## YEAR 12 Drama CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** To fully prepare each student for their 3 exam components and fully support them with their individual needs to ensure they meet their full potential. Component 1 – Drama & Theatre (Written Exam: Antigone, Our Country's Good & Live Theatre - 40%), Component 2 – Creating Original Drama (30%), Component 3 – Making Theatre (30%). The curriculum is sequenced in order that any learning can be accurately assessed while continuing to teach new content. Assessment infuses all learning so that gaps can be identified and inform future teaching. Recall and review are included in all lessons to ensure students learn crucial knowledge.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Intro to Course. Comp 1: Antigone & Live Theatre Intro Comp 3: Intro & Ex 1	Comp 1: Antigone & Live Theatre. Comp 3: Ex 1 Mock	Comp 1: Antigone & Live Theatre. Comp 3: Ex 2.	Comp 1: Antigone & Live Theatre. Comp 3: Ex 2 Mock	Comp 1: Intro to Our Country's Good Comp 2: Introduction	Comp 1: Our Country's Good Comp 2: Mock
Core Knowledge/ Threshold Concept	VIMPO, identify & realise intentions.  Analyse & evaluate their own work and the work of others. Interpret text creatively How to be an effective performer with focused theatrical skills & communicate meaning effectively K & U of how drama and theatre is developed / performed K & U of Stanislavski & how to apply his ideas	VIMPO, identify & realise intentions.  Analyse & evaluate their own work and the work of others.  Interpret text creatively  How to be an effective performer with focused theatrical skills & communicate meaning effectively  K & U of how drama and theatre is developed / performed  K & U of Stanislavski & how to apply his ideas	VIMPO, identify & realise intentions. Analyse & evaluate their own work and the work of others. Interpreting text creatively How to be an effective performer with focused theatrical skills & communicate meaning effectively K & U of how drama and theatre is developed / performed K & U of practitioners & how to apply their	VIMPO, identify & realise intentions.  Analyse & evaluate their own work and the work of others. Interpreting text creatively  How to be an effective performer with focused theatrical skills & communicate meaning effectively  K & U of how drama and theatre is developed / performed  K & U of practitioners  & how to apply their	VIMPO. Identify & realise intentions. Devising Skills Respond to stimulus Effective application of the techniques of chosen practitioners. K & U of chosen practitioner. Create & develop ideas that are creative & coherent Analyse & evaluate their work. Analyse text & interpret it creatively How to be an effective performer & communicate meaning. K & U of how drama and theatre is	VIMPO. Identify & realise intentions. Devising Skills Respond to stimulus Effective application of the techniques of chosen practitioners. K & U of chosen practitioner. Create and develop creative & clear ideas Analyse & evaluate their work. Analyse text & interpret it creatively. How to be an effective performer & communicate meaning. K & U of
	& techniques. Subject-specific language	& techniques Antigone S/H/C context. Subject- specific language.	ideas & techniques Antigone S/H/C context Subject- specific language	ideas & techniques Antigone S/H/C context. Subject- specific language	developed / performed Subject-specific language OCG Historical/social & cultural context	how drama & theatre is developed / performed. Subject-specific language







Why this	Transition - recalling	Comp 1: Antigone	Comp 3: Exploration	Comp 3: 2nd extract	Comp 2: Re-call of	Comp 2: Development
	& building on k, u &	checked, demands of	and RR on 2nd extract	workshopped &	devising skills then	& Mock to prepare
learning now?	skills. Intro to core	Q's studied building k,	- leading a 2 <sup>nd</sup> <b>MOCK</b>	<u>rehearsed</u> – leading a	development & challenge.	students for demands
	skills: VIMPO,	u & skill – prep Yr12	exam providing ample	2 <sup>nd</sup> MOCK exam	Intro to demands.	& build skill for exam
	Performance, a & e	Mock Written Exam	opportunity to	providing ample	Practitioner is introduced	next term.
	for success in all	Live Theatre: Intro to	develop the	opportunity to	& applied. Intro to	
	Comp's. Comp 3:	example Q & 1 <sup>st</sup> play.	performance skills	develop the	working notebook	Comp 1: Preparation
	Texts build in	A & e – note taking &	needed for Ex 3	performance skills	(completed step by step	for exam, building on
	complexity & length	sharing key learning to	(externally marked).	needed for Ex 3	leading to final mock	skills required for
	with intro to	develop detail. <b>Comp</b>	RR booklet is	(externally marked in	version). Builds skill in	meeting demands of
	practitioners (step by	3: Exploration & RR on	completed step by	Yr13).	preparation for mock &	the 3 OCG Q's.
	step application)	1st extract – 1st MOCK	step - prior to the	RR booklet completed	then exam next term.	
	leading to Ex 1 with	exam - opportunity to	draft and final	step by step - prior to	Comp 1: OCG in	
	RR, building essential	develop the	versions for next half	the draft and final	preparation for exam,	
	skills. <b>Antigone</b> -	performance skills	term.	versions handed in (to	building on skills	
	analysing it with short	needed for Ex 3		be combined with final	developed in Yr12 Build in	
	practical & written	(externally marked).		Ex & RR in Yr13).	complexity to challenge at	
	tasks introducing the	RR step by step prior			an appropriate level.	
	demands of the Q's.	to the draft & final.				
Assessment	Questioning, verbal	Comp 3 Mock Exam	Comp 1 Mock Exam	Comp 3 Mock Exam	Questioning, verbal	Comp 2 Mock Exam
Opportunities:	feedback, S/P assess.	Questioning, verbal	Questioning, verbal	Questioning, verbal	feedback, S/P assess.	Questioning, verbal
	Key terms quiz	feedback, S/P assess.	feedback, S/P assess.	feedback, S/P assess.	A & e of practical work	feedback, S/P assess.
	A & e of practical	A & e of practical	A & e of practical	A & e of practical work	Performances	A & e of practical work
	work & RR Q's.	work RR Q's.	work RR Q's.	RR Q's. Performances.	Working Notebook tasks	Performances
	Performances of	Performances of	Performances. Live	Live Theatre Notes	OCG Intro tasks	Working Notebook
	Scripted work.	Scripted work.	Theatre Notes.	Antigone & Live Th Q's	Kahoot quizzes	OCG practical &
	Antigone Intro tasks	Live Theatre Notes	Antigone & Live Th Q's			written tasks & Q's
		Antigone & Live Th Q's				
Learning at	SMHW Quiz.	RR work. Rehearsals	RR work. Rehearsals	RR work. Rehearsals	Working Notebook tasks	Working Notebook
Home	A & e of practical	Antigone Q's	Antigone Q's	Antigone Q's	Rehearsals.	Rehearsals.
	work & RR Q's.	Live Theatre Notes &	Live Theatre Q's	Live Theatre Notes &	OCG Tasks	OCG Tasks & Q's
	Antigone & L. Th	Q's		Q's	SMHW Quizzes.	SMHW Quiz.
	tasks. Rehearsals					
Key New	G C's, Units &	Public Solitude, 4 <sup>th</sup>	All Stanislavski terms.	All Stanislavski terms.	Gestic acting, montage,	All Brecht terms & use
Vocabulary	Objectives, Super-	wall, naturalism,	Staging terms.		multi-rolling, juxtapose,	of OCG appendix to
		·				









	Objective, Subtext, The Magic If, Emotion Memory, Protagonist, Antagonist. Hubris, Stichomythia.	upstage, downstage, stage left/right etc, proscenium arch, Antigone terms i.e. hamartia, episode	Antigone terms i.e. Peripeteia.	Staging terms. Antigone terms.	spass, episodic structure, direct address, emblematic, selective realism, OCG: embezzler	identify historical terms used			
Spiritual,	Empathy – deve	Empathy – developing an understanding of their own and others feelings							
Moral, Social	Use of imagination & creativity in their learning								
and Cultural	Developing the ability to understand, respect and appreciate the opinions of others								
concepts	<ul> <li>Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and</li> </ul>								
covered	tolerance for others								
	<ul> <li>Identifying key morals in a Drama – learning how to make better decisions in life</li> </ul>								
	Use a range of social skills								
	<ul> <li>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> </ul>								
Links to	Developing a wide range of transferable skills – cooperation, concentration, communication, thinking and cooperation.								
careers & the world of work	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.								





## YEAR 13 Drama CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** To fully prepare each student for their 3 exam components and fully support them with their individual needs to ensure they meet their full potential. Component 1 – Drama & Theatre (Written Exam: Antigone, Our Country's Good & Live Theatre - 40%), Component 2 – Creating Original Drama (30%), Component 3 – Making Theatre (30%). The curriculum is sequenced in order that any learning can be accurately assessed while continuing to teach new content. Assessment infuses all learning so that gaps can be identified and inform future teaching. Recall and review are included in all lessons to ensure students learn crucial knowledge.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Comp 1: OCG	Comp 1: OCG	Comp 1: Antigone &	Comp 1: Antigone &	Comp 1: Revision	
_	Comp 2: Devising	Comp 2: Devising	Live Theatre Revision	Live Theatre Revision		
		Mock & Exam	Comp 3: Ex 3	Comp 3: Ex 3 Exam		
Core	Devising Skills,	Devising Skills,	VIMPO. Analyse &	VIMPO. Analyse &	Analyse & evaluate the	
Knowledge/	Respond to stimulus	Respond to stimulus	evaluate their own	evaluate their own	work of others.	
	Effective application	Effective application of	work. Interpret text	work. Interpret text	K & u of how theatrical	
Threshold	of practitioner's	practitioner's	creatively. How to be	creatively. How to be	elements contribute to	
	techniques. K & U of	techniques. K & U of	an effective performer	an effective performer	the total effectiveness of a	
Concept	practitioner. Create	practitioner. Create &	with focused	with focused theatrical	performance	
	& develop ideas that	develop ideas that are	theatrical skills &	skills & communicate	H/C/S context of all plays.	
	are creative & clear	creative & clear	communicate meaning	meaning effectively	Interpret text creatively.	
	How to be an	How to be an effective	effectively	K & U of how drama	K & U of design, direction	
	effective performer	performer &	K & U of how drama	and theatre is	& performance options	
	& communicate	communicate	and theatre is	developed / performed	K & u of plays studied	
	meaning. K & U of	meaning. K & U of	developed /	K & U of practitioners	Support creative ideas	
	how drama and	how drama and	performed	& how to apply their	with close ref. to text	
	theatre is developed	theatre is developed /	K & U of practitioners	ideas & techniques	Subject-specific language	
	/ performed	performed	& how to apply their	Antigone S/H/C		
	Analyse & <u>e</u> valuate	Analyse & <u>e</u> valuate	ideas & techniques	context		
	their work. OCG	their work. OCG H/C/S	Antigone S/H/C	Subject-specific		
	H/C/S context.	context. Interpret text	context	language		
	Interpret text	creatively. K & U of	Subject-specific			
	creatively. K & U of	design, direction &	language			
	design, direction &	performance options				
	performance options	Subject-specific				
	Subject-specific	language				
	language					





Why this	Transition - recalling	Comp 2: Development	Comp 3: Exploration	Comp 3: Rehearsal &	Comp 1: Antigone, OCG &	
learning now?	& building on k, u &	& Mock to prepare	of 3rd extract –	RR on 3rd <u>extract</u> –	Live Theatre Revision for	
	skills. Comp 3: OCG	students for demands	leading to <u>exam</u>	leading to <u>exam</u>	external exam with timed	
	practical & written	& build skill for exam	developing the	(externally marked).	conditions & T/S & P	
	tasks to re-call Q.1 &	this term (examined	performance skills	RR booklet is	assessments.	
	introduce demands	internally).	needed (externally	completed step by		
	of Q 2 & 3. Build K &		marked). RR booklet is	step - prior to the draft		
	U of design terms –	Comp 1: Preparation	completed step by	and final versions on		
	one area at a time	for exam, building on	step - then draft and	all 3 extracts for		
	with practise Q's to	skills required for	final versions for next	examiner.		
	assess and develop	meeting demands of	half term. Comp 1:	Comp 1: Antigone &		
	ability. Comp 2: Intro	the 3 OCG Q's –	Antigone & Live	Live Theatre Revision		
	to real exam with	practise in timed	Theatre Revision for	for exam with timed		
	working notebook	conditions with T/S &	mock & real exam,	conditions & T/S & P		
	tasks to prepare for	P assessments.	timed conditions with	assessments.		
	exam.		T/S & P assessments.			
Assessment	Questioning, verbal	Comp 2 Exam	Comp 1 Mock Exam	Comp 3 Exam	Comp 1 Exam	
Opportunities:	feedback, S/P assess.	Questioning, verbal	Questioning, verbal	Questioning, verbal	Questioning, verbal	
	A & e of practical	feedback, S/P assess.	feedback, S/P assess.	feedback, S/P assess.	feedback, S/P assess.	
	work. Performances	A & e of practical	A & e of practical work	A & e of practical work	Antigone, OCG & Live Th	
	Working Notebook	work. Performances	RR Q's. Performances	RR Q's. Presentations	Q's	
	tasks. OCG practical	Working Notebook	Live Theatre Notes	& Performances.		
	tasks & Q's	tasks. OCG tasks & Q's	Antigone & Live Th Q's	Antigone & Live Th Q's		
Learning at	Working Notebook	Working Notebook	SMHW Quiz. Revision,	SMHW Quiz.	SMHW Quiz. Revision,	
Home	Rehearsals.	Rehearsals.	RR work. Rehearsals	RR work. Rehearsals	Antigone, OCG & Live	
	OCG Tasks & Q's	OCG Tasks & Q's	Antigone & Live	Antigone & Live	Theatre Q's	
	SMHW Quiz	SMHW Quiz	Theatre Q's	Theatre Q's		
Key New	All Brecht & Staging	All Brecht & Staging	All Stanislavski,	All Stanislavski, Ancient	All Ancient Greek & OCG	
Vocabulary	Terms from Yr12	Terms from Yr12	Ancient Greek &	Greek & Staging Terms	terms	
Please select key	Design Terms i.e. gel,	All design terms	Staging Terms from	from Yr12.	All design & staging terms	
Antigone and live	gobo, gauze, rostra,		Yr12	All OCG terms		
theatre terms to	backdrop, cross-fade					
add	cyc, floodlight, etc					





Spiritual, Moral, Social and Cultural concepts covered	<ul> <li>Empathy – developing an understanding of their own and others feelings</li> <li>Use of imagination &amp; creativity in their learning</li> <li>Developing the ability to understand, respect and appreciate the opinions of others</li> <li>Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for others</li> <li>Identifying key morals in a Drama – learning how to make better decisions in life</li> <li>Use a range of social skills</li> <li>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> </ul>
Links to careers & the world of work	Developing a wide range of transferable skills – cooperation, concentration, communication, thinking and cooperation.  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.



