

# Mark Rutherford School

## Long Term Curriculum Plan: Drama 2025-2026

### Curriculum Vision

At Mark Rutherford School our vision is that Drama should be viewed both as an important art form in its own right, and as a vehicle to develop life skills which have application across the whole curriculum and in later life. We believe that students should strive to be the best they can, we aim to build their self-confidence, self-esteem, and ambition, while exposing them to a diverse range of performance styles, play texts, practitioners and cultural theatrical traditions. We provide an environment in which they are safe to experiment and understand that failure as well as success is part of learning and growth, with this underpinning the development of their resilience. We believe that Drama helps students to have empathy for others, to form positive relationships and to develop communication skills in an ever more isolated world. We aim to build on our student's cultural capital through experiences outside of the classroom as well as within, developing an enjoyment and passion for all aspects of Drama and the Theatrical arts.

	Autumn Term				Spring Term				Summer Term			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Year 7</b>												
<b>Unit theme:</b>	<b>Oliver</b>		<b>Elf</b>		<b>Lion King</b>		<b>Wicked</b>		<b>Matilda</b>		<b>Hairspray</b>	
<b>Key concepts:</b>	Introduction to basic drama skills of; still image, transitions and choral speaking. Building a sense of group/ensemble and confidence.		Continuation of Introduction to basic drama skills; Narration and mime. Continue to build a sense of group/ensemble and confidence.		Continuation of Introduction to basic drama skills; physical theatre, stage combat and choral movement. Continue to build a sense of group/ensemble and confidence		Continuation of Introduction to basic drama skills; script work, storytelling and characterisation. Continue to build a sense of group/ensemble and confidence		Development of drama skills and understanding: mime, slow motion, characterisation and improvisation. Continue to build confidence.		Continuation of development of drama skills: mime, choral movement and split stage. Continue to build characterisation and confidence.	
<b>Assessment:</b>	Small group choral speaking performance.  <i>Assessing voice in performance and evaluation skills.</i>		Small group scripted performance including skills developed this half term  <i>Assessing Performing and Creating skills</i>		Small group scripted performance including skills developed this half term  <i>Assessing Performing, Creating and Evaluation skills.</i>		Small group scripted performance including skills developed this half term  <i>Assessing Performing and Creating skills</i>		Small group scripted performance including skills developed this half term  <i>Assessing Performing, Creating and Evaluation skills.</i>		Small group scripted performance including skills developed this half term  <i>Assessing Performing and Creating skills</i>	
<b>Year 8</b>												
<b>Unit theme:</b>	<b>War Horse</b>		<b>A Christmas Carol</b>		<b>Hard to Swallow</b>		<b>Commedia Dell'Arte</b>		<b>Cursed Child</b>		<b>Missing Dan Nolan</b>	
<b>Key concepts:</b>	Revisiting skills from year 7 and further developing understanding of dramatic devices; mime, choral speech, tension and characterisation. Continuing to build on ensemble work and confidence.		Revisiting skills from year 7 and further developing understanding of dramatic devices; still image, physical theatre and characterisation. Continuing to build on ensemble work and confidence.		Development of drama skills focusing on storytelling using physical theatre and the scripted devices in performance. Continuing to build on ensemble work and confidence.		Developing and understanding of the theatre style Commedia dell'arte; stock characters, physical theatre and comedy. Continuing to build on ensemble work and confidence.		Exploration of a text and links between stage and screen; characterisation, mime, montage and devising. Continuing to build on ensemble work and confidence.		Further exploration of a text; working with a stimulus, from page to stage and devising skills. Continuing to build on ensemble work and confidence.	



		Theory: Comp 3 – 1-2 lesson a cycle	Theory: Comp 3 – 1 lesson a cycle	Theory: Comp 3 – 1 lesson a cycle		
<b>Assessment:</b>	Comp 1 Practical performance	Written portfolio and evaluation.	Mock paper 3 exam.	Comp 2 exam.		
<b>Year 12</b>						
<b>Unit theme:</b>	<b>Practitioners</b>	<b>Practitioners/Comp 1</b>	<b>Comp 1/Trojan Woman</b>	<b>Comp 1</b>	<b>Trojan Woman</b>	<b>Comp 2</b>
<b>Key concepts:</b>	Introduction to practitioners through the study of 6 different practitioners. Typically Berkoff, Kneehigh/Emma Rice, Katie Mitchel, Max Stafford-Clarke and 2 others based on the cohort and what is on.	Continuations of introduction to practitioners, through the study of 6 different practitioners. Typically Berkoff, Kneehigh/Emma Rice, Katie Mitchel, Max Stafford-Clarke and 2 others based on the cohort and what is on. Introduction to Trojan Women.	Exploration of Comp 1 text for reinterpretation, and start of reinterpretation. Continuation of study of Trojan Woman.	Continuation of reinterpretation of text for Comp 1, as well as written work.	Continuation of study of Trojan Woman with exam practice.	Comp 2. Students will start to look at the provided stimulus and work on devised performance for the practical exam.  Start to look at A Monster Calls for Comp 3 exam
<b>Assessments:</b>	Mini practical assessments on each practitioner.	Mini practical assessments on each practitioner.	Mock Comp 3 exam, with focus on Trojan Woman	Comp 1 practical and written elements.	AS Comp 2 exam Trojan Women questions on Comp 3	Comp 3 exam.
<b>Year 13</b>						
<b>Unit theme:</b>	<b>Comp 2</b>	<b>Comp 2</b>	<b>Comp 2/Comp 3</b>	<b>Comp 3</b>		
<b>Key concepts:</b>	Comp 2. Students will continue to look at the provided stimulus and work on devised performance for the practical exam. Students will also start to work on the scripted performance for Comp 2	Comp 2 continuation. Students will continue to work on Comp 2 both scripted and devised for practical assessment. Written elements will also be explored.	Comp 2 continuation. Students will continue to work on Comp 2 both scripted and devised for practical assessment. Written elements will also be completed. 2 <sup>nd</sup> Comp 3 set text will be explored.	Continuation of study of Trojan Woman, A Monster Calls and 2 <sup>nd</sup> Text, with exam practice.		
<b>Assessments:</b>	Mock Comp 2 practical performance.	Comp 2 exam	Comp 2 exam Mock Comp 3	Mock Comp 3		

	Link to National Curriculum
	Interleaving across subject
	Careers link
	Extended reading opportunity
	Interleaving across other subjects