

YEAR 7 Drama CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: To learn, understand and be able to use each of the 5 Key Skills; Cooperation, Communication, Concentration, Thinking and Imagination at the appropriate level of skill.

	Autumn Term	Spring Term	Summer Term
Topic	Mime, paired improvisation & small group improvisation, whole group improvisation	Advanced paired improvisation & Centre of the Circle Improvisation	Spontaneous & Whole group improvisation
Core Knowledge/ Threshold Concept	<p>Knowledge and understanding of what successful improvisation consists of – to be developed throughout year 7.</p> <p>The 5 Key Skills – Students should be able to explain how they are used in Drama and why they are important</p> <p><u>An introduction to Mime:</u></p> <ul style="list-style-type: none"> • What is Mime? • Individual Mimes • Introductory short Paired Mime • More advanced Paired Mime – introducing more key ingredients for an effective scene (context, character information and a problem) <p><u>An introduction to improvisation:</u></p> <ul style="list-style-type: none"> • What is dialogue? How can we create effective dialogue? • Paired improvisation – with a focus on learning how to create appropriate and effective dialogue to sustain a realistic and interesting scene. • Whole Group Mime • Adding dialogue to whole group work 	<p>“Advanced improvisation” = longer scenes – learning how to sustain character and improvisation. Responding creatively in a range of situations.</p> <p>How to create an effective scene. Higher expectation - less info given more planning – independence with guidance.</p> <p>Planning a murder paired scene building to small group murder scenes</p> <p>Centre of the circle improvisation, using emotion as stimulus to build on improvisation skills and learn to how work as an effective team, in role and out of role, to build an effective character & scene.</p>	<p>Whole group spontaneous Drama – learn how to work as a whole class to create relevant and interesting characters, along with learning how to create effective improvisation.</p> <p>Students learn to listen, accept, react, respond & develop in role with creativity and learn to use effective quick-thinking skills.</p> <p>Whole group planned Drama – students learn how to plan a detailed, realistic and relevant character, how to sustain their role-play and build creative reactions, responses and developments.</p> <p>The 5 Key Skills i.e. creating, developing and sustaining interesting characters and using appropriate and interesting vocal expression and body language, with knowledge and understanding.</p> <p>Pupils learn how to create successful whole group Drama via practical work followed by analysis and evaluation.</p>
Why this learning now?	HALF TERM #1: Introduction to Drama and the 5 Key Skills. Mime and then move towards improvisation (an introduction and transition)	<ul style="list-style-type: none"> • “Advanced improvisation = longer scenes – more expectations - less information given, more thinking and 	<ul style="list-style-type: none"> • Using all the skills taught in Term 1 and Term 2 consistently • Less teacher intervention

	<ul style="list-style-type: none"> • Focus on performance techniques without dialogue first, then add to create challenge • How to create a successful paired scene / improvisation – reflection and development of skill via ongoing evaluation & analysis & increase in challenge i.e. sustaining scenes for longer <p>HALF TERM #2</p> <ul style="list-style-type: none"> • Introduction to creating a character • Developing a character within a scene • Sustaining basic performance techniques • Developing empathy • Developing use of dialogue and reacting & responding to their class in & out of role with realism • Analysing and evaluating Drama 	<p>planning – independence with guidance to build skills & creativity.</p> <ul style="list-style-type: none"> • Students have the opportunity to build their work from paired to small group rehearsed scenes • Then spontaneous centre of the circle group improvisations and then onto lengthier and more challenging whole group work next term. 	<ul style="list-style-type: none"> • More independent application of learning • Development of skills at a more challenging level 	
Assessment Opportunities:	<ul style="list-style-type: none"> • Regular formative assessment will take place: Re-call tasks, questioning, whole class discussion, verbal feedback • Spotlighting / Performance • Character Profiles with peer assessment • Character Introductions 	<ul style="list-style-type: none"> • Regular formative assessment will take place: Re-call tasks, questioning, whole class discussion, verbal feedback • Spotlighting / Performance • Whole group spontaneous work is whole group “meeting” based – all contributing (teacher led – T.I.R) 	<ul style="list-style-type: none"> • Regular formative assessment will take place: Re-call tasks, questioning, whole class discussion, verbal feedback • Spotlighting / Performance • Character Profiles & Introductions • WG Meetings & T.I.R 	
Learning at Home	Re-Call: Key word quiz	Re-Call: Key word quiz	Re-Call: Key word quiz	
Key Vocabulary	5 key skills (cooperation, communication, concentration, thinking, imagination), mime, visualise, character, realistic, improvisation, dialogue, performance technique, body language, facial expression, gesture, eye contact, vocal expression (pitch, tone, pace, volume, accent), evaluation.	As Term 1 plus: Centre of the circle improvisation, The magic if, Context, Roles, Problem, Conflict.	As Term 1 & 2 plus: Spontaneous Whole Group Drama. Whole Group Drama Accepting	

Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Empathy – developing an understanding of their own and others feelings • Use of imagination & creativity in their learning • Developing the ability to understand and appreciate the viewpoints of others • Identifying key morals in a Drama – learning how to make better decisions in life • Use a range of social skills • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
Links to careers and the world of work	<p>Developing a wide range of transferable skills – cooperation, concentration, communication, thinking and cooperation.</p> <p>Career pathways include: Acting, directing, writing, teaching, presenter, psychologist, councillor, film maker, lawyer – and any career involving the essential transferable skills listed above.</p>

YEAR 8 Drama CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: To learn, understand and be able to use each of the 5 Key Skills; Cooperation, Communication, Concentration, Thinking and Imagination at the appropriate level of skill.

	Autumn Term	Spring Term	Summer Term
Topic	Accepting Project. Paired Improvisation. WGD	Mafia Whole Group Drama	Script Work – Blood Brothers
Core Knowledge/ Threshold Concept	<p>All 5 key skills are essential.</p> <p>Accepting Project – teamwork/cooperation with creativity. Paired & small group work.</p> <p>Sustaining performance techniques and using more advanced performances techniques in pairs & then small groups</p> <p>Paired Improvisation – accept – react – respond & develop realistic characters & scenes. Developing the ability to create an interesting & realistic character, a sustained scene and develop an interesting plot-line, characters & dialogue.</p> <p>Whole Group Drama – Recruitment Drama – Creatively explore conscription via their 5 key skills. Hot-seating to develop characters and characterisations. WGD sustaining role-play & performance techniques and using more advanced performances techniques working in a larger group/whole group drama.</p> <p>Working closely as a team.</p>	<p>WG improvisation with still image, thought tracking & team building, leadership & what makes a good leader & team.</p> <p>5 key skills, Planning skills, characterisation, performance techniques, realism, interaction, dialogue and analysis & evaluation skills.</p> <p>Introduction to theme: Mafia and key research shared – used to inform character planning to ensure realism & imagination.</p> <p>Detailed group/family planning – still image & thought tracking to begin building characterisations</p> <p>Hot-seating to develop characters and characterisations</p> <p>WGD - sustaining role-play for longer periods using more advanced performances techniques working closely as a team.</p>	<p>Blood Brothers practical exploration of monologue & duologue – linking to GCSE Comp 2 - Performance Skills with some integrated design tasks</p> <p>Reading & analysing the extract</p> <p>Still Image & Thought Tracking</p> <p>Hot-seating & Improvisation off script</p> <p>Rehearsal & Performance skills / techniques</p> <p>Analysing & Evaluating the work of others & their own including a model performance from GCSE – linking to GCSE Comp 3 Live Theatre.</p>

Why this learning now?	<p>Lessons build in complexity in order to allow students 5 key skills to be introduced and then challenged at an appropriate level. Accepting project effective as a re-call and builds essential skills (mime – ideal for re-call of PT's and essential improv & devising skills & moving onto adding dialogue & vocal exp) to build up 5 key skills (depending on ability), k & u.</p> <p>Move onto more detailed and sustained paired improvisations (parent & head teacher etc) – allowing gradual build-up of skill, k & u - developing the ability to create a relevant & interesting character, sustain a scene and develop an interesting plot-line with effective use of PT's - building up to group work.</p> <p>WGD challenges students at an appropriate level to sustain their roles and work independently for longer periods. Teacher led.</p>	<p>Detailed planning and development demanding more complex use of 5 key skills via WG improvisation with still image, thought tracking & team building with opportunities for leadership experience.</p> <p>Building on planning skills, 5 key skills, characterisation, performance techniques, realism, interaction, dialogue and analysis & evaluation skills.</p> <p>Longer and more demanding WGD (with lots of opportunity for leadership – less teacher led) challenges students at an appropriate level to sustain their roles and work independently for longer periods.</p>	<p>BB - This is the first time students have worked practically with script – this gradually introduces how to analyse a script and then how to bring it to life effectively for an audience. Students gradually build their characterisation and performance skills aiming to create a clear contrast between the brothers.</p> <p>Blood Brothers practical exploration of an extract – linking to GCSE Comp 2 & 3 - developing performance skills with some integrated design tasks</p> <p>Sustaining performance techniques and using more advanced performances techniques now to create contrasting characterisations & take on board the ideas of others – the writers GC's & direction</p>	
Assessment Opportunities:	<ul style="list-style-type: none"> • Verbal feedback & re-call • Shared work – performance • Spotlighting • Character Profiles • Character Introductions • Analysis & Evaluation every lesson 	<ul style="list-style-type: none"> • Verbal feedback & re-call • Shared work – performance • Still Image & thought tracking • Character Profiles • Mafia Drama – Character Introductions & Spotlighting • Analysis & Evaluation every lesson • Self & peer assessment 	<ul style="list-style-type: none"> • Verbal feedback & re-call • Shared work – performance • Spotlighting • Character Profiles • Character Introductions • Analysis & Evaluation every lesson 	
Learning at Home	HW Key words quiz – also assessment opportunity	HW Key words quiz – also assessment opportunity	HW Key words quiz – also assessment opportunity	
Key Vocabulary	Re-call of all Yr7 Key terms. Accepting, tension, conflict, context, roles, problem/conflict	As Term 1 Plus: Still image, thought tracking, sub-plot, characterisation / performance techniques	As Term 2 Plus: Monologue & duologue, audience, contrast. Rehearsal & characterisation.	

Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Empathy – developing an understanding of their own and others feelings • Use of imagination & creativity in their learning • Developing the ability to understand, respect and appreciate the opinions of others • Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for others • Identifying key morals in a Drama – learning how to make better decisions in life • Use a range of social skills • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
Links to careers and the world of work	<p>Developing a wide range of transferable skills – cooperation, concentration, communication, thinking and cooperation.</p> <p>Career pathways include: Acting, directing, writing, teaching, presenter, psychologist, teacher, customer service, managerial and leadership roles, project manager, councillor, politics, motivational speaker, film maker, lawyer – and any career involving the essential transferable skills listed above.</p>

YEAR 9 Drama CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: To learn, understand and be able to use each of the 5 Key Skills; Cooperation, Communication, Concentration, Thinking and Imagination at the appropriate level of skill. One lesson per cycle

	Autumn Term	Spring Term	Summer Term
Topic	Paired Improvisation & Devising	The Death Penalty	"The Last Resort"
Core Knowledge/ Threshold Concept	<p>Improvisation Skills</p> <p>K & U of how to be successful when improvising</p> <p>A focus on empathy skills, maturity, prolonged scenes building depth & creativity, relevant – useful history (backstory), use of space & proxemics along with range of PT's.</p> <p>Exploration of key themes</p> <p>The ability to identify key themes, issues and implications</p> <p>How to analyse performance techniques</p> <p>How to evaluate an improvisation</p> <p>Planning and rehearsing a paired scene: responding to stimulus.</p> <p>How to build tension to reach an effective climax</p> <p>Still Image</p> <p>Thought Tracking</p> <p>Creating contrasts</p> <p>Analysis & Evaluation every lesson</p>	<p>Responding creatively to a key theme whilst developing strong opinions with strong arguments that can be justified</p> <p>Group Improvisation, WG spontaneous Drama, Paired Improvisation, Hot-Seating, Still Image, Thought tracking, Whole Group Drama.</p> <p>Students build their empathy skills, maturity, creating prolonged scenes building depth & creativity, relevant – useful history (backstory). Creative use of performance techniques.</p> <p>Learning to listen to, understand, respect and accept a range of viewpoints.</p> <p>Learning to justify their opinions with strong arguments and being open to taking on board the opinion of others.</p> <p>WG Spontaneous Drama</p> <p>How to develop creative ideas.</p> <p>How to build & develop a strong character</p> <p>Analysis & Evaluation every lesson.</p>	<p>Analysing extracts of script and identifying key given circumstances.</p> <p>Practically exploring extracts from a script – developing performance skill, knowledge & understanding of rehearsal strategies - interpreting script creatively.</p> <p>Working with others to share ideas, rehearse and direct each other.</p> <p>Analysing and evaluating both their own success and the success of others.</p>
Why this learning now?	Re-call key terminology and introduction of new vocabulary. Lessons re-call skill from yr8 & build in complexity in order to allow students 5 key skills to be challenged at an appropriate level. I.e. teacher planned paired improves onto planning their own & learning how to develop an effective scene, then onto	Mature themes and issues are addressed as the year goes on and more complex terminology and skill is gradually taught Lessons build in complexity in order to allow students 5 key skills to be challenged at an appropriate level. I.e. planning in pairs, small	Mature themes & issues are addressed in this play and the most complex terminology and skill is introduced (great preparation for GCSE also). Lessons build in complexity in order to allow students 5 key skills to be challenged at an appropriate level. I.e. initial reading as class, still images, 1 key line added, short

	small group devised work (links to GCSE Comp 1) and eventually WG in Term 2.	group scenes leading to the whole group improvisation (Links to Comp 1)	extract explored, rehearsed & performed. Peer-assessment (GCSE Comp 2 & 3)	
Assessment Opportunities:	Re-call activities built into all lessons <u>Planning sheets - devising own paired scenes</u> with self-assessment Still Images & Thought Tracking <u>Spotlighting</u> of scenes <u>Shop scene character profile</u> Whole Group analysis & evaluation Self & Peer assessment shared	Whole Group/Small Group Debates – (spotlighted) Still Images & Thought Tracking Spotlighting Group & Paired Scenes Character profiles Whole Group Analysis & Evaluation Self & Peer assessment shared	Class read through the script using vocal expression Still Images & Key Lines shared Group Performances Whole Group & written Analysis & Evaluation Self & Peer Assessment shared	
Learning at Home	HW Key words quiz – also assessment opportunity	HW Key words quiz – also assessment opportunity	HW Key words quiz – also assessment opportunity	
Key Vocabulary	(Yr7 & 8 key terms re-call 1st) Vocal Expression (pitch/tone/accent/pace/volume) Characterisation; proxemics, movement, still image, thought tracking, contrast, analysis * evaluation	New Key Terms: Characterisation; all performance techniques including; proxemics, movement, themes, still image, thought tracking, contrast, analysis and evaluation	New Key Terminology: Multi-rolling, direct address, monologue, choral speaking, choral movement, cross-cutting, style, naturalism/non-naturalism, genre, audience intentions	
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Empathy – developing an understanding of their own and others feelings • Use of imagination & creativity in their learning • Developing the ability to understand, respect and appreciate the opinions of others • Identifying key morals in a Drama – learning how to make better decisions in life • Use a range of social skills • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity 			
Links to careers and the world of work	<p>Developing a wide range of transferable skills – cooperation, concentration, communication, thinking and cooperation.</p> <p>Career pathways include: Acting, directing, writing, teaching, presenter, psychologist, councillor, film maker, lawyer – and any career involving the essential transferable skills listed above.</p>			