

Drama Curriculum Map 2025-26

Intent: The Drama curriculum supports the framework for English Literature and English Language. Whilst inspiring creativity, it provides opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. The teaching of KS3 and KS4 Drama is underpinned by the facilitation of debate and discussion of a range of themes, ideas and concepts which will broaden and test their current world view. Whether students decide to continue studying Drama at KS4, students will benefit from the life skills they learn at KS3 which will support them with cross-curricular topics and life-long learning. Students will be encouraged to use a range of naturalistic and non-naturalistic techniques, applying their knowledge and understanding of a range of theatrical styles when making, performing and responding to drama. When exploring performance texts, they will gain a greater understanding of the social, cultural and historical context including the theatrical conventions of the period in which they were created. They will also develop their understanding of genre, structure, character, language, stage directions, form and style. Creativity and teamwork will be at the heart of the curriculum process, providing students with the opportunity to work collaboratively generate, develop and communicate ideas. Throughout the curriculum, students will develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. Each topic will allow for rehearsal time, during which, every student will have the opportunity to contribute as an individual to a theatrical performance and reflect on and evaluate their own work and that of others.

Students will have the opportunity to work with short scripts and extracts at KS3 and build on these skills throughout KS4, studying performance texts which have been professionally commissioned or professionally produced, which will deepen their practical understanding of Drama. Students at KS4 can experience a live theatrical performance, developing their understanding of how meaning is interpreted and communicated. The practise of improvising, devising and performing play scripts generates a wide skill set, whereby students can have analytical discussions, exploring how the drama elements, mediums and explorative strategies can be used to create meaning. Furthermore, students work towards becoming strong public speakers, using role, intonation, tone, volume, mood, silence, stillness and action to add impact for an audience. The curriculum allows for literary reflection, using a writing structure, like that of English, which provides students with a grammatical opportunity to reflect, analyse and evaluate, incorporating subject specific terminology whilst articulating their personal opinions.

Term	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Year7	<u>Intro to drama</u> Introduction to performance skills used within drama. Freeze Frames, Improvisation Creating Characters Working in groups	Assessment 1	<u>Melodrama</u> Explore the Melodrama as a theatrical convention popular in the Victorian era Exploration of a short Melodrama 'Boo & Hiss'	Assessment 2	<u>Ancient Greek Theatre</u> Historical & Cultural Context of when theatre and acting started. Exploration of a variety of Ancient Greek Stories including Oedipus & Pandora's Box	<u>Ernie and incredible</u> hallucination Interpreting texts through the medium of performance style Script work and performance. Hot-seating & Off text improvisation	Assessment 3	<u>Pied Piper</u> Exploration of the Story 'The Pied Piper of Hamelin' Who was the Pied Piper? How can the story be dramatised? Exploration of Legends & how they evolve Interpretations of texts.	<u>Characterisation</u> How to interpret characters What styles and techniques actor use to portray varied characters. Creating characters using stimuli. Developing Characters through role-play, hot-seating and role on the wall
Year8	<u>Introduction to Shakespeare</u> ---- Shakespeare's Language and Themes-Develop an Understanding of Context Engage with Key Characters and Stories Bring Shakespeare to Life Through Performance		<u>Darkwood Manor</u> Develop storytelling and atmosphere creation Explore how to create suspense, tension, and mood. Experiment with Non-Naturalistic Drama Techniques		<u>The Terrible Fate of Humpty Dumpty</u> -Interpretation of a full play script -Exploration of the characters and themes -Performing extracts of the text using and movement to create an ensemble performance.	The Terrible Fate of Humpty Dumpty (Part 2) Exploration of characters. Devising and creating a new ending to the play.		<u>Evacuees</u> Explore historical context through Drama. Design & create props to add use in a performance. Develop empathy & characterisation	<u>Evacuees Devising Project</u> Creating & Devising own plays based on the theme of WW2 & Evacuees Building Characters Frame & structuring a play Rehearse and polish the play perform to an audience.

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Year 9	<u>Blood Brothers</u> - What is the play about? - Performance of extracts from the play - Exploration of the characters - Exploration of themes & issues - Prepare an extract of script for performance	Assessment 1	<u>Let Him have it</u> - Capital Punishment - Characterisation - Staging techniques - Explore the case of Derek Bentley - Create a devised play based on a historical story	Assessment 2	<u>Macbeth</u> - Explore historical context - Recap – Elizabethan / Jacobean theatre - Performance of extracts from the play - Exploration of the characters - Exploration of themes & issues	<u>Macbeth – Part 2</u> Performance of extracts from the play. Exploration of the characters, themes and issues. Devising and creating a non-naturalistic scene based on the play.	Assessment 3	<u>The Breakfast</u> Creating own characters and plot. Using split stage and flashbacks within a performance	<u>Theatre Practitioners</u> Explore the different key roles in theatre and theatre production. Watch a streamed production. Analyse and evaluate the performance
Year 10	<u>Introduction to the new GCSE (Expectations)</u> - Baseline Assessment - Explore the play- The Curious incident of Dog in the Nighttime (Intro-Frantic Assembly) - Prepare Duo & Mono from the play	Assessment 1	<u>Theatre Practitioners</u> - Development and knowledge of theatre practitioners and techniques - Short performances based on: - Stanislavski - Brecht - Artaud - Frantic Assembly	Assessment 2	<u>C1: Performance of Devised play Assessment & Exam</u> Pre-planned groups create a devised play based on Stimuli given to them by teacher	<u>C1: Portfolio Preparation</u> Written Portfolio – Analysis and Evaluation of process <u>Portfolio First Draft Completed</u>	Assessment 3	<u>C3: Written Exam (Section B Live Theatre Evaluation)</u> - Section B – Live theatre review of a performance scene - Consists of x2 questions – Analysis and Evaluation - Theatre Visit	<u>C3: Written Exam (Section A - AIC)</u> Introduction to 'An Inspector Calls' and exam questions (Acting, directing & production questions)

Year 11	C3 – Written Exam prep (Section A) • Set text – An Inspector Calls • Students look at themes, historical, social, political messages within play • Practical exploration looking at performers, designers and directing perspectives	Mock Exam 1	C2: Performance from a text • Students given modern text post 2000 • Practical rehearsals	Mock Exam 2	C 2 : Performance from a text • Performance from a text • Rehearsals External Examination	C3: Written Exam (Section B) • Live theatre evaluation practice.	Mock Exam 3	C 3: Written Exam Revision • Recap – An Inspector Calls text • Mock exam style questions	Summer examination Component 3 - Section A & B
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