





The curriculum for this stage of students' education has been designed to be inclusive to all and to give a broad introduction to secondary school Drama by developing skills in the three main areas of performance, devising and theatre analysis. The intention is to build strong, confident performers that think cooperatively, creatively and supportively, and, to raise awareness of the benefits of the arts and Drama in their education and daily lives. Many students might not have studied Drama at KS2 and it is important that this curriculum helps to inspire confidence and a positive working environment where all students feel comfortable taking risks and performing in front of their peers. Students will also learn a wide range of subject specific vocabulary in order to effectively evaluate their own work, and that of others whilst focusing on respectful and purposeful discussion when reflecting on performances. This should help foster a love of Drama and giving students an opportunity to explore this subject to be able to see its place within the curriculum as well as society.

<p><b>HALF TERM 1 - INTRODUCTION TO DRAMA</b> Students will be introduced to the Drama techniques of Still Image, Narration and Thought Tracking.</p> <p><b>STUDENTS MUST KNOW:</b> -How to use the following techniques: Still Image, Narration and Thought Tracking. -How to use spacing and positioning to ensure they are seen by the audience. -How to analyse and evaluate performances focusing on giving positive and constructive comments.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on a short performance using the studied techniques which they will perform to the rest of the class. A written evaluation showing evidence of self and peer assessment.</p>	<p><b>HALF TERM 2 – MIME</b> Students will explore the technique of Mime and developing character through the use of improvisation.</p> <p><b>STUDENTS MUST KNOW:</b> -How to use the techniques of Mime using the 5 steps. -How to use the technique of improvisation to develop plot and character. -How to show clear character through facial expressions and movements.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on a short-mimed performance using the theme of Harry Potter which they will perform to the rest of the class. A written evaluation showing evidence of self and peer assessment.</p>	<p><b>HALF TERM 3 - SHAKESPEARE AND MACBETH</b> Students will be introduced to William Shakespeare and explore some of his methods and his use of language.</p> <p><b>STUDENTS MUST KNOW:</b> -Who William Shakespeare was and the impact that he had on theatre. -How Shakespeare's use of language was used in performance. -The basic plot points and themes of Macbeth. -How to perform extracts of Macbeth focusing on portraying clear character.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on a short performance of an extract from Macbeth. A written evaluation showing evidence of self and peer assessment</p>
<p><b>HALF TERM 4 - HOMELESSNESS (DEVISING)</b> In this topic students will use Devising to explore the topic of Homelessness.</p> <p><b>STUDENTS MUST KNOW:</b> •What the term Devising means. •How to devise and the steps to take to create a clear story. •How to respectfully discuss serious issues and themes thinking thoughtfully about the situations of others. •How to use devising to create a performance based on Homelessness.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on a short-devised performance on the theme of homelessness. A written evaluation showing evidence of self and peer assessment.</p>	<p><b>HALF TERM 5 - GREEK THEATRE</b> Students will be introduced to Greek Theatre and explore the different methods that actors and writers used.</p> <p><b>STUDENTS MUST KNOW:</b> •When Greek Theatre originated. •What styles of theatre did the Greeks perform? •What a Greek Chorus is and how to use it in performance.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment where students will perform a section of Greek Chorus taken from a Greek play. A written evaluation showing evidence of self and peer assessment</p>	<p><b>HALF TERM 6 - SILENT MOVIES</b> Students will look at a range of different silent movies focusing on the use of body language and facial expressions.</p> <p><b>STUDENTS MUST KNOW:</b> •When were silent movies famous? •Examples of famous Silent Movie actors. •How to use their body language and facial expressions.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on a performance of a short Silent Movie style scene. A written evaluation showing evidence of self and peer assessment</p>

Embedding this knowledge can be supported at home by going to the theatre and seeing professional performances that can influence and inspire in order to gain ideas of their own, encouraging students to take part in extra-curricular activities such as Drama Club or school productions, seeing if there are any local performing arts groups for them to get involved and take part in. There are also hundreds of shows/clips on [www.youtube.com](http://www.youtube.com) showcasing a broad range of performances which students can access and explore.