

Curriculum Plan: Drama

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	
Year 7												
Unit theme:	Mary Poppins		Elf		Lion King		Lion King		Wicked		Wicked	
Key concepts:	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 and storytelling. Continue to build a sense of group/ensemble and confidence		Development of drama skills and understanding: proxemics, characterisation and improvisation. Continue to build confidence.		Extended scripted performance. With a focus on characterisation and learning lines.	
Assessment:	Small group choral speaking performance. <i>Assessing voice in performance.</i>		Group performance using skills learnt this term: narration, mime, still image and choral speaking. <i>Assessing Developing/creating</i>		Large class performance of the stampede using physical theatre and choral movement. <i>Assessing performing skills</i>		Small group assessment on Lion King story, bringing together storytelling devices. <i>Assessing performing skills</i>		Small group improvisation. <i>Assessing Developing/creating</i>		Scripted performance in small groups. <i>Assessing Developing/creating Assessing performing skills</i>	
Year 8												
Unit theme:	Storytelling		Storytelling		Cursed Child		Cursed Child		Driven to Distraction		Driven to Distraction	
Key concepts:	Recapping and developing the drama skills and techniques covered in year 7, and using this to devise originally drama from a stimulus.				Exploring the world of Harry Potter, through devised and scripted work.				Exploration of a text. Using Stanislavski techniques to explore text and characterisation, and applying physical theatre skills to performance work.			
Assessment:	Devised performance assessing performance skills				Scripted performance assessing performance skills				Scripted performance assessing performance skills			

Year 9																														
Unit theme:	Susan Coleman					Susan Coleman					Blackout					Blackout					Live Theatre Review					Site Specific Theatre				
Key concepts:	Development of devising skills. Students will look at using a range of different drama devices within performance material, as well as building skills of characterisation and maintaining a character in performance.										Exploration of Blackout, looking at themes and style and thinking about the challenges of a text without characters.					Development and rehearsal of a section of Blackout. Focusing on use of drama devices on performance and maintaining a character on performance.					Learning how to analyse live theatre and write a review.					Small one off lessons looking at performing a site specific performance and the opportunities and challenges this provides.				
Assessment:	Devised performance assessing performance skills.					Devised performance assessing performance skills					Blackout performance assessing performance skills										Live Theatre evaluation/Summer written exam									

Year 10																																			
Unit theme:	Practitioners					Practitioners					Comp 3					Mock Comp 1					Mock Comp 1					Comp 1									
Key concepts:	Introduction to Physical Theatre, through the study of Frantic Assembly and DV8. Creation of devised and scripted work. Theory: Comp 3 – 1 lesson a cycle										Introduction to Brecht. Study of Caucasian Chalk Circle, and devising in the style of Brechtian theatre. Theory: Comp 3 – 1 lesson a cycle					Introduction to Comp 3 exam. Continuation of live theatre review and An Inspector Calls study. Looking at the exam paper and timing.					Mock Comp 1 devised. Students will study a range of stimuli and create a devised performance, as well as completing a written portfolio and evaluation. Theory: Comp 3 – 1 lesson a cycle										Comp 1 devised. Students will study a range of stimuli and create a devised performance, as well as completing notes for written portfolio. Theory: Comp 3 – 1 lesson a cycle				
Assessment:	Assessment 1: Chair Duet Performance skills Assessment 2: DV8 diary performance. Performance skills.					Assessment 1: Bridge Crossing Scene. Performance skills. Assessment 2: Devising with a social/political theme. Performance skills.					Mock paper 3 exam.					Mock Comp 1: Practical performance 10% Portfolio 20% Evaluation 10%										Mock paper 3 exam									

Year 11																														
Unit theme:	Comp 1					Comp 1/Comp 3					Comp 2					Comp 2/Comp 3														
Key concepts:	Comp 1 devised. Students will study a range of stimuli and create a devised performance										Written portfolio and evaluation. Theory: Comp 3 – 1-2 lesson a cycle					Working on practical scripted exam inn small groups. Theory: Comp 3 – 1 lesson a cycle					Working on practical scripted exam inn small groups. Theory: Comp 3 – 1 lesson a cycle									
Assessment:	Comp 1 Practical performance					Written portfolio and evaluation.					Mock paper 3 exam.					Comp 2 exam.														

Year 12																								
Unit theme:	Practitioners				Practitioners/Comp 1				Comp 1/Trojan Woman				Comp 1				Trojan Woman				Comp 2			
Key concepts:	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			
Assessments:	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.			

Year 13																		
Unit theme:	Comp 2				Comp 2				Comp 2/Comp 3				Comp 3					
Key concepts:	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 nd Comp 3 set text will be explored.				Continuation of study of Trojan Woman, A Monster Calls and 2 nd Text, with exam practice.					
Assessments:	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