

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 devising; Darkwood Manor.	Physical theatre, movement, gesture, responding to a stimulus.	Exploring the work Kneehigh theatre company and creating a piece of drama using their methods.	Exploring a theatre practitioner – Stanislavski, and applying his ideas to practical work.
8	Exploring and analysing live theatre, including performance and design.	Script exploration; Curious incident of the dog in the night time	Exploring a theatre practitioner – Brecht, and applying his ideas to practical work.	Creating a piece of drama using verbatim theatre.	Exploring a theatre practitioner – Complicité, and applying their ideas to practical work.	Devising a piece of theatre, leading to performance and evaluation.
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 two genres – Absurd and Gothic. 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 The IT – 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.	Begin Component 1 devising from a stimulus as well as starting written portfolio.	Further development of Component 1, both practical work and 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 The IT as well as exam technique.	Final preparation for Component 3 before the written exam.	

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12	Component 31 exploration of texts – Live Like Pigs and A day in the Death of Joe Egg.	Further exploration and analysis of the texts, from the point of view of a director, designer and actor.	Component 11/12 practical exploration of a practitioner and a text.	Component 11/12 practical exploration of another practitioner and introduction to devising techniques.	Component 11/12 devising, as well as research report.	Component 11/12 devising, practical exam performance as well as research report and written portfolio.
13	Completion of Component 11/12 – 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

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 for all year groups.