

Curriculum Area: Drama

Subject Coordinator: Roxie Buckland

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 7 | <p>‘Top of the Bops’: Reality TV. Explore how drama is used to educate about and resolve issues of social concern, for example, bullying; use appropriate strategies to challenge stereotypical views about diverse local/global groups including gender etc. (Key Element: Citizenship). Take part in improvisation.</p> <p>PRIMARY ASSESSMENT FOCUS: Tableaux</p> | <p>Our lives: ‘The sleeping head teacher’, ‘Hostages’ ‘like a fish’, ‘The history lesson’, ‘The boy who wouldn’t play’ & ‘It’s true Miss!’. (Key Element: Personal Understanding). Engage with a range of stimuli to develop critical and creative thinking skills.</p> <p>PRIMARY ASSESSMENT FOCUS: Express themselves emotionally and imaginatively through drama and improvisation, for example, use a video camera to compile and record personal experience of family, school or community life; script, improvise or act out issues that impact on 11-14 year olds etc.</p> | <p>‘t’is almost fairy time’: <i>A Midsummer Night’s Dream</i> Cultural Heritage- historical context, Explore and respond to the views and feelings of others, for example, act out scenarios involving multiple viewpoints, differences of opinion, sensitive issues etc. (Key Element: Mutual Understanding).</p> <p>PRIMARY ASSESSMENT FOCUS: Explore characterisation through use of masks, costume, props, puppets and electronic media;</p> | <p>Out of this world: ‘Alien’. Investigate how skills developed through drama such as empathy, confidence, communication skills are vital to life/work situations and a range of careers, for example, jobs within the creative industries, or involving design, education, management of people and resources, media and technology, performing arts, healthcare, therapy, writing, politics, law, etc. (Key Element: Employability).</p> <p>PRIMARY ASSESSMENT FOCUS: Take part in improvisation.</p> | <p>Monsters: ‘<i>Demon Headmaster</i>’ ‘<i>Late Night Horror</i> (3 scenes) & ‘<i>Frankenstein</i>’ scripts: Explore issues related to Moral Character Demonstrate the ability and willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses and take responsibility for choices and actions etc. (Key Element: Moral Character). Engage with a range of stimuli to develop critical and creative thinking skills.</p> <p>PRIMARY ASSESSMENT FOCUS: Speaking and listening</p> | <p>All the world’s a stage: Explore issues related to Economic Awareness Plan the processes involved in producing a play or stage musical, for example, find out how to access funding, how to advertise and market the show etc. (Key Element: Economic Awareness). Evaluate their own and others’ work. Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</p> <p>PRIMARY ASSESSMENT FOCUS: Performance (acting, directing, backstage)</p> |
| 8 | <p>Our world Education for Sustainable Development Explore how drama can provide opportunities for pupils to develop respect for their environment and</p> | <p>‘Beware the Ides of March’ Julius Caesar Cultural Heritage – Shakespeare - historical context, Explore and respond to the views and feelings of others, for example,</p> | <p>Jokers: ‘April Fool’, ‘Gross’. Adopt a role; take part in improvisation; devise scripts and use drama forms and strategies effectively to explore and present ideas.</p> | <p>Crime and punishment <i>‘Holes/Journey to Jo’Burg’</i> scripts and improvisation. Reading – context, comprehension, vocabulary, setting, character, inference.</p> | <p>Royals: ‘Monarch, the Fed-up ruler’, ‘Henry and his wives’, ‘Frozen’ Explore issues related to Ethical Awareness Explore ethical issues through the medium of drama, by improvising</p> | <p>That’s entertainment: Explore issues related to Economic Awareness Plan the processes involved in producing a play or stage musical, for example, find out how to access funding, how to</p> |

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| | <p>that of others, for example, create a scene/performance that highlights the impact of a topical, environmental issue etc. (Key Elements: Education for Sustainable Development)</p> <p>PRIMARY ASSESSMENT FOCUS: Take part in improvisation.</p> | <p>act out scenarios involving multiple viewpoints, differences of opinion, sensitive issues etc. (Key Element: Mutual Understanding)</p> <p>PRIMARY ASSESSMENT FOCUS: Performance (acting, directing, backstage)</p> | <p>PRIMARY ASSESSMENT FOCUS: Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose. Take part in improvisation.</p> | <p>PRIMARY ASSESSMENT FOCUS: Speaking and Listening – discussion. Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</p> | <p>a scene involving decision making that requires weighing up and making difficult choices, for example, allocating limited resources; campaigning on a controversial issue; balancing different rights etc. (Key Element: Ethical Awareness).</p> <p>PRIMARY ASSESSMENT FOCUS: Explore characterisation through use of masks, costume, props, puppets and electronic media;</p> | <p>advertise and market the show etc. (Key Element: Economic Awareness). Evaluate their own and others’ work. Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</p> <p>PRIMARY ASSESSMENT FOCUS: Performance (acting, directing, backstage)</p> |
| 9 | <p>Outsiders <i>The Curious Incident of the Dog in The Night Time</i>: play script, ‘The boy who wouldn’t play’, ‘A brief history of nits’. Employ sign, symbol, metaphor and image; engage in movement and/or dance; experience live and recorded drama, and respond to a variety of texts. Engage with a range of stimuli to develop critical and creative thinking skills.</p> <p>PRIMARY ASSESSMENT FOCUS: Take part in improvisation.</p> | <p>Peer pressure: ‘The Bully’, ‘relationships’, ‘Dan, the bully’, ‘T’was the fright before Christmas’ Explore issues related to Ethical Awareness. (Key Element: Ethical Awareness).</p> <p>PRIMARY ASSESSMENT FOCUS: Explore ethical issues through the medium of drama, by improvising a scene involving decision making that requires weighing up and making difficult choices, for example, allocating limited</p> | <p>Tragic heroes Cultural Heritage – Shakespeare <i>Macbeth/Romeo & Juliet</i>: Reading – historical context, comprehension, character, relationships, themes. Speaking and Listening – drama performance. Explore characterisation through use of masks, costume, props, puppets and electronic media. Engage with a range of stimuli to develop critical and creative thinking skills.</p> | <p>Presents from Pakistan ‘White poppies’, ‘Our country’s good’, ‘Rosa Parks’ Explore how drama reflects and gives insight into a range of cultures, for example, investigate drama/dance traditions from different countries; represent cultural similarities/differences through performance etc. (Key Element: Cultural Understanding)</p> <p>PRIMARY ASSESSMENT FOCUS: Speaking and Listening – discussion. Communicate</p> | <p>On page and on screen Digital Media: Non-fiction Reading - facts and opinions, bias, formality, vocabulary, features of adverts/blogs. Speaking and Listening – discussion.</p> <p>PRIMARY ASSESSMENT FOCUS: Explore the effects of media and ICT, for example, use projected images in a docudrama on war; use a digital camera to analyse voice and movement in performance etc. (Key</p> | <p>The show must go on: Explore issues related to Economic Awareness Plan the processes involved in producing a play or stage musical, for example, find out how to access funding, how to advertise and market the show etc. (Key Element: Economic Awareness). Evaluate their own and others’ work. Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</p> <p>PRIMARY ASSESSMENT FOCUS: Performance</p> |

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| | | resources; campaigning on a controversial issue; balancing different rights etc. | Take part in improvisation. PRIMARY ASSESSMENT FOCUS: Performance (acting, directing, backstage) | effectively in evaluative discussions. | Element: Media Awareness) | (acting, directing, backstage) |
| 10 | TBC – Exploring opportunities to offer qualification such as Arts' Award | | | | | |