

Drama Curriculum

Drama at Moseley Park offers a diverse curriculum across Key Stage 3 and 4 and ensures that students experience as many of the possibilities within the industry as possible. We study Key Theatrical Practitioners and their conventions, as well as homing in on more specific skills and playtexts. This broad spectrum of topics we cover allows for students to gain an enjoyable and interesting understanding in Drama, allowing them to experience Key Rehearsal and Explorative Techniques, Historical and Contemporary Theatre, developing Practical Performance, and deep emotional and personal understanding through this curriculum. Students are encouraged to bring their own performing experiences into the classroom in order to share this with other students, this allows for a more inclusive and accessible curriculum overall. We aim for all students to be involved in the rehearsal, performance and evaluation processes, and develop a love for the eclectic range of theatre that we explore along the way!

Drama Year 7	Curriculum Intent. Drama at Moseley Park aims to engage students in Drama from the very beginning. Secondary school is often a student’s first experience of a structured Drama Lesson, so we aim to develop key skills and an enjoyment of Drama from the outset. As well as this, we encourage students to step out of their comfort zone, working with a range of peers to create work and developing key interpersonal skills and learning to collaborate effectively. Autumn sees these Key Drama Skills introduced and how we can use these in performance, applying them to some well-known plots and stories that we all know. The Spring terms explores technical elements of plays and how physical skills are required to portray true meaning to an audience. Summer explored genres of performance and how voice and physical action can affect an audience’s perception of a performance.								
Terms	Autumn Term			Spring Term			Summer Term		
Main Topic	Grimm Tales – An Introduction to Drama			Shakespeare – A Midsummer Night’s Dream			Silent Film and Mime		
Knowledge	-Key Drama Vocabulary -Practical Skills -Fantasy -Non-naturalism -Theme exploration in live theatre			-Key Drama Vocabulary -Rehearsal Techniques -Collaborating on deciphering texts -Interpreting scripts for performance			-Key Drama Vocabulary -Portraying meaning through physical skills -Accurate characterisation using physicality and facial expressions -Performance genres		
Understanding	-Application of Key Skills and Techniques. -Use of Still Image in rehearsal and performance process.			- Journey of language from Shakespeare to modern. - Subplots of a Midsummer Night’s Dream. - Physical Skills supporting language interpretation for audience.			-Portray meaning and emotion through movement. -Voice used to supplement movement in performance. -Perform both comedy and tragedy.		
Skills	<i>Performance:</i> Still Image, Physical Skills, Vocal Skills, Performance Skills. <i>Devising/Rehearsal:</i> Collaborate with other students, assigning characters and roles within groups. <i>Evaluating:</i> Identifying and reflecting on improvements through Self and Peer Assessment.			<i>Performance:</i> Interpreting meaning, Physical Skills, Vocal Skills, Performance Skills. <i>Devising/Rehearsal:</i> Creating performance by collaborating with other students, ensuring that all performances are of a suitable standard, supporting group members who need it. <i>Evaluating:</i> Identifying and reflecting on improvements through Self and Peer Assessment.			<i>Performance:</i> Slapstick, Melodrama, Physicality. <i>Devising/Rehearsal:</i> Self-directing within groups, assessing and decision making as a collective. <i>Evaluating:</i> Identifying and reflecting on improvements through Self and Peer Assessment.		
Homework	Characterisation Rehearsal – ‘Role on the Wall’.			Project on Shakespeare and how his performances were staged historically (focus on comedy)			Project on the development of Mime, looking at how these have affected modern performance.		
Interleaved skills	Performing	Devising/ Rehearsal	Evaluating	Performing	Devising/ Rehearsal	Evaluating	Performing	Devising/ Rehearsal	Evaluating
M = Main S = Supporting	S	M	S	M	S	S	S	S	M
Assessment	Performances, using explored Physical and Vocal Skills to portray character. Tests on Drama vocabulary and Assessment of Performance Evaluation Skills.			Performances, considering the staging of a performance and audience awareness/understanding. Tests on play contents and vocabulary. Assessment of Performance Evaluation Skills			Performances, using physical skills to portray meaning. Tests on vocabulary and appropriate skills to use. Assessment of Performance Evaluation Skills.		

Drama Year 8	Curriculum Intent. Students are able to experience and experiment with a variety of topics, styles and genres as we encourage students to develop and maintain the passion for Drama that is instilled in them throughout Year 7. In the Autumn term we explore how we can interpret a contemporary playtext and how to create performance using it. Spring we see how sensitive topics can be explored as a group whilst being considerate and thoughtful towards those topics. In Summer we give students the tools to create a performance from a stimulus, applying the performance, devising and rehearsal skills that are taught over the half term.								
Terms	Autumn Term			Spring Term			Summer Term		
Main Topic	Scripted Performance			Identity			Responding to a Stimulus – Devising		
Knowledge	-Technical elements of theatre. -Interpreting Text effectively -Elements of Script			-Improvisation -Collaboration -Critical thinking and consideration.			-Using stimuli -Exploring ideas with peers -Theatrical Styles -Devising		
Understanding	-Creating performance from script. -Key Dramatic Vocabulary. -Creative decisions made by playwrights and effect on performers.			-Techniques to help us build narrative. -Using performance to explore sensitive topics.			-Techniques used in devising such as hot-seating, conscience alley, and role on the wall. -Performative Techniques, including specific vocal skills, physical skills and understanding genre and style to consider whilst performing .		
Skills	<p>Performance: Able to interpret a text and portray that on stage. Applying individual and specific techniques (Choral Speech, Ensemble, Still Image, Physical Theatre) to performance to create something unique.</p> <p>Devising/Rehearsing: Collaborate with other students, assigning characters and roles within groups.</p> <p>Evaluating: Identifying and reflecting on improvements on interpretation and performance through Self and Peer Assessment.</p>			<p>Performance: Respond to improvisations with dialogue that enhances the story.</p> <p>Devising/Rehearsal: Consider the topic when creating performance materials. Collaborate with other students and teacher.</p> <p>Evaluating: Identifying and reflecting on improvements on interpretation and performance through Self and Peer Assessment.</p>			<p>Performance: Create work from a stimulus that prompts thought and response in the audience.</p> <p>Devising/Rehearsal: Use time effectively and work collaboratively on the performance, assigning roles to ensure the smooth operation of the devising process.</p> <p>Evaluating: Identifying and reflecting on improvements on interpretation and performance through Self and Peer Assessment.</p>		
Homework	Mood Boards – outlining how students see their performance.			Character profiles to assist with investigation, telling us aspects certain character’s behaviour, appearance etc.			Project: Research into chosen topic to gain as much information as possible.		
Interleaved skills	Performing	Devising/ Rehearsal	Evaluating	Performing	Devising/ Rehearsal	Evaluating	Performing	Devising/ Rehearsal	Evaluating
M = Main S = Supporting	M	S	S	S	S	M	S	M	S
Assessment	Performances taking into account interpretation of a scene and how lines have been learned. Tests on playtext features, Vocabulary and Assessment of Performance Evaluation Skills.			Performances considering how students have been involved in the drama throughout the half term. Tests on Vocabulary, and Assessment of Performance Evaluation Skills.			Performances: considering the devising process and audience reaction. Tests on Vocabulary, and Assessment of Performance Evaluation Skills.		

Drama Year 9	Curriculum Intent: We aim to provide our students with a wide variety of topics and skills from popular and traditional genres. In year 9 students study various theatre genres and styles, with emphasis on analysing practitioners and their theories/techniques and how these have affected theatre over time. Through these studies pupils focus on collaboration and creating work from scratch. This emphasises the importance of collaboration and teamwork within the subject. They will study Naturalism, Anti-Naturalism, Greek Theatre and many other genres and styles, as well as using playtexts and devising their own performances.									
Terms	Autumn Term			Spring Term			Summer Term			
Main Topic	Monologue		Practitioners		A Journey through time and space		Fallout – Roy Williams		Cookies	
Knowledge	-Devising from a stimulus -Audience Awareness -Performance Skills -Solo Performance Attributes		-Styles and Techniques of Practitioners -Naturalism and Anti-Naturalism -Applying techniques to performance		-History of Theatre -Styles and Genres of Theatre -Application of skills/techniques		-Elements of Scripts -Applying performance techniques to a text. -Intentions of a text		-Technical Elements -Characterisation -Directing -Design Choices	
Understanding	-Techniques & theory -Effects on audience -Spatial Awareness		-Practitioners effects on style -Applying techniques to performance -Symbolism in performances		-How historic styles affect performance -Key Historic Techniques		-Playwright’s intentions -Creative decisions -Performance techniques -Symbolism in text		-Design effect on performance -Roles of designers -Directorial decisions	
Skills	-Devising -Scriptwriting -Identify performance styles -Adapting performance		-Devising -Responding to Stimulus -Applying Techniques -Identifying skills and techniques		-Devising -Scriptwork -Explorative Strategies -Performance Techniques		-Performance from Script -Explorative Strategies -Characterisation -Performance Skills		-Evaluation Skills -Observations Skills -Performance Skills -Collaborative Skills	
Homework	-Monologue refinement -Stimulus research		-Practitioner Research Projects -Stimulus research		-History of Theatre Research Project		-Line Learning -Text analysis		-Live Theatre Evaluation Questions	
Interleaved skills. Performances, Devising/ Rehearsal, Evaluating	Performing Monologue/ Group work.	Create performance from stimulus.		Evaluating performance skills and content.		Performing group work.	Using elements from text/history in performance.		Evaluating performance skills and content.	
Assessment	-Solo Performance -Rehearsal Process		-Performance -Rehearsal Process -Evaluation of performance		-Performance -Rehearsal Process -Evaluation of performance		-Performance -Rehearsal Process -Evaluation of performance		-Performance -Rehearsal Process -Evaluation of performance	

Drama Year 10 & 11	Curriculum Intent: Students will broaden their musical experiences within the three component areas on their course exploring musical context, language, performance, composition listening and appraising. The areas of study provide opportunities to further their own understanding of musical styles from past and present genres and world cultures, our intention is for students to be inspired and motivated and to learn to develop skills and evaluate their own progress identifying strengths and weaknesses. And building up a love of music through performing and composing from given stimuli's, working independently and in groups to accomplish their potential.								
Components	Component 1 Devising Theatre			Component 2 Performing from a Text			Component 3 Interpreting Theatre		
Year	Year 10			Year 11			Year 10		Year 11
Knowledge	-Brechtian Techniques -Responding to a stimulus -Rehearsal Techniques -Explorative Strategies			-Interpreting texts -Physical Skills -Vocal Skills -Rehearsal Techniques -Explorative Strategies			-Rehearsal Techniques -Text interpretation -Creative process -Key Dramatic Vocabulary -Selected Text (Noughts & Crosses)		-Rehearsal Techniques -Text interpretation -Creative process -Key Dramatic Vocabulary -Live Theatre Evaluation
Understanding	-Epic Theatre Techniques (Brecht) - Key Portfolio Content -Evaluative language			-Elements of script -Structure of play -Characterisation decisions - Performative Skills			-Noughts and Crosses Text contexts (Cultural, Political, Social, Historical) -Exam Question Requirements -Performative decisions made in text (Noughts and Crosses)		-Noughts and Crosses Text -Live Theatre Evaluation -Knowledge of technical theatre elements
Interleaved skills. Performances, Devising/ Rehearsal, Evaluating	Performing - ensemble skills to expand repertoire and techniques. Focus on key features of Brechtian Drama.	Devising /Rehearsal – Focus on Brechtian Techniques and applying them to performance.	Evaluating -How performance skills have been used to create a devised performance from a stimulus.	Performing – Using text to create a performance.	Devising /Rehearsal – Rehearsing for performance using rehearsal techniques and text appropriately.	Evaluating – How performances use text to create appropriate performance.	Perform – Practical exploration of Noughts and Crosses.	Devising /Rehearsal – Rehearsing for performance and practical exploration of Noughts and Crosses.	Evaluating – Combining theoretical and practical knowledge to competently answer exam questions.
Assessment	-Devised Performance -Portfolio -Evaluation			-Performance Brief -Scripted Performance			Mock Examination (Section A & B)		Examination (Section A & B)