Brect and Stanislavski. Students not only develop their self-confidence, and self-esteem, but also the ability to work in groups to achieve a common goal.   Drama also introduces students to topical themes and contemporary issues, which enables them to develop a broader understanding of the wider society and the world in which they live. Drama is all-inclusive, and encourages students from all backgrounds to examine the world around them with a critical eye. Students explore plays from different genres, for different audiences, and this in turn develops their sense of justice and fair play.

KEY STAGE 3 RATIONALE/ INTENT

The Drama curriculum at KS3 teaches students the skills required to become competent dramatists. Students are able to read, dramatize and develop their awareness of different plays though the use of the acting/ explorative strategies, mediums and elements. Students are taught the different genres of theatre, and the works of famous playwrights including Russell, Parker, Stanislavski and Brecht. This knowledge enables students to develop their skills of critical thinking, and this in turn develops their engagement with, and their appreciation of devised or scripted theatre. Drama also teaches students about the world around them. By directing exploring themes based on class, gender, and the role of women in society, students are empowered to develop characters that are empathetic and caring; thus reflective of the world around them.

KEY STAGE 4 RATIONALE/ INTENT

At Rutlish School, opportunities are provided throughout KS4 to reinforce and revisit the skills and techniques learnt during the KS3 programmes of study (e.g. in year 7 students learn the core drama skills and in year 8 they use these to explore set works including, **The Heist** by David Hughes and **Too Much Punch** by Mark Wheeler. By developing an awareness of the key theatrical skills, mediums and techniques, students are able to transfer these techniques in the exploration of the set text and live theatre review in year 10 and 11, thus ensuring pupil progress. The department aims to provide students with the skills, techniques, knowledge and understanding, which will allow them to consolidate their understanding of different genres of theatre, as well as introduce them to historical playwrights such as Artaud and Brecht. The expectation is for all students to become confident public speakers, who are certain about their place in the world. The aim is to cultivate a love for live theatre and plays, as well as the ways in which characters develop and are motivated in different theatrical works. They should become more competent at analysing the social and historical contexts, developing characterisation and engaging with the world around them. Group –work will form a pivotal part of this process with students developing their ability to work cohesively as part of a team. They will develop confidence in the **language** of drama and confidently structure a response the 4, 8, 12, 20 and 32 marker questions, while embedding a range of SME's to create meaning.

Rutlish School

	Year 7 Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: **Introduction to Drama**	UNIT OF WORK: **The History of Pantomimes**	UNIT OF WORK: **Fathers for Justice by Mark Wheeler**	UNIT OF WORK: **Fathers for Justice by Mark Wheeler**	UNIT OF WORK: **The 39 Steps by P. Barlow**	UNIT OF WORK: **The 39 Steps by P. Barlow**
	Students will become more aware of the origins AND different genres of theatre. They will learn about the different playwrights including Brect, Artaud and Stanislavki and assess the impact on Theatre/Drama today.	Students will explore the history of Pantomimes. They will also come to understand the subject special vocabulary in relation to Pantomime plays eg stock characters.	Students will become more aware of the structure, themes and characters in a contemporary play. They will also explore other works by Mark Wheler and make comparisons.	Students will learn how to develop their own characters based on the play. They will engage in a series of workshop aimed to developing their skills as performers. They will deliver their liens with confidence and clarity and justify their choice of the SME's.	Students will read and analyse the play, The 39 Steps. They will explore the plot and sub text with a good level of detail. They will also explore the social and historical context of the play and make connections between the play and wider society.	Students will learn how to develop their own characters based on the play.

They will engage in group-work and create a detailed review of their own work and that of their peers. |
| **KEY SKILLS** | To develop an awareness of the history of Theatre through the eyes of 3 key playwrights.

To explore (practically) the ways in the SME's are utilised to explore and develop theatre.

To engage in group–work and class discussions after reading the play.
To perform key scenes from various plays. | To read and dramatize the play **EMPEROR'S NEW HAIR** and use the SME's to derive meaning from a set work.

To use the SME's to develop their awareness of plot, character, themes and setting.

To explore the links between characters and society/historical factors. | To read and dramatize the play **Fathers for Justice** in small groups, using the techniques of Artaud to shape their practical ideas.

To embed the SME's and provide constructive justification from peers.
 To engage in role-play in a group setting.
To develop an awareness of the social and historical background to the play. | To develop the skills of characterisation and spatial awareness.

To develop key scenes in chronological order using the strategies, mediums and elements.

To build and sustain a role / character.

To make comparisons between characters and engage in multi-role-play. | Read and analyse a set work. Use the techniques of Brecht and Stanislavski to develop the plot.

Make connections between contemporary and the social and historical context of the play. Develop an awareness of characterisation, role and audience.

Explore the way in which staging, method acting and physical theatre is utilised to shape a character / role. | Students will explore the way in which playwrights make subtle and overt inferences about the key characters. Students will reflect on the key scenes and develop teach theme using the vocal and physical skills. They will juxtapose this will other characters in the narrative and make connections between roles. |
| **HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?** | Students will build on their awareness of the world of theatre and will use this as a foundation to their exploration. They will learn more about the SME's as well as the skills involved in shaping a character for performance within a group. | Students will learn about the basic principles of acting in half term 1. They will then utilise these skills further in order to explore the world of Pantomimes. Students will read and evaluate the roles of the key characters as well as the acting skills (vocal and physical). | Students will build on the knowledge and understanding gained in the first term. They will scaffold their understanding of the key SME's required to build and sustain characters in order to fully explore a set text. | Students will draw on their knowledge of how to explore a plot, subtext and themes within a play or scripted piece of theatre. They will further develop their appreciation of different genres and plays from other cultures. | Students should have some measure of competency in creating characters and breaking the fourth wall. During this term, they will develop these skills further and with greater competency. Students will learn how to multi-role and compare and contrast characters and roles. | Students will scaffold thir knowledge and awareness of different types of staging and factors, which influence character motivation. This will positively shape the outcome of their work. |

LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	Equality/Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.	Confidence building and learning how to deal with constructive criticism. Equality/mixed ability teamwork/ group participation. Learning from others and developing new skills and techniques. Teamwork	Students will explore the role of fathers in society. Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.	Students will explore the role of fathers in society. Equality/ Teamwork/Mixed ability group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.	Sense of justice and fair play Gender bias Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.	Sense of justice and fair play Gender bias Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.
ASSESSMENTS Summative and Formative as applicable	AFL ongoing X 1 Summative assessment essay at the end of the half term.	AFL ongoing X 1 Summative assessment essay at the end of the half term	AFL ongoing X 1 Summative assessment essay at the end of the half term	AFL ongoing X 1 Summative assessment essay at the end of the half term.	AFL ongoing practical (with verbal (teacher, self and peer feedback) X 1 Summative assessment (essay at the end of the half term.	AFL ongoing X 1 Summative assessment essay at the end of the half term.
FEEDBACK SUPPORTS LEARNING	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓
SPECIALIST VOCABULARY	Genre Pantomime Stock characters Hero Audience interaction Proxemics Makeup Set design Lead End on stage Traverse	Emperor Moral Theme Antagonist Gait Modulation Articulation Convention Exposition Flashback Flash forward	Catharsis Dramatic irony Aside Box set Chorus Climax Nemesis Understudy Posturing Comedy	Dramatic characters Irony Backstage Spotlighting Glow Inciting incident Sub plot Theatre of the absurd Tragic flaw Tragedy	Props Rising action Physical theatre Physical action Void Received pronunciation Moral compass Fugitive Captive	Cut Cast Scenery Anti- climax Role reversal bonding character evolution symbolism deception
QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					

Rutlish School

YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UNIT OF WORK: Oliver Twist by Charles Dickens	**UNIT OF WORK: Oliver Twist by Charles Dickens**	**UNIT OF WORK: Bugsy Malone by Alan Parker**	**UNIT OF WORK: Bugsy Malone by Alan Parker**	**UNIT OF WORK: The Birthday Party by Harold Pinter**	**UNIT OF WORK: The Birthday Party by Harold Pinter**
KNOWLEDGE	Students will gain an awareness of the themes of class and poverty in the play/set work. They will also become more aware of life in Victorian England and factors, which led children like Oliver to the workhouse.	Students will continue to read the play and explore/ examine each character in detail. They will reflect on each character's motivation and assess them in detail.	Students will develop their knowledge of different playwrights on 21st century and make comparisons between their works. They will also gain a better understanding of the ways in which the SME's are utilised to dramatize a set text.	Students will develop their knowledge of the explorative strategies, mediums and elements required to realise a full production. They will gain new knowledge on staging, use of props and ways of developing plot.	Students will develop their knowledge of the play / set work and analyse key themes and the roles of different characters. They will gain new knowledge on staging, use of props and ways of developing plot.	Students will explore the themes within the play and develop an awareness of the ways in which the SME's are utilized to develop naturalistic and none naturistic theatre / drama for an audience.
KEY SKILLS	Read and analyse the key themes in a set work.\n\nUse the SME's to develop a role and sustain a character.\n\nExplore the social and historical context of the set work through research.	To develop characters from different social classes.\n\nTo create a structured peer review.\n\nLearn lines to a key scene and dramatize it's historical/ social context.\nReading and dramatizing a set work.	Reading and exploring a set text.\n\nWorking as part of a group to realise a scripted performance.\n\nDeriving meaning about different themes /issues within the play through the SME.	Interpreting key extracts\n\nCreating distinct and naturistic characters.\n\nShaping meaningful roles based on different themes in the play.\n\nInterpreting the SME's and justifying choices.	Reading and dramatizing a set work.\n\nUtilising the acting skills and techniques to shape the form and structure of theatre.\n\nConducting research into different playwrights including Artaud and using techniques they developed to shape theatrical work.	Developing characters in naturalistic and none naturalistic way.\n\nShowcasing devised work to an audience and responding to peer feedback\n\nShaping meaningful roles based on different themes in the play.
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Students will build on their knowledge and skills in relation to the SME learnt /used in previous lessons.\n\nSelf-reflection and peer / self-analysis forms part of each lesson, thereby allowing students to assess and build on/develop existing skills.	Students' learning is scaffolded using the dramatic techniques and skills developed in term 1. Eg Term 1 - Students use simple role-play to build and sustain a character. This developed further in term 2 and students expand their role-play into **multi-role-play** (playing more than 1 role).	Students reflect on previous work. Sometimes this work is filmed/recorded.\n\nStudents increase their use of the SME's and their level of competency.\n\nSkills focus:\nUnderstanding plot, characters, and themes.	Student's engage in self and peer assessment in each lesson. They reflect on the work of others and their own work in order to identify areas of improvement, weaknesses and strengths.	By reflecting on their own work and the work of others students are able to improve, their use of the SME's each lesson.\nStudents are encouraged and supported to scaffold their learning and to build in more SME's each lesson to develop role, plot and characterisation.	As students delve further into the text, they invariably build their understanding of the themes and skills. They also improve their acting prowess and level of competency in the use of the acting techniques. As students engage in explorative work, they are encouraged to increase and update their level of competency in the use of the SME's.

LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	Themes: Patriarchy, Family Values Students develop a sense of Justice and fair play. Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.	Themes: Class /poverty Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.	Themes: Friendship Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism. Resilience and team work	Themes : Deception Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.	Themes: Gender, Gender roles Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.	Themes: Dominance Resilience Teamwork/ group participation. Learning from others and developing new skills and techniques. Confidence building and learning how to deal with constructive criticism.
ASSESSMENTS Summative and Formative as applicable	_AfL in lessons. (ongoing) Open ended questioning Peer evaluation X 1 written evaluative assessment at the end of the half term.	AfL in lessons. (ongoing_) Open ended questioning Peer evaluation X 1 written evaluative assessment at the end of the half term.	AfL in lessons. (ongoing_) Open ended questioning Peer evaluation X 1 written evaluative assessment at the end of the half term.	AfL in lessons. (ongoing_) Open ended questioning Peer evaluation X 1 written evaluative assessment at the end of the half term.	AfL in lessons. (ongoing_) Open ended questioning Peer evaluation X 1 written evaluative assessment at the end of the half term	**A**fL in lessons. (ongoing_) Open ended questioning Peer evaluation X 1 written evaluative assessment at the end of the half term
FEEDBACK SUPPORTS LEARNING	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓
SPECIALIST VOCABULARY	Victorian Orphan Workhouse Staging Charles Dickens Monologue Duologue Derived meaning Inference Inflection	Alms-house Infirmary Chimney sweep Gruel Funeral crier Under-taker Upper class Birth right Inheritance	Mortuary Fourth wall Apron Constructive criticism Orchestral pit Off stage Proxemics Skene Upstage left	Patriarchal society Deception Gender roles Double class Duologue Devising Stimulus	Passive acting Gender Dominance Down -Stage right Traverse Audience interaction	Classism Social hierarchy Ageism Societal bias Projection Space and levels Status
QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					

Rutlish School

YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UNIT OF WORK: 1 The Heist by David Hughes	**UNIT OF WORK:2** America's Playground by David Hughes	**UNIT OF WORK:3** Blood Brothers by Willy Russell	**UNIT OF WORK:4** Blood Brothers by Willy Russell	**UNIT OF WORK:5** Too Much Punch for Judy by Mark Wheeler	**UNIT OF WORK:6** Too Much Punch for Judy by Mark Wheeler
KNOWLEDGE	Students will be introduced to a set work and develop their awareness of the plot, characters and setting in a contemporary play. Students will become more aware of the social and historical context to the play and dramatize key scenes.	Students develop their awareness of how a play is explored thought the SME's. They will explore ways in the social and historical contexts is developed through the SME's.	Students will learn how to use the SME's to creatively explore (Practically) a contemporary play. Students will articulate their views on a range of characters and themes. Students will develop their knowledge of staging, props and costumes.	Students will learn about the key themes in the play and develop a sense of empathy for the characters and their plight. They will explore ways in the social and historical contexts is developed through the SME's.	Students will learn how to use the SME's to derive meaning from a set work. How to develop their awareness of how to critically assess and justify their choice of SME's.	Students will become more adapt at creating and sustaining characters for a wide audience. Students will articulate their views on a range of characters and themes. Students develop their awareness of how a play is explored thought the SME's.
KEY SKILLS	Group and individual role-play/dramatization using the SME's. Group –work and devising from a stimulus (play scripts) Articulating the lines in the role. Script – writing Teamwork and practical exploration of a contemporary play.	Group-work/devising from a script. Group –work over 6 weeks. Selecting and using the SME's to shape a piece of theatrical work. Justifying their choice of the theatrical mediums. (Verbal and written)	Reading and justifying the choice of SME's. Developing and sustaining a range of characters. Exploring the ways in which naturism can evoke empathy. Reflecting on the social and	Sharing characters based on their social class. Using and justifying the use of SME's. Exploring plays from different genres. Communicating character intent in role. Developing staging to reflect on the social and historical context.	Students will learn about the key themes in the play and develop a sense of empathy for the characters and their plight. Students will articulate their views on a range of characters and themes. Students develop their awareness of how a play is explored thought the SME's.	Students develop their awareness of how a play is explored thought the SME's. Students will learn about the key themes in the play and develop a sense of empathy for the characters and their plight Communicating character intent in role
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Students draw on their understanding of the skills and techniques learnt in year 7. Examples; - How to create and sustain Proxemics - How to create and sustain a role. - Exploring a scripted text using naturalism. - Reading the subtext	Students will scaffold their learning and build on the skills learnt in year 7 and term 1 of year 8. Examples; - Exploring the social and historical context of a play. - Using Stanislavski's techniques to develop drama. - Creating contrasting characters.	Build on the SME's learnt in term 1. Students will scaffold their learning and build on the skills learnt in year 7 and term 1 +2 of year 8. Examples; - Analysing key themes. - Developing and sustaining a character. - Selecting and using the SME's to sculpt	Students will build on their understanding of the skills required to explore a full play text. These skills were taught in term 1 and 2.	Students will scaffold their learning. Students will build on the skills learnt in year 7 and term 1+2 of year 8.	Students will scaffold their learning and build on the skills learnt in year 7 and term 1+2 of year 8. Examples; How to use proxemics How received pronunciation can impact drama / theatre

Rutlish School

	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
	- Exploring the plot and characterisation.		and develop a character.			
LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	Teamwork / group exploration Justice and fair play Resilience Working to a deadline. Responding to constructive Criticism.	Teamwork / group exploration Themes: Friendship, Immaturity Justice and fair play Working to a deadline. Responding to constructive Criticism.	Themes: Class and society Working as part of a group/team-work. Working to a deadline. Resilience	Themes: Matriarchy Working to a deadline Teamwork and resilience Feedback and criticism Resilience	Themes: Gender roles, Alcoholism Working to a deadline Teamwork / achieving a common goal. Feedback and criticism	Themes: Family values Working to a deadline Teamwork Feedback and criticism Justice and fair play Resilience
ASSESSMENTS Summative and Formative as applicable	AfL ongoing after each lesson. X 1 summative assessment at the end of each half term.	AfL ongoing after each lesson. X 1 summative assessment at the end of each half term.	AfL ongoing after each lesson. X 1 summative assessment at the end of each half term.	AfL ongoing after each lesson. X 1 summative assessment at the end of each half term.	AfL ongoing after each lesson. X 1 summative assessment at the end of each half term.	AfL ongoing after each lesson. X 1 summative assessment at the end of each half term.
FEEDBACK SUPPORTS LEARNING	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓
SPECIALIST VOCABULARY	Pre plan Orchestrated Jungle justice Remorse Safe house Security detail Narration Monologue Duologue	Accused Sabotage Hostage Blackmail Proxemics Street slang Received pronunciation Gait	Staging Update centre Props Set design Reflection SME's Justification Family wealth	Prejudice Social Hierarchy Social class Received pronunciation Discrimination Socialisation Maturity symbolism	Grief counselling AA Sisterhood Family values Maturation Matriarchy posturing	Gallivant Aerobics Grimace Embankment Pace Vocal modulation gait

QUALITY FIRST TEACHING
✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions

YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	**UNIT OF WORK: 1** Area of study 1: **Understanding Drama (Exploring a Set Play)**	**UNIT OF WORK: 2** Area of study 2 : **Live Theatre Critical Review**	**UNIT OF WORK:3** Area of study 3: **Devised Theatre (Preparation for assessment)**	**UNIT OF WORK:4** Area of study 4: **Devised Theatre (Group – work)**	**UNIT OF WORK: 5** Area of study 5: **Text's in Practice (Preparation)**	**UNIT OF WORK:6** Area of study 6: **Text's in Practice (Performance)**
KEY SKILLS	**Students will** develop the ability to explore the social and historical contexts within the set work/play. **Students will** develop the ability to respond concisely to 4, 8, 12, 20 marker style questions based on the set work by following the given structure. **Students will** develop key scenes in the play practically, in small groups, through the use of a range of drama mediums, explorative techniques and strategies including proxemics, narration and monologues. **Students will** be prepared for the rigours of the written exam (1hr 45mins) through active engagement with questions based on the set text.	**Students will** watch a full length production (live or recorded) with in order to explore the performance and production elements. To aid their analysis students will conduct background research into the play as well as read a wide range of reviews. **Students will** analyse the themes and issues, in relation to the lives of key characters. They will become more aware of the hierarchy of the characters as well as character motivation and status. They will also critically analyse the work of different playwrights. **Students will** master the 32 marker question structure as well as become more aware of the ways in which the production and performance elements can influence/impact the theatrical outcome.	**Students will** learn how to develop ideas creatively and practically within a group setting in order to develop a structured performance. **Students will** develop their ability to work collaboratively with others, while choosing a range of dramatic mediums and techniques to realise a theatrical outcome. **Students will** work proactively in rehearsals to refine, develop their group devised performance prior to being filmed. **Students will** develop their ability to create and communicate meaning in order to realise the artistic intentions of a piece of theatre.	**Students will** learn how to prepare a timed piece of theatre for an external audience based on a chosen theme. **Students will** engage in collaborative work and focus on 6 key production elements. **Students will** develop an awareness of different genres and playwrights. **Students will** record and review work in accordance with the AQA assessment criteria. **Students will** evaluate and reflect on the feedback from peers and incorporate audio visual elements and components to develop the social and historical context of their work. **Students will** engage in filming, editing and re-recording their theatrical work.	**Students will** develop their ability to explore theatrical texts from different genres. **Students will** develop the key skills required to interpret a given text in order to communicate meaning to a live audience. **Students will** learn the skills required to recite and perform to two contrasting monologues, depicting two contrasting characters. **Students will** realise their artistic intentions (dramatic intentions of each characters) thought text based Drama. **Students will** create either a monologue, duologue or short scripted piece for performance.	**Students will** learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances. **Students will** develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking. **Students will** develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement.
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Draw on knowledge and skills learnt in the KS3 Drama curriculum on how to structure reflective responses on a given text. Students practice 4, 8, 12 and 20 marker questions and use feedback to improve their work. Students draw on their awareness of the theatrical skills, mediums and strategies they developed in KS3.	Scaffolding of the 32 marker structure to develop their skills as playwrights/ theatre critics. Practice of the 32 marker questions across several lessons. Frequent marking and peer feedback. Students compare and contrast 32 marker analytical responses against the assessment criteria.	Students watch, analyse and assess a range of performances across a range of genres. Students engage in character development across a range of plays/performances. Students record their work and engage in peer/self-assess against the skills, and motivation required to shape meaningful characters.	Students review the work of other groups as well as past performances. They analyse content, themes, genres as well as the historical and social contexts. Students utilise and experiment with the Drama mediums, elements and strategies learnt at KS3 in order to influence and shape their work.	Scaffolding of the key theatricals skills required to create characters and shape a performance. Watching, analysing and evaluating monologues from a range of genres. Students record their work and engage in self-refection and self-evaluation.	Students perform their theatrical work in front of a live audience of their peers. Constructive feedback helps to cement ideas in relation to characterisation, mood and atmosphere. Student develop their devised logbook with reflective ideas on how to scaffold / improve/ develop key skills.
LINKS TO THE WORLD	Decisions-making (Students explore plays with themes about everyday life)	Students develop holistically as they are able to watch and	Students develop the skills required to work as part of a team. They also developing awareness of modern issues and	Students learn how to build their self-confidence and public speaking skills as they explore a range of different topics and	Students will read and analyse different monologues and duologues on theme including equality, gender, race etc.	Students will develop a critical awareness of the ways in which different groups in society interact, as well as the ways in which factors

	Students explore and devise practical work on a range of contemporary issues including Peer Pressure, Gender and Equality and Mental Health.	analyse different themes and issues in society.	themes including gender stereotypes, ageism and race. Developing confidence as public speakers.	issues. They will also be introduced to different themes having explored a range of news articles and online media sources.	Monologues will be taken from plays ' **Too punch for Judy**) – Drink driving and The **Colour of Justice** (Race relations)	classism can affect the lives of individuals.

ASSESSMENTS
Summative and Formative as applicable
	Formative most lessons, as a form of AfL
	
	Students complete a (4, 8, 12, 20 marker questions)
	
	Engage in peer feedback after completing mock exam questions.
		Formative most lessons, as a form of AfL
		
		1 x 32 marker essay
		Pre-Mock assessments in lessons
		Engage in peer feedback
			Formative most lessons, as a form of AfL.
			
			       Devising logbook
			       Devised play in groups
				Formative most lessons, as a form of AfL
				
				Mock: Group practical
				Mock : Written assessment
					Formative most lessons, as a form of AfL
					
					1 x summative end-of-topic assessment/monologues/ duologues
						Formative most lessons, as a form of AfL
						
						1 x summative end-of-topic assessment/monologues/duologues.

FEEDBACK SUPPORTS LEARNING	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓
SPECIALIST VOCABULARY	• Genre • Proxemics • Characterisation • Status • Transposition • Fourth wall • Acoustics	• Archetype • Blocking • Ensemble • Blocking • Hubis • Protagonist • Amphitheatre	• Symbolism • Stock character • Theatre in the round • Skene • Subtext • Stance • Brecht	• Gait • Articulation • Vocal modulation • Intonation • Atmosphere • Presence • Breath control	• Narration • Monologue • Projection • Received pronouncation • Duologue • Soliloquy	• Political theatre • Naturalism • Artaud • Gestic acting • Verbatim theatre • Classical theatre • Thrust stage
QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					

YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	**UNIT OF WORK:** Topic 7: (Live theatre and set work – Constructing responses for the purpose of assessment)	**UNIT OF WORK:** Topic 9: (Live theatre and Set work – constructing responses for the purpose of assessment	**UNIT OF WORK:** REVISION: Blood Brothers by Willy Russell	**UNIT OF WORK:** REVISION	**UNIT OF WORK:** EXAMS- REVISION	**UNIT OF WORK:** EXAMS- REVISION
	-Develop an awareness of the SME'S. -Scaffold the 12, 20 and 32 marker essay responses.	-Understanding roles, characters, themes as well as the social and historical context of the set work/ genre.	-Students will revise/ re-read main extracts in the work and watch YouTube clips of the scenes. -They will develop/ review their knowledge of the structure of the multi choice questions, 4,8, 12, 20 marker questions.	-Complete practice paper questions and assess against the mark scheme. -Develop/revise the list of vocal and physical SME's.	-Monologues/ duologues -Perform to camera and peer/self-assess against the exam criteria. -Record pieces	-Exam past paper practice.
KEY SKILLS	Gain & retain knowledge and understanding of how to scaffold the 4, 8, 12, 20 and 32 marker questions in an exam setting. Ability to consider an issue from various perspectives (e.g. playwright, dramatist)	Ability the structure to the 4, 8, 12, 20 and 32 marker questions. Using the SME's to construct detailed justifications in relation to the themes and characters in the set text.	Exam skills and techniques Using the question structure. Developing clear coherent justifications. Using the SME's (min x 6) vocal and physical to engage the audience.	Exam skills How to gain maximum marks for 4, 8, 12, 20 and 32 maker questions. How to embed the SME'. How to embed clear coherent justifications.	Exam skills How to gain maximum marks for 4, 8, 12, 20 and 32 maker questions. How to embed the SME'. How to embed clear coherent justifications.	- Revision - Develop competency; - Multiple choice - 4 marker - 8marker - 12marker - 20 marker - 32 marker
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Classroom based mock's and practice questions to prepare students for Section 1 and 2 of the written paper. Drawing on their awareness of the SME's and how to construct a detailed justification. Role play to enhance understanding and knowledge of different scenes within the play.	Classroom reading of BBC News articles, linking these to theory taught Drawing upon KS3 English studies. Setting a target for number of connectives students use in their answers, to ensure adequate chains of reasoning. Read and analyse model answers especially the 20 and 32 markers and compare them with their own work.	Complete practice answers from past papers practice and use the skills and techniques they learnt in term one. Students will refer to exemplar answers and mark schemes. In this way, students can then attempt to write / structure their own answers.	Students assess questions from past papers alongside mark schemes from previous years. Students develop their confidence in 4,8,12, 20-marker questions. Develop and explore ways in which justifications affect each response.	Students assess the responses in past responses and then identify the strengths & weaknesses of their work. Students draw on their understanding of the techniques used to sculpt various characters and to play different roles. They then use these techniques to develop their individual work.	Revise the SME's (V and P) Posture Pace Gait Volume Intonation Modulation Inflection Breath control
LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc ; different subjects	Confidence building. Exploring key social themes and issues. Studying the way in which characters in a play or	Recognising the interconnectedness of the relationships in society. Class, education, the role of women.	Role of women in society. Social class and hierarchy Patriarchal vs matriarchal society	Recognising the interconnectedness of the relationships in society. Class, education, the role of women.	Confidence building Resilience and competition	

performance interact and how this mirrors real life. Engaging in meaningful group activity – a key skill required to navigate the wider world.	Exploring the social and historical factors, which gave rise to certain themes / social issues. Poverty – patriarchal society	Domestic abuse and the treatment of women Rights and equality.	Exploring the social and historical factors, which gave rise to certain themes / social issues. Poverty – patriarchal society	Responding to constructive criticism.	
ASSESSMENTS Summative and Formative as applicable Formative most lessons, as a form of AfL Written assessments (Dept created mocks and past paper questions based on the play)	Formative most lessons, as a form of AfL Mock: Written assessment (1 hour) end of term. Intermittent assessments throughout the term.	Formative most lessons, as a form of AfL 1 x summative assessment (past paper)	Formative most lessons, as a form of AfL 1 x summative assessment (past paper)	GCSE exams Visiting Examiner (Monologues and Duologues) Students assess their work and assess against the exam criteria/ grade boundaries.	GCSE exams
FEEDBACK SUPPORTS LEARNING **Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✓	
SPECIALIST VOCABULARY • Posture • Gait • Conscience alley • Antagonist • Social class • Posturing • Received pronunciation	• Suffragettes • Role of women • Protest • Graffiti • Justification • Staging • Orchestral pit	• Themes • Character • Character motivation • Sub- text • Plot lines • Flashback • Split staging • Conscience alley	• Blood Brothers • Family • Death • Narrative/narration • Traverse • Proscenium arch • Symbolism • Scaffold	• Pace • Posture • Timing • Accent • Eye contact • Monologue • Duologue • Improvised theatre	
QUALITY FIRST TEACHING ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					