

Drama Department Curriculum Intent and Vision

Key Principles and Aims:

At King Ecgbert School, the Drama Department endeavours to ignite passions and cultivate creativity. The curriculum is designed to engage and grip the interest of students and lessons are taught by subject specialists who love their subject and strive for students to develop a passion for Drama and Theatre. We aim to inspire a **love of learning** through a curriculum that enables students to develop an **extensive practical skillset as well as a deep and broad theoretical understanding** of Drama and Theatre. The Drama Department curriculum is one which is academically rigorous and teaches and embeds the theoretical principals which underpin students' practical work and performances.

From their first Drama lesson in Year 7, students are encouraged to **create and refine performance work** to the highest standard and additionally, develop the crucial skills of **analysing and evaluating their own work and the work of others**; these skills are ones which students need to be successful at GCSE and A-Level study and at King Ecgbert School, we ensure they have in abundance.

The Drama Department is committed to developing students' **Cultural Capital** through a curriculum that introduces and explores the vast world of theatre and provides them with opportunities and experiences that span beyond classroom learning by allowing them to watch live professional theatre and take place in industry standard workshops.

The Drama Department curriculum is one which allows **all students to achieve their potential**; carefully considered sequences of lessons and teacher chosen working groups ensure that the curriculum is **inclusive** to the needs of all students and they are given a platform to meet their potential.

Reading and literacy are a core part of the Drama Department curriculum; students are taught a range of play texts and key vocabulary is continually embedded.

Drama Department Key Stage 3 Curriculum Key Principles:

At Key Stage 3, the Drama Department is committed to delivering engaging schemes of learning which introduce students to a range of **Theatre Practitioners**, this provides them with an incredibly strong foundation of skills and knowledge of theatre, these include: Frantic Assembly, Konstantin Stanislavski, Antonin Artaud, Steven Berkoff, Bertolt Brecht and PUSH Physical Theatre. The Key Stage 3 curriculum is carefully sequenced so that students **learn and then revisit the skills and theories** over the course of Key Stage 3.

The Key Stage 3 Drama Department curriculum is committed to equipping students with **transferable skills** which will undoubtedly make them successful young adults, these include: collaborating and creating successful working relationships, communication (both verbally and physically), empathy, problem solving, confidence and the ability to express ideas and opinions.

At Key Stage 3, the Drama Department curriculum teaches students about **the world around them** through schemes of learning which focus on a range of real-life topics and issues; within these schemes of learning we aim to develop students' understanding of **cultural, social and global issues**. Additionally, we strive to expose students to range a play texts which allow them to explore the lives of others and how to realise these on stage creatively.

Please see below a breakdown of the schemes of learning taught at Key Stage 3:

Drama Department Key Stage 3 Curriculum Overview

Year 7 - Drama Department Curriculum Overview

In Year 7, Students have 1 hour of Drama per fortnight. Drama is taught in rotation with Design Technology.

Autumn Term	Spring Term	Summer Term
<p><u>Scheme:</u> Introduction to Drama - Key Skills</p> <p><u>Practitioner Link:</u> No practitioner link in Autumn 1; this scheme is designed to introduce students to Drama and embed 'key skills'.</p> <p><u>Style:</u> Devising Drama</p> <p><u>Skills Acquired:</u> Characterisation skills, Still Images, Transitions, Split Staging, Cross Cutting, Angel & Devil</p>	<p><u>Scheme:</u> Introduction to Physical Theatre & Frantic Assembly's Chair Duets</p> <p><u>Practitioner Link:</u> Frantic Assembly</p> <p><u>Style:</u> Physical Theatre</p> <p><u>Skills Acquired:</u> The Body as a Prop, Creating meaning through movement, Ensemble work, Chair Duets, Embedding a Chair Duet into a scene</p>	<p><u>Scheme:</u> FACE The Play- Exploring Naturalism & Non-Naturalism</p> <p><u>Practitioner Link:</u> Konstantin Stanislavski</p> <p><u>Style:</u> Naturalism & Non-Naturalism</p> <p><u>Skills Acquired:</u> Script work, character development, Slow Motion, Plot Development</p>

Year 8 - Drama Department Curriculum Overview

In Year 8, students have 1 hour of Drama per week.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Scheme:</u> Ghost Boys</p> <p><u>Practitioner Link:</u> Konstantin Stanislavski</p> <p><u>Style:</u> Naturalism</p> <p><u>Skills Acquired:</u> Re-embedding 'key skills' covered in Y7 (Characterisation Skills, Thought Tracking, Split Staging, Angel & Devil, Narration, Flashbacks).</p>	<p><u>Scheme:</u> A Christmas Carol</p> <p><u>Practitioner Link:</u> Antonin Artaud</p> <p><u>Style:</u> Non-Naturalism - Theatre of Cruelty</p> <p><u>Skills Acquired:</u> Sensory Theatre, Creating Mood & Atmosphere. Soundscapes, Choral Speech, Sequencing, Physical Theatre, Direct Address.</p>	<p><u>Scheme:</u> Children of Syria</p> <p><u>Practitioner Link:</u> PUSH Physical Theatre</p> <p><u>Style:</u> Physical Theatre</p> <p><u>Skills Acquired:</u> Creating Emotional Theatre, Using Physical Theatre to stage hard to replicate events.</p>	<p><u>Scheme:</u> Homelessness</p> <p><u>Practitioner Link:</u> Frantic Assembly's Chair Duets (building on skills taught in Year 7)</p> <p><u>Style:</u> Devising Drama</p> <p><u>Skills Acquired:</u> Devising Drama, Plot Development, Semiotic Planning, Emotional impact.</p>	<p><u>Scheme:</u> Dr Faustus</p> <p><u>Practitioner Link:</u> Steven Berkoff</p> <p><u>Style:</u> Total Theatre</p> <p><u>Skills Acquired:</u> Total Theatre, embedding 'Non-Naturalism' covered earlier in curriculum. Formal Gestures, Floor Paths, Choral Speech, Mechanical Movement.</p>	<p><u>Scheme:</u> Malala Yousafzai</p> <p><u>Practitioner Link:</u> Bertolt Brecht</p> <p><u>Style:</u> Epic Theatre</p> <p><u>Skills Acquired:</u> Narration, Placards, Verfremdungseffekt, Direct Address.</p>

Year 9 - Drama Department Curriculum Overview

In Year 9, students have 1 hour of Drama per week.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Autumn Term 2
<p><u>Scheme:</u> Noughts & Crosses</p>	<p><u>Scheme:</u> Women at War</p>	<p><u>Scheme:</u> Theatre In Education</p>	<p><u>Scheme:</u> Metamorphosis</p>	<p><u>Scheme:</u> The Curious Incident of</p>	<p><u>Scheme:</u> The Curious Incident of</p>

<p><u>Practitioner Link:</u> Konstantin Stanislavski</p> <p><u>Style:</u> Naturalism</p> <p><u>Skills Acquired:</u> Re-embedding 'key skills' covered in Y8 (Characterisation Skills, Thought Tracking, Split Staging, Slow Motion, Narration, Flashbacks).</p>	<p><u>Practitioner Link:</u> Frantic Assembly</p> <p><u>Style:</u> Docudrama</p> <p><u>Skills Acquired:</u> Mimed movement, Direct Address, Round-By-Through, Hymns Hands.</p>	<p><u>Practitioner Link:</u> Augusto Boal</p> <p><u>Style:</u> Theatre In Education</p> <p><u>Skills Acquired:</u> Accurately portraying themes & issues, working towards a Target Audience, Working towards an Intention.</p>	<p><u>Practitioner Link:</u> Steven Berkoff</p> <p><u>Style:</u> Epic Theatre</p> <p><u>Skills Acquired:</u> Steven Berkoff Principles: Floor Paths, Mechanical Movement, Human Machine, 'in yer face theatre'.</p>	<p>The Dog in the Night-Time</p> <p><u>Practitioner Link:</u> Frantic Assembly</p> <p><u>Style:</u> Physical Theatre</p> <p><u>Skills Acquired:</u> Script work, Choral work, Ensemble approach, Physical Theatre to communicate in-depth meaning and emotion.</p>	<p>The Dog in the Night-Time</p> <p><u>Practitioner Link:</u> Frantic Assembly</p> <p><u>Style:</u> Physical Theatre</p> <p><u>Skills Acquired:</u> Script work, Choral work, Ensemble approach, Physical Theatre to communicate in-depth meaning and emotion.</p>
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Drama Department Key Stage 4 Curriculum Key Principles:

At Key Stage 4, students study GCSE Drama; the curriculum is carefully designed to ensure that students have the greatest platform for success in their **practical and written examinations**, however, we also strive to continually develop the **transferable skills** of our students to prepare them for their next steps and entering the working world.

The Key Stage 4 curriculum ensures students develop a **depth of knowledge** of the world of Drama and Theatre by exposing them to a variety of **styles, genres and Theatre Practitioners**. Students learn about the range of **roles of theatre makers** and are **challenged** to step into these different roles.

Students are given the opportunity to create theatre that is in **direct response to the world around** them and create and realise their own **artistic visions and intentions**.

The Key Stage 4 curriculum is designed to enhance and refine the practical abilities of students; they are required to produce their own **original pieces of work** as well as **stage and creatively realise the work of others**.

The curriculum is designed to expose students to a **variety of professional theatre**; students are taught how to analyse and evaluate the work of others and the **impact of artistic choices on an audience**.

The Key Stage 4 curriculum is designed to make students as successful as possible in their examined components by giving students the opportunity to partake in mock components of each of the exam units prior to final performances and written examinations.

Please see below a breakdown of how the course is delivered to students:

Drama Department Key Stage 4 Curriculum Overview

Year 10 (2023-24) - Course Overview

Following Edexcel GCSE Drama Specification [Specification Link](#)

Students have 2 hours of Drama per week.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Mock Component 1: <u>Devising</u> Students will create and develop a devised piece from a stimulus. Students will perform this devised piece. Additionally, students will analyse and evaluate the	Mock Component 1: <u>Devising</u> Students will create and develop a devised piece from a stimulus. Students will perform this devised piece. Additionally, students will analyse and evaluate the	Mock Component: <u>Performance from Text</u> <i>Students will perform two key extracts from a performance text.</i>	Mock Component: <u>Performance from Text</u> <i>Students will perform two key extracts from a performance text.</i>	40% of GCSE: <u>Component 1: Devising</u> ● 60 marks ● Non-exam assessment Students will create and develop a devised piece from a stimulus. Students will perform this devised piece. Additionally,	40% of GCSE: <u>Component 1: Devising</u> ● 60 marks ● Non-exam assessment Students will create and develop a devised piece from a stimulus. Students will perform this devised piece. Additionally,

devising process and performance.	devising process and performance.			students will analyse and evaluate the devising process and performance.	students will analyse and evaluate the devising process and performance.
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Year 11 (2023-24) - Course Overview

Following Edexcel GCSE Drama Specification [Specification Link](#)

Students have 3 hours of Drama per week.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<u>Component 2: Performance from Text</u> <ul style="list-style-type: none"> ● Non-examination assessment ● 20% of the qualification ● 48 marks ● visiting examiner 	<u>Component 2: Performance from Text</u> <ul style="list-style-type: none"> ● Non-examination assessment ● 20% of the qualification ● 48 marks ● visiting examiner 	<u>Component 3: Theatre Makers in Practice</u> <p><u>Section A: Bringing Texts to Life</u> Consists of one question broken into five parts (short and extended responses) based on an unseen extract from the</p>	<u>Component 3: Theatre Makers in Practice</u> <p><u>Section A: Bringing Texts to Life</u> Consists of one question broken into five parts (short and extended responses) based on an unseen extract from the</p>	Revision & Study Leave	Revision & Study Leave

Students will perform two key extracts from a performance text.	Students will perform two key extracts from a performance text.	chosen performance text. <u>Section B: Live Theatre Evaluation</u> Consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.	chosen performance text. <u>Section B: Live Theatre Evaluation</u> Consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.		
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Year 12 (2023-24) - Course Overview

Following OCR A-Level Specification [Specification Link](#)

Students have 5 hours of Drama per week.

Y12	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<u>Focus in Lesson 1</u>	<u>Analysing Performance: Section A</u> Learners are required to demonstrate knowledge and understanding of how extracts from the chosen	<u>Analysing Performance: Section A</u> Learners are required to demonstrate knowledge and understanding of how extracts from the chosen	<u>Analysing Performance: Section A</u> Learners are required to demonstrate knowledge and understanding of how extracts from the chosen	<u>Practitioners in Practice</u> This component is designed to allow learners to explore practically the work of theatre practitioners and to use the skills	<u>Practitioners in Practice</u> This component is designed to allow learners to explore practically the work of theatre practitioners and to use the skills	<u>Practitioners in Practice</u> This component is designed to allow learners to explore practically the work of theatre practitioners and to use the skills

	texts can be rehearsed and interpreted in performance, showing an awareness of characterisation, performance style, genre and context.	texts can be rehearsed and interpreted in performance, showing an awareness of characterisation, performance style, genre and context.	texts can be rehearsed and interpreted in performance, showing an awareness of characterisation, performance style, genre and context.	gained to explore text and create devised theatre.	gained to explore text and create devised theatre.	gained to explore text and create devised theatre.
<u>Focus in Lesson 2</u>	Practitioners in Practice Preparation	Practitioners in Practice Preparation	Practitioners in Practice Preparation	<u>Practitioners in Practice</u> This component is designed to allow learners to explore practically the work of theatre practitioners and to use the skills gained to explore text and create devised theatre.	<u>Practitioners in Practice</u> This component is designed to allow learners to explore practically the work of theatre practitioners and to use the skills gained to explore text and create devised theatre.	<u>Practitioners in Practice</u> This component is designed to allow learners to explore practically the work of theatre practitioners and to use the skills gained to explore text and create devised theatre.

Year 13 (2023-24) - Course Overview

Following OCR A-Level Specification [Specification Link](#)

Students have 5 hours of Drama per week.

Y13	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
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<u>Focus in Lesson 1</u>	<u>Exploring and Performing Texts</u> <i>The aim of this component is to use acting skills to communicate the meaning in a performance text to an audience.</i>	<u>Exploring and Performing Texts</u> <i>The aim of this component is to use acting skills to communicate the meaning in a performance text to an audience.</i>	<u>Deconstructing Texts for Performance</u> <i>Learners will explore the creative possibilities of staging the chosen performance text. This component is assessed through a written exam but preparation must consist of practical study.</i>	<u>Deconstructing Texts for Performance</u> <i>Learners will explore the creative possibilities of staging the chosen performance text. This component is assessed through a written exam but preparation must consist of practical study.</i>	<u>Deconstructing Texts for Performance</u> <i>Learners will explore the creative possibilities of staging the chosen performance text. This component is assessed through a written exam but preparation must consist of practical study.</i>	Revision & Study Leave
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<u>Focus in Lesson 2</u>	<u>Exploring and Performing Texts</u> <i>The aim of this component is to use acting skills to communicate the meaning in a performance text to an audience.</i> & Analysing Performance Revision	<u>Exploring and Performing Texts</u> <i>The aim of this component is to use acting skills to communicate the meaning in a performance text to an audience.</i> & Analysing Performance Revision	<u>Analysing Performance: Section B</u> <i>Learners will analyse and evaluate live theatre.</i>	<u>Analysing Performance: Section B</u> <i>Learners will analyse and evaluate live theatre.</i>	Revision: Analysing Performance – Section A & Section B	Revision & Study Leave
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