

**GCSE DRAMA CURRICULUM OVERVIEW**

	Autumn Term		Spring Term		Summer Term							
<b>Year 7</b>	<p><b>PROJECT ONE (Rotation 1) - Exploration</b></p> <ul style="list-style-type: none"> <li>-Knowledge and use of vocal and physical skills.</li> <li>-Knowledge on how to approach any stimulus using basic devising skills.</li> <li>-To devise one scene based on set stimulus (quote/image/story)</li> <li>-To apply Brechtian techniques to a piece such as, placards, direct address and breaking the 4<sup>th</sup> wall.</li> </ul>	<p>The theatre industry</p> <p>Performing</p> <p>Devising</p> <p>Theatre element</p>	<p><b>PROJECT TWO (R1) - Pantomime</b></p> <ul style="list-style-type: none"> <li>-Knowledge on the elements of a Pantomime</li> <li>-Knowledge of Stock characters and their characteristics</li> <li>-Basic devising skills such as use of voice, body language, facial expressions and special awareness.</li> <li>-To devise a Pantomime performance</li> </ul>	<p>The theatre industry</p> <p>Performing</p> <p>Devising</p> <p>Theatre element</p>	<p><b>PROJECT THREE (R1) - Theatre from Around the World</b></p> <ul style="list-style-type: none"> <li>-Understanding the conventions of theatre depending on the culture.</li> <li>-Basic devising skills such as use of voice, body language and facial expression</li> <li>-Knowledge of basic Drama Techniques</li> <li>-To devise a scene using a different style of theatre.</li> </ul>	<p>The theatre industry</p> <p>Devising</p> <p>Theatre element</p> <p>Performing</p>	<p><b>PROJECT ONE (Rotation 2) - Exploration</b></p> <ul style="list-style-type: none"> <li>-Knowledge and use of vocal and physical skills.</li> <li>-Knowledge on how to approach any stimulus using basic devising skills.</li> <li>-To devise one scene based on set stimulus (quote/image/story)</li> <li>-To apply Brechtian techniques to a piece such as, placards, direct address and breaking the 4<sup>th</sup> wall.</li> </ul>	<p>The theatre industry</p> <p>Performing</p> <p>Devising</p> <p>Theatre element</p>	<p><b>PROJECT TWO (R2) - Pantomime</b></p> <ul style="list-style-type: none"> <li>Knowledge on the elements of a Pantomime</li> <li>-Knowledge of Stock characters and their characteristics</li> <li>-Basic devising skills such as use of voice, body language, facial expressions and special awareness.</li> <li>-To devise a Pantomime performance</li> </ul>	<p>The theatre industry</p> <p>Performing</p> <p>Devising</p>	<p><b>PROJECT THREE (R2) - Theatre from Around the World</b></p> <ul style="list-style-type: none"> <li>-Understanding the conventions of theatre depending on the culture.</li> <li>-Basic devising skills such as use of voice, body language, facial expressions and special awareness.</li> <li>-Knowledge of basic Drama Techniques</li> <li>-To devise a scene using a different style of theatre.</li> </ul>	<p>The theatre industry</p> <p>Devising</p> <p>Theatre element</p> <p>Performing</p>
<b>Year 8</b>	<p><b>PROJECT ONE (Rotation 1) – Exploration Blood Brothers</b></p> <ul style="list-style-type: none"> <li>-Explore the main characters of the play Blood Brothers by Willy Russel using vocal and physical skills.</li> <li>-Knowledge of Stanislavski and his techniques</li> <li>-Perform extracts of the script using Drama techniques such as use of script, use of voice, special awareness and body language.</li> <li>-Understand the social/historical and political context of the play.</li> </ul>	<p>Theatre element</p> <p>Performing</p> <p>The theatre industry</p>	<p><b>PROJECT TWO (R1)- Vocations in Performing Arts</b></p> <ul style="list-style-type: none"> <li>-Explore a range of different vocations in the industry</li> <li>-Understand the skills needed to be successful in these vocations</li> <li>-Understand the path to achieve these vocations.</li> <li>-Knowledge of vocal and physical skills</li> </ul>	<p>Theatre element</p> <p>Performing</p> <p>The theatre industry</p>	<p><b>PROJECT TWO (R1) – Theatre Company Project</b></p> <ul style="list-style-type: none"> <li>-Basic knowledge on performing arts job roles (<i>director, stunt man, choreographer and set designer</i>)</li> <li>-How to approach a stimulus/theme</li> <li>-Knowledge of Bertolt Brecht, Stanislavski, Frantic and their techniques</li> <li>-Use different vocations in the industry to create a company</li> <li>-Present a pitch to a panel based on the project theme</li> </ul>	<p>The theatre industry</p> <p>Theatre element</p> <p>Devising</p>	<p><b>PROJECT ONE (Rotation 2) – Exploration Blood Brothers</b></p> <ul style="list-style-type: none"> <li>-Explore the main characters of the play Blood Brothers by Willy Russel using vocal and physical skills.</li> <li>-Knowledge of Stanislavski and his techniques</li> <li>-Perform extracts of the script using Drama techniques such as use of script, use of voice, special awareness and body language</li> <li>-Understand the social/historical and political context of the play</li> </ul>	<p>Theatre element</p> <p>Performing</p> <p>The theatre industry</p>	<p><b>PROJECT TWO (R2)- Vocations in Performing Arts</b></p> <ul style="list-style-type: none"> <li>-Explore a range of different vocations in the industry</li> <li>-Understand the skills needed to be successful in these vocations</li> <li>-Understand the path to achieve these vocations.</li> <li>-Knowledge of vocal and physical skills</li> </ul>	<p>Theatre element</p> <p>Performing</p> <p>The theatre industry</p>	<p><b>PROJECT TWO (R2) – Theatre Company Project</b></p> <ul style="list-style-type: none"> <li>-Basic knowledge on performing arts job roles (<i>director, stunt man, choreographer and set designer</i>)</li> <li>-How to approach a stimulus/theme</li> <li>-Knowledge of Bertolt Brecht, Stanislavski, Frantic and their techniques</li> <li>-Use different vocations in the industry to create a company</li> <li>-Present a pitch to a panel based on the project theme</li> </ul>	<p>The theatre industry</p> <p>Theatre element</p> <p>Devising</p>
<b>Year 9</b>	<p><b>COMPONENT 1: Section A</b></p> <ul style="list-style-type: none"> <li>-How to read a play and understand different genres and styles of theatre</li> <li>-Drama terminology such as physical and naturalistic theatre</li> <li>-Various roles and responsibilities in theatre</li> <li>- Understand the context of the play and how to approach the script</li> <li>-Understand how practical decisions have an intended purpose</li> <li>-Knowledge of vocal and physical skills (higher vocabulary)</li> <li>-Knowledge of Stanislavski and Brecht and their techniques</li> </ul>		<p>The theatre industry</p> <p>Theatre elements</p> <p>Performing</p>	<p><b>COMPONENT 2: Research and Devising &amp; COMPONENT 1, Section B- The Crucible by Arthur Miller &amp; Section C: Theatre Review</b></p> <ul style="list-style-type: none"> <li>-Collaborate with others to rehearse, refine and amend a work in progress.</li> <li>-Analyse and evaluate the process of creating devised drama</li> <li>-Realise artistic intention in devised drama</li> <li>-Knowledge of vocal and physical skills (higher vocabulary)</li> <li>-Knowledge of Brecht, Stanislavski, Frantic and their techniques</li> <li>-Knowledge on how to approach any stimulus using devising skills</li> <li>-Knowledge of basic Drama Techniques</li> </ul>		<p>Theatre elements</p> <p>Devising</p> <p>Performing</p> <p>Evaluating</p>	<p><b>COMPONENT 3: Plays in Practice &amp; Performance Skills Workshops</b></p> <ul style="list-style-type: none"> <li>-Apply theatrical skills to realise artistic intentions in live performance</li> <li>-The performance skills needed to put on an effective performance</li> <li>-Knowledge of other influences such as practitioners and political timing</li> <li>-Knowledge of a range of plays from different time periods and intentions</li> <li>-Applying various drama techniques to different styles of theatre</li> </ul>		<p>Performing</p> <p>The Theatre industry</p> <p>Theatre elements</p>			

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<b>Year 10</b>	<p><b>COMPONENT 1: Section C- The Crucible by Aurthur Miller &amp; Section B- Blood Brother by Willy Russell</b></p> <ul style="list-style-type: none"> <li>-Developing knowledge and understanding through research of the characteristics and context of the whole play</li> <li>-Exploring ideas for how the play may be interpreted practically</li> <li>-Understand how performance decisions can be impacted by research</li> <li>-Understand how practical decisions can convey a message</li> <li>-Component 1 Section B exam question practice</li> <li>-Knowledge of vocal and physical skills (higher vocabulary)</li> <li>-Knowledge of Stanislavski and Brecht and his techniques</li> <li>-Basic knowledge on how to approach a script</li> <li>- Demonstrate knowledge and understanding of how drama and theatre is developed and performed</li> <li>- Analyse and evaluate the work of live theatre makers</li> </ul> <p align="right">Performing Theatre elements</p>	<p><b>COMPONENT 2: Research, Devising and Devising Logs</b></p> <ul style="list-style-type: none"> <li>-Section 1: Response to a stimulus</li> <li>-Section 2: Development and collaboration</li> <li>-Section 3: Analysis and evaluation</li> <li>-Knowledge of vocal and physical skills (higher vocabulary)</li> <li>-Knowledge of Brecht, Stanislavski, Frantic and their techniques</li> <li>-Knowledge of basic Drama Techniques</li> <li>-Knowledge on how to approach any stimulus using devising skills.</li> </ul> <p align="right">Performing Theatre elements Evaluating Devising The Theatre industry</p>	<p><b>COMPONENT 2: Research, Devising and Devising Logs</b></p> <ul style="list-style-type: none"> <li>-Section 1: Response to a stimulus</li> <li>-Section 2: Development and collaboration</li> <li>-Section 3: Analysis and evaluation</li> <li>-Knowledge of vocal and physical skills (higher vocabulary)</li> <li>-Knowledge of Brecht, Stanislavski, Frantic and their techniques</li> <li>-Knowledge of basic Drama Techniques</li> <li>-Knowledge on how to approach any stimulus using devising skills.</li> </ul> <p><b>COMPONENT 3: Performance skills workshops</b></p> <ul style="list-style-type: none"> <li>-The performance skills needed to put on an effective performance</li> <li>- Apply theatrical skills to realise artistic intentions in live performance</li> <li>-Knowledge of other influences such as practitioners</li> </ul> <p align="right">Performing Theatre elements The Theatre industry</p>
<b>Year 11</b>	<p><b>COMPONENT 2: Devising- Research, Development and Recorded Performance.</b></p> <ul style="list-style-type: none"> <li>-Apply knowledge and understanding when making, performing and responding to drama</li> <li>-Creative, effective, independent, make informed choices in process and performance</li> <li>-Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> <li>-Adopt safe working practices</li> <li>-The performance skills and techniques to create and perform an effective scene</li> <li>-How to apply a range of drama and theatre techniques to a performance</li> <li>-How to apply influences from previous knowledge e.g. Practitioners</li> </ul> <p align="right">Theatre elements The Theatre industry Devising Performing</p>	<p><b>COMPONENT 3: Rehearsals and Visiting Examiner</b></p> <ul style="list-style-type: none"> <li>-Contribute as an individual to a theatrical performance</li> <li>-Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created</li> <li>-Realise artistic intentions in live performance</li> <li>-The performance/acting skills needed to put on an effective performance</li> <li>-Knowledge of other influences such as practitioners and political timing</li> </ul> <p align="right">Theatre elements Performing The Theatre industry</p>	<p><b>COMPONENT 1: Retrieval and Exam</b></p> <ul style="list-style-type: none"> <li>-Characteristics of performance texts. Social, cultural and historical contexts</li> <li>-Interpreting and communicating meaning</li> <li>-Drama terminology</li> <li>-Roles and responsibilities in contemporary theatre</li> <li>-Understand how performance decisions can be impacted by research</li> <li>-Understand how practical decisions can convey a message</li> <li>-Component 1 Section A, B &amp; C exam question practice</li> <li>-Knowledge of basic Drama Techniques</li> </ul> <p align="right">The Theatre industry Theatre elements Performing</p>