



Springwood High School Drama Curriculum Plan

Our Vision:

The aim of drama at Springwood High School is to develop creativity, performance, analysis and evaluation and cultural enrichment, whilst working collaboratively and with empathy.

Exam boards: GCSE – Eduqas A level - OCR

Brief overview of topics, themes, skills or key questions for each term:

Why are we teaching a knowledge-rich curriculum; how is it different?

We teach drama as a subject that covers acting, devising, design and analysis and evaluation. There is now much more emphasis on the theory, coupled with the practical exploration of the subject. As a result, there are key skills and knowledge that need to be understood in order to develop learning, hence a knowledge-rich curriculum.

Why are we teaching this content, in this order?

Content naturally leads into future learning, by developing the key skills as well as offering challenge into what drama is and how it can be presented. It is also structured so that skills are developed and revisited over time.

How does our curriculum match the ambition of the National Curriculum?

Drama is not part of the National Curriculum. It falls under English. We explore a range of scripts and forms of drama, from Ancient Greek theatre to contemporary theatre. As such, we feel we exceed the ambition of the National Curriculum.

By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject?)

Students will have developed their performance, devising, design and analysis and evaluating skills. This will be done through class performances, knowledge recall as part of each lesson, peer assessment and formal assessments. These four areas are the basis of GCSE drama and A level drama and theatre studies, and will therefore prepare students for further study.

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introduction to drama.	Exploring Greek theatre, text analysis and performance.	Introduction to musical theatre, focus on singing and dancing.	Physical theatre, movement, gesture, responding to a stimulus.	Exploring a theatre practitioner – Stanislavski, and applying his ideas to practical work.	Exploring the work Kneehigh theatre company and creating a piece of drama using their methods.
8	Improvisation, accepting/blocking/building. Commedia Dell'Arte, exploring movement, mask work, lazzi	Creating, designing and performing a pantomime.	Exploring a theatre practitioner – Brecht, and applying his ideas to practical work.	Devising from stimulus, leading to performance and evaluation.	Exploring and analysing live theatre, including performance and design.	Creating a piece of drama using verbatim theatre.
9	Analysing and performing four scripts using the methods of different practitioners.	Exploring a theatre practitioner – Artaud, and applying his ideas to practical work.	Analysing and performing scripts of different genres. Understanding how they can be communicated to an audience .	Exploration based on the theme of social media, leading to performance and analysis and evaluation.	Creating a piece of theatre using the different genres and practitioners methods taught over KS3.	Analysis and evaluation of a variety of different plays, performed by different theatre companies.
10	Practical exploration of DNA – the exam set text.	Further exploration and analysis of the text, from the point of view of a director, designer and actor.	Further exploration of different practitioners, from Brecht to physical theatre.	Continuation of practitioner exploration leading to a performance.	Mock Component 2 practical performance of duologues from a text.	Begin Component 1 devising from a stimulus as well as starting written portfolio.
11	Completion of Component 1 – practical exam performance, portfolio and written evaluation.	Begin Component 2- initial text work and character development.	Completion of Component 2 – practical exam performance.	Revision for Component 3, including play review and DNA as well as exam technique.	Final preparation for Component 3 before the written exam.	
12	Component 31 exploration of texts – Live Like Pigs	Further exploration and analysis of the	Component 11 practical exploration of a	Component 11 practical exploration of	Component 11 devising, as well as research report.	Component 11 devising, practical exam

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	and A day in the Death of Joe Egg.	texts, from the point of view of a director, designer and actor.	practitioner and a text.	another practitioner and introduction to devising techniques.		performance as well as research report and written portfolio.
13	Completion of Component 11 –completion of research report and portfolio Component 46 exploration of texts The Crucible.	Component 46 exploration of texts – from the point of view of a director, designer and actor.	Component 21 practical performance exam. Small groups creating a performance from a text.	Component 31 Theatre visit, review and exam preparation.	Component 31 and 46 exam preparation.	

Enrichment Activities:

Super Learning Days: Year 7 – stage lighting and effects

Competitions: Springwood’s Got Talent

Trips: Theatre visits for KS4 and 5

Cross-curricular: Close links with dance and music.

Clubs & Support: KS3 drama club; Kinetic Theatre; Various productions throughout the year, Year 7 – 10 play December, Year 10 - 13 play in January.