



Hailsham Community College - Secondary

Drama Curriculum



Curriculum Intent

We will equip students with the knowledge and understanding of performance skills and theatrical devices through group work and rehearsal.

We will encourage them to apply these skills practically and creatively, and with confidence.

We will encourage them to question and evaluate theatre so they can appreciate the art form and its place in society.



Drama Curriculum Roadmap

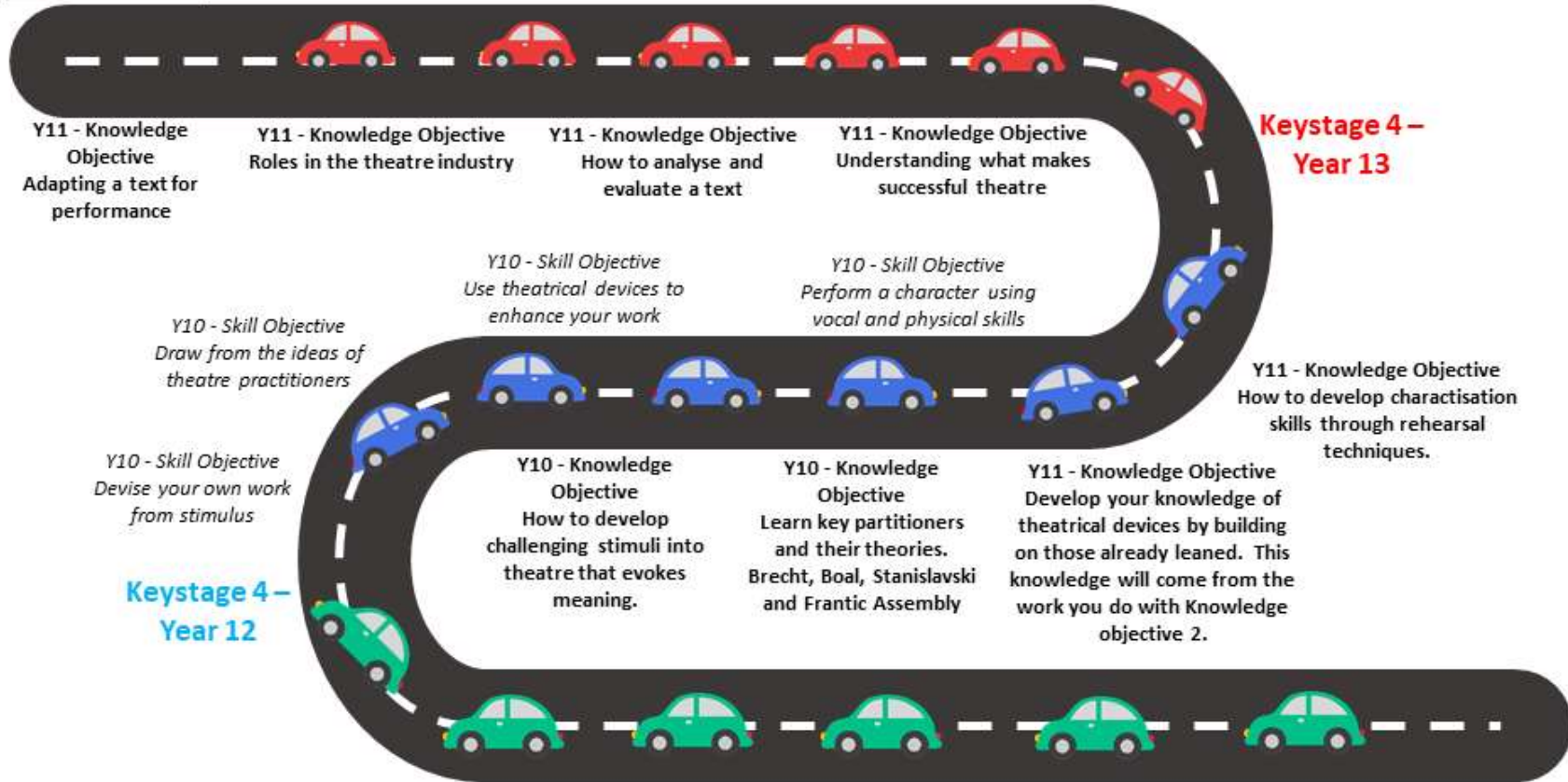


Chosen Destination

Y11 - Skill Objective
Perform using a script
Perform a character using
vocal and physical skills

Y11 - Skill Objective
Analyse and evaluate a text

Y11 - Skill Objective
Analyse and Evaluate the
work of others



**Keystage 5
Year 12 & 13**



Drama Curriculum Roadmap

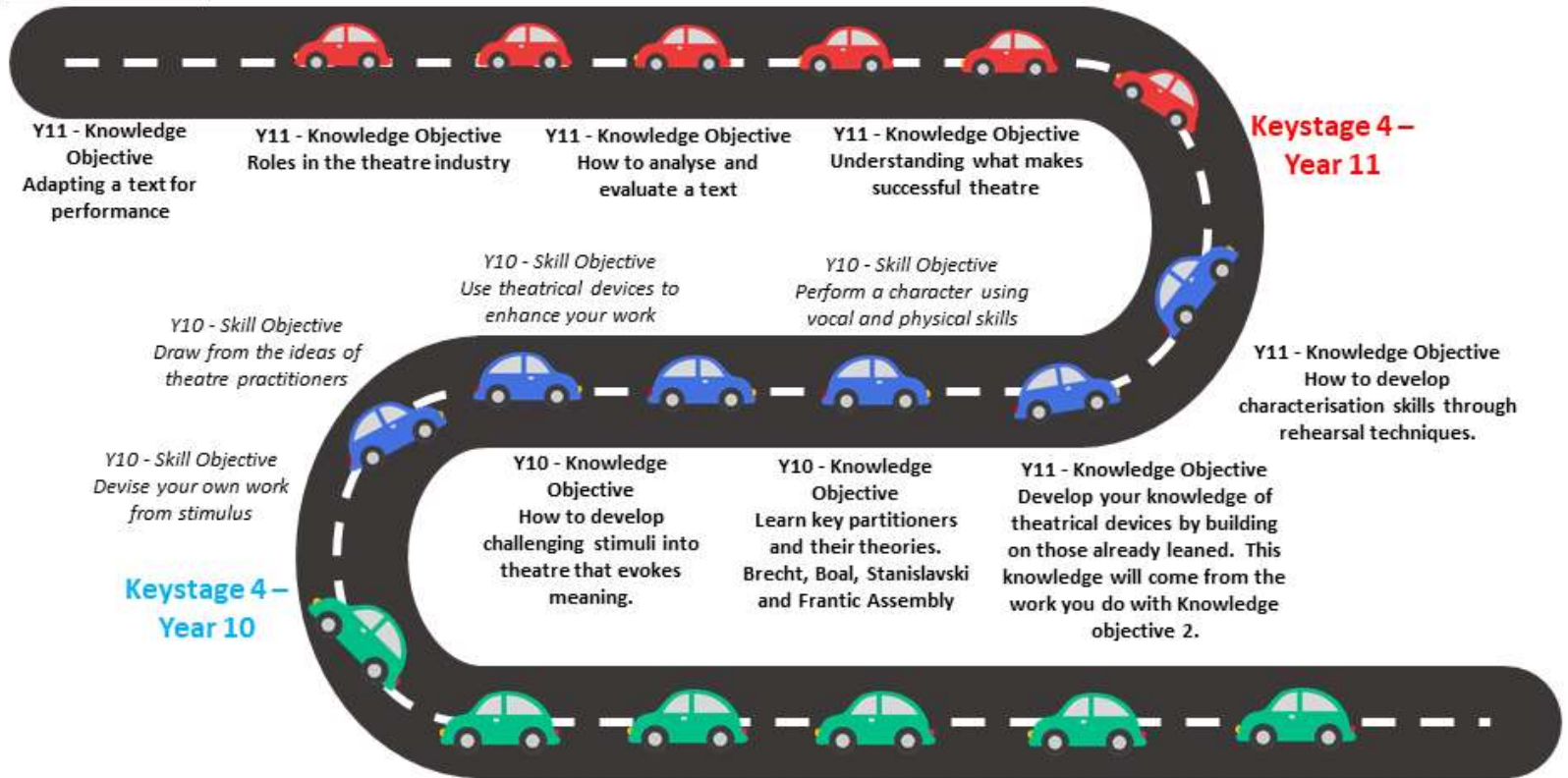


Key Stage 5

Y11 - Skill Objective
Perform using a script
Perform a character using
vocal and physical skills

Y11 - Skill Objective
Analyse and evaluate a text

Y11 - Skill Objective
Analyse and Evaluate the
work of others



Keystage 4 Year 10 & 11



Drama Curriculum Roadmap



Key Stage 4

*Y9 - Skill Objective
Evaluate your own work
and the work of others*

*Y9 - Skill Objective
Perform using a script*

*Y9 - Skill Objective
Perform a character using
vocal and physical skills*

*Y9 - Skill Objective
Use theatrical devices to
enhance your work*

*Y9 - Skill Objective
Devise your own work
from stimulus*

Y9 - Knowledge Objective
Adapting a text for performance

Y9 - Knowledge Objective
Characterisation techniques, theatrical
devices & types of stimulus

Y9 - Knowledge Objective
Current and historical prejudice &
discrimination.

Keystage 3 – Year 9

*Y8 - Skill Objective
Perform a character using
vocal and physical skills*

*Y8 - Skill Objective
Use theatrical devices to
enhance your work*

*Y8 - Skill Objective
Devise your own work
from stimulus*

*Y8 - Skill Objective
Perform using a
script*

Y8 - Knowledge Objective
Adapting a text for performance

*Y8 - Skill Objective
Evaluate the work of others*

Keystage 3 – Year 8

*Y7 - Skill Objective
Evaluate the work of others*

Y8 - Knowledge Objective
Characterisation techniques, theatrical
devices & types of stimulus

Y8 - Knowledge Objective
Greek Theatre, Commedia
Del'Arte and Melodrama

*Y7 - Skill Objective
Perform using a script*

*Y7 - Skill Objective
Perform a character using
vocal and physical skills*

*Y7 - Skill Objective
Use theatrical devices to
enhance your work*

*Y7 - Skill Objective
Devise your own work
from stimulus*

Keystage 3 – Year 7

Y7 - Knowledge Objective
Adapting a text for performance

Y7 - Knowledge Objective
The folk tradition and
morality plays

Y7 - Knowledge Objective
Characterisation techniques, theatrical
devices & types of stimulus

Keystage 3 Year 7, 8 & 9

KS3 Assessment Map 2021/2

Year 7	<p>Term: 1 & 2 Title: Fairy Tales (Cinders Script) Employability Skill: 8 6 5 9 1 2 3 4 Key Words: Stimulus, improvisation, freeze-Frame, thought-tracking, mime, split-scene, narration, volume, pause, emphasis, tone, pitch, pace, clarity, projection, posture, stance, gesture, space, body language, gait, levels, facial expressions. Links to GCSE: Component 2: Devising Drama</p>	<p>Term: 3 & 4 Title: Winchester Mansion (Haunted Script) Employability Skill: 8 6 5 9 1 2 3 4 Key Words: Atmosphere, tension, emotion, stimulus, improvisation, freeze-frame, thought-tracking, mime, split-scene, soundscape, volume, pause, emphasis, tone, pitch, pace, clarity, projection, repetition, choral speak, whisper, shout, posture, stance, gesture, space, body language, canon, mirroring, gait, levels, facial expressions, Links to GCSE: Component 2: Devising Drama Component 3: Scripted Performance</p>	<p>Term: 5 & 6 Title: The Terrible Fate of Humpty Dumpty Employability Skill: 6 5 9 1 2 3 4 Key Words: Interpretation, dialogue, analyse, evaluate, intentions, character, emotion, communicate, staging, volume, pause, emphasis, tone, pitch, pace, clarity, projection, posture, stance, gesture, space, body language, gait, levels, facial expressions, status, tension. Links to GCSE: Component 1 Section 2: Evaluating a play text Component 3: Scripted Performance</p>
What powerful knowledge/skills are being assessed?	<ul style="list-style-type: none"> • Creating a story from a stimulus. • Theatrical devices: freeze-frame, thought-tracking, mime, split-scene, narration. • Vocal skills: volume, pause, emphasis, tone, pitch, pace, projection, and clarity. • Physical skills: posture, stance, gesture, space, body language, gait, levels, facial expressions. • How to reflect on your own work and evaluate the work of others. • Groupwork and confidence. 	<ul style="list-style-type: none"> • Creating a story from a stimulus. • Creating atmosphere, tension, and emotion. (states of tension) • Theatrical devices: freeze-Frame, thought-tracking, mime, split-scene, soundscape. • Vocal skills: volume, pause, emphasis, tone, pitch, pace, projection, and clarity repetition, choral speak, whisper, shout. • Physical skills: posture, stance, gesture, space, body language, cannon, mirroring, gait, levels, facial expressions. • How to reflect on your own work and evaluate the work of others. 	<ul style="list-style-type: none"> • Evaluating the characters and writers' intentions • How to break down and analyse the dialogue and character in a script. • Interpreting and performing extracts from a script. • Developing performance skills: Vocal and physical skills introduced during terms 1-4. Can they now put these into a character successfully? • How to reflect on your own work and evaluate the work of others. • Types of staging
How (type of assessment)?	Low stakes retrieval each lesson through do it now task. Formative assessment through constant verbal feedback. Self-assessment during rehearsals with teacher prompting. Peer-assessment after performances. Summative teacher assessment of a scripted performance at the end term 2, 4 and 6.		
When?	End of term 2 summative assessment.	End of term 4 summative assessment.	End of term 6 summative assessment.
What feedback is given?	After the assessment all students will write in their progress/do it now booklet a strength they demonstrated and one development targets (next step). Teacher will refer to the 'Next Steps' list and assessment grid when assessing.		
What actions must take place for teachers?	Teacher should analyse the development targets of each class and ensure ways of developing these are then incorporated into the next terms planning.		
What actions must take place for students?	Students should respond to verbal feedback immediately during rehearsal. After performances, the feedback given should be acted on and progress evident in their next lesson. After end of term assessment, students should work on their next step targets the following term. There should be an improvement of these by the next assessment.		
When is this revisited?	The following lesson/term, and through KS3.		

KS3 Assessment Map 2021/2

Year 8	<p>Term: 1 & 2 Title: Charlie and the Chocolate Factory (Script) Employability Skill: 8 6 5 9 1 2 3 4 Key Words: Stimulus, improvisation, freeze-Frame, thought-tracking, mime, split-scene, soundscape, volume, pause, emphasis, tone, pitch, pace, clarity, projection, posture, stance, gesture, space, body language, gait, levels, facial expressions. Links to GCSE: Component 2: Devising Drama</p>	<p>Term: 3 & 4 Title: Theatre Through Time (P&T) Employability Skill: 8 6 5 9 1 2 3 4 Key Words: Greek Theatre, Commedia Dell'Arte, Elizabethan and Jacobean (Shakespeare) Victorian Melodrama, Naturalism, Political Theatre, Epic, Political Theatre, Theatre of the Absurd, Kitchen Sink drama. Links to GCSE: Component 2: Practitioners and Style when devising drama</p>	<p>Term: 5 & 6 Title: Our Day Out Employability Skill: 6 5 9 1 2 3 4 Key Words: Interpretation, dialogue, analyse, evaluate, intentions, character, emotion, communicate, staging, volume, pause, emphasis, tone, pitch, pace, clarity, projection, posture, stance, gesture, space, body language, gait, levels, facial expressions, status, tension. Links to GCSE: Component 1 Section 2: Evaluating a play text Component 3: Scripted Performance</p>
What powerful knowledge/skills are being assessed?	<ul style="list-style-type: none"> • Creating a story from a stimulus. • Theatrical devices: freeze-frame, thought-tracking, mime, split-scene, soundscape. • Vocal skills: volume, pause, emphasis, tone, pitch, pace, projection, and clarity. • Physical skills: posture, stance, gesture, space, body language, gait, levels, facial expressions. • How to reflect on your own work and evaluate the work of others. 	<ul style="list-style-type: none"> • The ability to perform in different styles. • An understanding of the history of theatre. • Types of staging. 	<ul style="list-style-type: none"> • Evaluating the characters and writers' intentions • How to break down and analyse the dialogue and character in a script. • Interpreting and performing extracts from a script. • Developing performance skills: Vocal and physical. • How to reflect on your own work and evaluate the work of others. • Types of staging (showing status & tension)
How (type of assessment)?	Low stakes retrieval each lesson through do it now task. Formative assessment through constant verbal feedback. Self-assessment during rehearsals with teacher prompting. Peer-assessment after performances. Summative teacher assessment of a scripted performance at the end term 2, 4 and 6.		
When?	End of term 2 summative assessment.	End of term 4 summative assessment.	End of term 6 summative assessment.
What feedback is given?	After the assessment all students will write in their progress/do it now booklet a strength they demonstrated and one development targets (next step). Teacher will refer to the 'Next Steps' list and assessment grid when assessing.		
What actions must take place for teachers?	Teacher should analyse the development targets of each class and ensure ways of developing these are then incorporated into the next terms planning.		
What actions must take place for students?	Students should respond to verbal feedback immediately during rehearsal. After performances, the feedback given should be acted on and progress evident in their next lesson. After end of term assessment, students should work on their next step targets the following term. There should be an improvement of these by the next assessment.		
When is this revisited?	The following lesson/term, and through KS3.		

KS3 Assessment Map 2021/2

Year 9	<p>Term: 1 & 2 Title: Devising from stimulus (The Crucible) (Macbeth Witches) (Coraline) Employability Skill: 8 6 5 9 1 2 3 4 Key Words: Stimulus, improvisation, freeze-Frame, thought-tracking, mime, split-scene, soundscape, volume, pause, emphasis, tone, pitch, pace, clarity, projection, posture, stance, gesture, space, body language, gait, levels, facial expressions. Links to GCSE: Component 2: Devising Drama</p>	<p>Term: 3 & 4 Title: Working from a script Employability Skill: 8 6 5 9 1 2 3 4 Key Words: Atmosphere, tension, emotion, stimulus, freeze-frame, thought-tracking, mime, soundscape, volume, pause, emphasis, tone, pitch, pace, clarity, projection, repetition, choral speak, whisper, shout, posture, stance, gesture, space, body language, canon, mirroring, gait, levels, facial expressions, design. Links to GCSE: Component 2: Creativity when devising Component 3: Scripted Performance</p>	<p>Term: 5 & 6 Title: Missing Dan Nolan Employability Skill: 8 6 5 9 1 2 3 4 Key Words: Stimulus, improvisation, still-image, direct address, split-scene, cross-cutting, volume, pause, emphasis, tone, pitch, pace, clarity, projection, whisper, shout, posture, stance, gesture, space, body language, gait, levels, facial expressions. Links to GCSE: Component 1 Section 2: Evaluating a play text Component 2: Devising Drama Component 3: Scripted Performance</p>
What powerful knowledge/skills are being assessed?	<ul style="list-style-type: none"> • Creating a story from a stimulus. • Theatrical devices: freeze-frame, thought-tracking, mime, split-scene, soundscape. • Vocal skills: volume, pause, emphasis, tone, pitch, pace, projection, and clarity. • Physical skills: posture, stance, gesture, space, body language, gait, levels, facial expressions. How to reflect on your own work and evaluate the work of others. 	<ul style="list-style-type: none"> • Evaluating the characters and writers' intentions • How to break down and analyse the dialogue and character in a script. • Interpreting and performing scripts. • Developing performance skills: Vocal and physical skills. • Creativity: Adding theatrical devises. • How to reflect on your own work and evaluate the work of others. 	<ul style="list-style-type: none"> • Evaluating the characters and writers' intentions • How to break down and analyse the dialogue and character in a script. • Interpreting and performing extracts from a script. • Developing performance skills: Vocal and physical. • How to reflect on your own work and evaluate the work of others. Types of staging (showing status & tension)
How (type of assessment)?	Low stakes retrieval each lesson through do it now task. Formative assessment through constant verbal feedback. Self-assessment during rehearsals with teacher prompting. Peer-assessment after performances. Summative teacher assessment of a scripted performance at the end term 2, 4 and 6.		
When?	End of term 2 summative assessment.	End of term 4 summative assessment.	End of term 6 summative assessment.
What feedback is given?	After the assessment all students will write in their progress/do it now booklet a strength they demonstrated and one development targets (next step). Teacher will refer to the 'Next Steps' list and assessment grid when assessing.		
What actions must take place for teachers?	Teacher should analyse the development targets of each class and ensure ways of developing these are then incorporated into the next terms planning.		
What actions must take place for students?	Students should respond to verbal feedback immediately during rehearsal. After performances, the feedback given should be acted on and progress evident in their next lesson. After end of term assessment, students should work on their next step targets the following term. There should be an improvement of these by the next assessment.		
When is this revisited?	The following lesson/term, and through KS3.		

KS3 Assessment Map 2021/2

Year 10 Fri 19 Nov Data Drop	Term 1 & 2: Mock Assessment Component 2 (Devising)	Term 3 & 4: Actual Assessment Component 2 (Devising)	Term 5 & Term 6: Component 1 Section B (Blood Brothers)
What powerful knowledge is being assessed?	<ul style="list-style-type: none"> Take part in workshops that introduce practitioners relevant to supporting your work. Theatrical devices Rehearsal/development techniques Performance skills 	<ul style="list-style-type: none"> Take part in further workshops that introduce practitioners relevant to supporting your work. Theatrical devices Rehearsal/development techniques Performance skills 	<ul style="list-style-type: none"> Historical and cultural context. The importance of design to support the story. Characters and character relationships. The meaning of stage directions. The meaning of the lyrics.
How (type of assessment)?	<ul style="list-style-type: none"> Perform you devised piece. Include theatrical devices and a range of performance skills. Complete Written Devising Log Part 1 (250) Complete Written Devising Log Part 2 (250 Words) Complete Written Devising Log Part 3 (250 Words) 	<ul style="list-style-type: none"> Create and develop a devised performance from stimulus. Perform you devised piece. Include theatrical devices and a range of performance skills. Complete Written Devising Log Part 1 (500) Complete Written Devising Log Part 2 (500 Words) Complete Written Devising Log Part 3 (500 Words) 	<ul style="list-style-type: none"> Mock written exam (C1 Section B)
When?	End of Term 2	End of Term 4	End Term 6
What feedback is given?	Written feedback with next step targets to improve. This is for the performance and the log mock.	Written feedback with next step targets to improve. This is for the log mock. The performance targets will be used to inform and future performances such as component 3.	Written feedback on exam paper and verbal summary on lesson.
What actions must take place for teachers?	Teacher should address the skills that were not displayed in the performance and give next steps for improvement on the log.	Teacher should address the skills that were not displayed in the performance and give next steps for improvement on the log.	Re-visit Blood Brothers in Year 11 with a focus on the content/questions that scored the least in the mock.
What actions must take place for students ?	Students will read the comments and use this to inform their development in rehearsals in terms 3 & 4.	Students will read the comments on their performance and this will inform their development moving forward but the log next steps will need to be actions until the log is at the best the students can achieve.	Students should read the feed back and re-draft their answers. They will take part in lessons in Year 11 where they re-visit Blood Brothers.
When is this revisited?	Term 3 & 4	Terms 5 & 6 of Year 10 and Terms 1 & 2 of Year 11 (Students will continue to develop their log until it is in line with their indicator grade) The performance can not be repeated.	Year 11. An hour a week through Year 11.

KS3 Assessment Map 2021/2

Year 11 Fri 19 Nov Data Drop	Term 1 & 2: Developing understanding from Year 10 All components	Term 3: Component 3 Assessment (Texts in Practice)	Term 4: Component 1 Preparation and Assessment (Written Exam) Re-cap and Re-visit
What powerful knowledge is being assessed?	<ul style="list-style-type: none"> • Skills required for script work for component 3 (One hour a week) • How to respond to Blood Brothers questions for Component 1 Section B (One hour a week) • How to analyse and evaluate a performance for Component 1 Section C (One hour a week) • How to develop your logbook for component 2 (This will be homework) 	<ul style="list-style-type: none"> • Rehearsal Skills • How to use the stage direction to bring the script to life. • How to analyse a script to interpret a character. 	<ul style="list-style-type: none"> • Theatrical terms and design roles • Blood Brothers character relationships • Skills in live performance evaluation
How (type of assessment)?	Low stakes retrieval each lesson through do it now task. Self-assessment during rehearsals with teacher prompting. Verbal Teacher/Peer-assessment after performances.	Low stakes retrieval each lesson through do it now task. Self-assessment during rehearsals with teacher prompting. Verbal Teacher/Peer-assessment after performances. Then final GCSE performance exam.	Low stakes retrieval each lesson through do it now task. Walk and talk mocks in preparation. Then the final GCSE written exam.
When?	Two times a term	Throughout the term then end of term 3	Throughout the term then end of term 4
What feedback is given?	Written feedback in books. Written feedback on their logs	Teacher feedback in books one week before the exam.	Written feedback with next steps.
What actions must take place for teachers?	Teacher should address the skills that were not displayed in lessons and give next steps for improvement on the log.	Teacher should address the skills that were not displayed in the mock performance.	Focus on the content/questions that scored the least in the mock.
What actions must take place for students ?	Students will read the comments and use this to inform their development.	Students will read the comments on their mock performance and this will inform their development moving forward.	Students should read the feedback and re-draft their answers.
When is this revisited?	Term 4	No need to re-visit as this component will be complete.	No need to re-visit as this component will be complete.

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
7	1&2	Fairy Tales: An introduction to key skills in Drama with a focus on how theatrical devices can develop your work.	The folk tradition and morality play; and theatrical devices.	<i>Devise your own work from stimulus</i> <i>Use theatrical devices to enhance your work</i> <i>Perform a character using vocal and physical skills</i> <i>Perform using a script</i> <i>Evaluate the work of others</i>
	3&4	Winchester Mansion: Developing characterisation skills in Drama.	Characterisation techniques, theatrical devices & using different types of stimuli	<i>Devise your own work from stimulus</i> <i>Use theatrical devices to enhance your work</i> <i>Perform a character using vocal and physical skills</i> <i>Perform using a script</i> <i>Evaluate the work of others</i>
	5&6	The Terrible Fate of Humpty Dumpty: A focus on working from a script.	Adapting a text for performance. How stage directions can support your work.	<i>Use theatrical devices to enhance your work</i> <i>Perform a character using vocal and physical skills</i> <i>Perform using a script</i> <i>Evaluate the work of others</i>

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
8	1&2	Charlie and the Chocolate Factory: A re-cap to key skills in Drama with a focus on how theatrical devices can develop your work.	Characterisation techniques, theatrical devices & using types of stimuli.	<i>Devise your own work from stimulus</i> <i>Use theatrical devices to enhance your work</i> <i>Perform a character using vocal and physical skills</i> <i>Perform using a script</i>

				<i>Evaluate the work of others</i>
	3&4	Theatre Through Time: The History of Theatre	Greek Theatre, Commedia Del'Arte and Melodrama; and theatrical devices.	<i>Devise your own work from stimulus</i> <i>Use theatrical devices to enhance your work</i> <i>Perform a character using vocal and physical skills</i> <i>Perform using a script</i> <i>Evaluate the work of others</i>
	5&6	Our Day Out: A focus on working from a script.	Adapting a text for performance. How stage directions can support your work.	<i>Use theatrical devices to enhance your work</i> <i>Perform a character using vocal and physical skills</i> <i>Perform using a script</i> <i>Evaluate the work of others</i>

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
9	1&2	Devising from stimulus: Inspired by The Crucible and Macbeth with a focus on how theatrical devices can develop your work.	Current and historical prejudice & discrimination; and theatrical devices.	<i>Devise your own work from stimulus</i> <i>Use theatrical devices to enhance your work</i> <i>Perform a character using vocal and physical skills</i> <i>Perform using a script</i> <i>Evaluate the work of others</i>
	3&4	Building characters: Working from a script to show relationships and emotions of characters, guided by stage directions and character objectives.	About the practitioner Stanislavski and his methods. Adapting a text for performance. How stage directions can support your work.	<i>Devise your own work from stimulus</i> <i>Use theatrical devices to enhance your work</i> <i>Perform a character using vocal and physical skills</i> <i>Perform using a script</i>

				<i>Evaluate the work of others</i>
	5&6	Missing Dan Nolan: A focus on working from a script.	Adapting a text for performance. How stage directions can support your work.	<i>Use theatrical devices to enhance your work</i> <i>Perform a character using vocal and physical skills</i> <i>Perform using a script</i> <i>Evaluate the work of others</i>