



## Drama Curriculum Overview Plan 2025-26



### Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

### Key stage 3/4 subject curriculum intent

1. Creating – Through creative rehearsals students explore topics in both devising and script work.
2. Performing – Boost confidence through characterisation in performances. Improve collaborative skills by working together. Develop leadership skills through directing others. Demonstrate sympathy and empathy.
3. Evaluating – Respond to each other’s performances and practice self-reflection to improve analytical and evaluative skills. Gain an understanding and appreciation for Drama in other cultures.

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Topic</b>	<b>Narnia</b>		<b>Chicken! By Mark Wheeler</b>		<b>Theatre History</b>	
	<b>Core knowledge from this topic</b>	<ul style="list-style-type: none"> <li>• Students will learn about physical and vocal skills that we are able to use in performance to create character.</li> <li>• They will learn how to use still image to communicate key moments of a story.</li> <li>• They will experiment with physical theatre as a tool to aid storytelling and imagery in performance.</li> <li>• Students will learn the areas of the stage and be able to use these terms when making decisions about blocking a script.</li> <li>• Students will use the technique of slow motion to create tension and atmosphere.</li> <li>• They will take part in small group and whole class performances.</li> <li>• Students will learn how to be a supportive audience, giving their full attention to performers.</li> <li>• Students will learn how to approach and perform sections of scripted dialogue.</li> </ul>		<ul style="list-style-type: none"> <li>• Students will learn that Chicken! Is written in the style of Theatre in Education (T.I.E)</li> <li>• Students will learn what a target audience is, and will start to consider how they can meet the needs of a target audience in performance.</li> <li>• Student will explore the story of Chicken, and consider how they could be affected by peer pressure or 'dare' culture.</li> <li>• Students will learn how to read a script to gain clues about a character.</li> <li>• Students will revisit their knowledge of physical and vocal skills and apply these to scripted and improvised scenes.</li> <li>• Students will learn how to multi-role in performance. They will consider why this is particularly important in T.I.E productions.</li> <li>• Students will learn why exaggeration is important when creating characters for a younger audience.</li> <li>• Students will experiment with using different dramatic devices to stage 'the accident' scene, and will evaluate the successes of each.</li> <li>• Students will learn the technique of Greek Chorus and apply it to their work.</li> <li>• Students will learn who Frantic Assembly Theatre Company are, and will experiment with their technique of round-by-through.</li> </ul>		<ul style="list-style-type: none"> <li>• Students will learn that theatre started in Ancient Greece as a way to please the Gods. Students will be given the opportunity to devise their own modern Greek Tragedy. Students will learn the technique of Greek Choral speaking and movement.</li> <li>• Students will explore the Medieval period in England. They will learn how theatre developed as a way for the church to get citizens to understand bible stories. Students will experiment with how to tell stories when there is a language barrier.</li> <li>• Students will explore the Italian movement of Commedia Dell'Arte. They will learn how to perform two of the main character archetypes. Students will explore links between these character archetypes and modern-day characters in film and TV.</li> <li>• Students will explore Elizabethan Theatre. They will perform an extract of Romeo and Juliet as a whole class performance.</li> </ul>	
	<b>Links to the national curriculum</b>	Each unit of work aims to meet the following criteria from the English national curriculum. Students are expected to: <ul style="list-style-type: none"> <li>• Engage with a variety of literary texts</li> <li>• Explore dramatic elements such as character development, plot, and themes.</li> <li>• Perform, stage, and adapt scenes from plays</li> <li>• Participate in activities that promote effective communication, such as engaging in group discussions, and delivering presentations</li> <li>• Develop clarity of expression and confidence</li> <li>• Develop speaking skills including articulation, fluency, and the ability to structure and deliver coherent spoken language</li> <li>• Develop the ability to listen actively and respond to others</li> <li>• Develop the ability to understand different viewpoints</li> </ul>					
<b>Previous content that this topic builds upon</b>				Students will continue to build on and develop their physical and vocal acting skills. Students will revisit blocking a script and the use of stage space from term 1.		"Chicken!" establishes a foundational understanding of Theatre in Education (T.I.E) and the importance of tailoring performances to specific audiences, which prepares students for exploring different historical	



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					contexts and purposes of theatre. By learning to analyse social issues and incorporate dramatic techniques, students are well-equipped to delve into the origins and evolution of theatre from Ancient Greece to the Elizabethan era in the Summer term.		
	<b>Key vocabulary</b>	Facial Expressions, Movement, Posture, Interaction, Gesture, Volume, Tone, Accent, Pace, Pitch, Emphasis, Still Image, Tableaux, Physical Theatre, Centre Stage, Stage Left, Stage Right, Upstage, Downstage, Blocking, Slow Motion.	Theatre in Education (T.I.E), Target Audience, Peer Pressure, Dare Culture, Script, Character, Physical Skills, Vocal Skills, Scripted Scenes, Improvised Scenes, Multi-Role, Exaggeration, Dramatic Devices, Greek Chorus, Frantic Assembly Theatre Company, Round-by-Through		Ancient Greece, Greek Tragedy, Greek Choral Speaking, Greek Choral Movement, Medieval Period, England, Theatre Development, Church, Bible Stories, Language Barrier, Italian Movement, Commedia Dell'Arte, Character Archetypes, Modern-day Characters, Film, TV, Elizabethan Theatre, Romeo and Juliet, Whole Class Performance		
	<b>Development of cultural capital</b>	<ul style="list-style-type: none"> <li>→ Students will gain an understanding of the novel the Lion, the Witch, and the Wardrobe by C.S Lewis.</li> <li>→ Students will learn how to speak fluently, and perform with confidence to an audience. They will start to learn how to communicate ideas clearly.</li> <li>→ Students will learn how to be good audience members. They will learn active listening skills and how to show respect to performers.</li> <li>→ Students will learn how to work successfully and respectfully with others in their peer group.</li> </ul>	<ul style="list-style-type: none"> <li>→ Introduce students to Theatre in Education (T.I.E), broadening their understanding of theatre as a medium for social education and engagement.</li> <li>→ Engage students with the concept of target audiences, fostering an awareness of different perspectives and the importance of tailoring performances to meet diverse needs.</li> <li>→ Explore themes of peer pressure and dare culture through the story of "Chicken", encouraging students to reflect on and discuss these social issues.</li> <li>→ Familiarise students with the work of Frantic Assembly Theatre Company and their innovative techniques, expanding their knowledge of contemporary theatre practices and collaboration.</li> </ul>		<ul style="list-style-type: none"> <li>→ Provide insight into the origins of theatre in Ancient Greece and its cultural significance in pleasing the Gods, fostering an appreciation for the historical roots of theatrical traditions.</li> <li>→ Explore the role of theatre in the Medieval period in England as a tool for the church to educate citizens about Bible stories, highlighting the intersection of religion and performance in historical contexts.</li> <li>→ Introduce students to Commedia Dell'Arte and its character archetypes, drawing connections between historical and modern-day characters in film and TV to enhance their understanding of cultural continuity and evolution.</li> <li>→ Engage students with Elizabethan Theatre through the performance of "Romeo and Juliet", promoting an appreciation for classic literature and its enduring impact on contemporary theatre and culture.</li> </ul>		
	<b>Development of reading</b>	<ul style="list-style-type: none"> <li>★ Two scripted extracts from The Lion, the Witch and the Wardrobe (play version).</li> <li>★</li> </ul>	<ul style="list-style-type: none"> <li>★ Reading through the play 'Chicken!'</li> <li>★ Reading articles on peer pressure and dare culture.</li> </ul>		<ul style="list-style-type: none"> <li>★ Reading of Shakespearean extracts</li> <li>★ Reading theatre history contextual information as guided reading activities.</li> </ul>		
	<b>Concepts – what will students be able to do at the end of the topic</b>	<ul style="list-style-type: none"> <li>• Students will be able to work successfully in small and large groups.</li> <li>• Students will be able to perform a character in front of an audience.</li> <li>• Students will be able to experiment with physical and vocal acting skills.</li> <li>• Students will be able to use active listening skills to be a supportive audience member.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and apply the principles of Theatre in Education (T.I.E) to create performances that educate and engage.</li> <li>• Identify and consider the needs of a target audience, tailoring their performances to effectively communicate messages to different groups.</li> <li>• Analyse and reflect on the impacts of peer pressure and dare culture, using drama to explore and express these social issues.</li> <li>• Experiment with and incorporate Frantic Assembly's round-by-through technique and other innovative dramatic devices in their performances.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the origins and cultural significance of theatre in Ancient Greece and devise a modern Greek Tragedy incorporating Greek Choral speaking and movement techniques.</li> <li>• Explain the development of Medieval theatre in England and demonstrate ways to convey stories when facing language barriers.</li> <li>• Perform character archetypes from Commedia Dell'Arte and identify their connections to modern-day characters in film and TV.</li> <li>• Perform an extract from "Romeo and Juliet" as a whole class, demonstrating an understanding of Elizabethan Theatre and its historical context.</li> </ul>		
<b>Year Group</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 8</b>	<b>Topic</b>	<b>Blood Brothers by Willy Russell</b>		<b>Physical Theatre</b>		<b>Devising Theatre – Social Media</b>	



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<p><b>Core knowledge from this topic</b></p>	<ul style="list-style-type: none"> <li>Plot and Themes: Understanding the main storyline of "Blood Brothers," including key themes such as class division, fate vs. free will, and the impact of upbringing on life outcomes.</li> <li>Character Analysis: In-depth study of the main characters, including their motivations, relationships, and development throughout the play.</li> <li>Social and Historical Context: Knowledge of the social and historical backdrop of the play, focusing on Liverpool in the 1960s-1980s, and how this context influences the narrative.</li> <li>Dramatic Techniques: Exploration of the dramatic techniques used by Willy Russell, such as the use of a narrator, symbolism, and dramatic irony.</li> <li>Performance Skills: Development of performance skills through practical activities, including voice, movement, and characterisation exercises based on scenes from the play.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and applying the technique of body propping to create dynamic and supportive physical structures in performance.</li> <li>Exploring the use of physical theatre for comedy, including timing, exaggerated movements, and physical gags.</li> <li>Learning the principles and techniques of using trestle masks to convey character and emotion without dialogue.</li> <li>Developing basic stage combat skills, focusing on safety, choreography, and the illusion of physical conflict.</li> <li>Incorporating physicality into performances to enhance storytelling, characterisation, and audience engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the basic principles and techniques of devising original theatre, including brainstorming, improvisation, and collaboration.</li> <li>Exploring the positive and negative impacts of social media on young people, using real-life examples and personal experiences.</li> <li>Learning how to develop characters and narratives that reflect the complexities and nuances of social media interactions.</li> <li>Practising reflective writing and journaling to document the devising process, articulate creative choices, and evaluate personal and group progress.</li> <li>Preparing for GCSE drama by developing skills in analysis, self-reflection, and the ability to articulate the creative process and outcomes.</li> </ul>
<p><b>Links to the national curriculum</b></p>	<p>Each unit of work aims to meet the following criteria from the English national curriculum. Students are expected to:</p> <ul style="list-style-type: none"> <li>Engage with a variety of literary texts</li> <li>Explore dramatic elements such as character development, plot, and themes.</li> <li>Perform, stage, and adapt scenes from plays</li> <li>Participate in activities that promote effective communication, such as engaging in group discussions, and delivering presentations</li> <li>Develop clarity of expression and confidence</li> <li>Develop speaking skills including articulation, fluency, and the ability to structure and deliver coherent spoken language</li> <li>Develop the ability to listen actively and respond to others</li> <li>Develop the ability to understand different viewpoints.</li> </ul>		
<p><b>Previous content that this topic builds upon</b></p>	<p>The "Blood Brothers" unit builds upon the previous theatre history unit by applying students' understanding of different historical periods and social contexts to the setting and background of "Blood Brothers," while also delving deeper into the analysis of complex, modern characters. Additionally, students enhance their thematic exploration and dramatic technique skills, transitioning from historical plays to contemporary themes like class and fate, and refining their performance skills through practical activities that incorporate modern techniques such as narration and symbolism.</p>	<p>The Year 8 Physical Theatre unit builds on the foundational skills and concepts developed in previous units, such as "Chicken!" and "Blood Brothers." In "Chicken!", students explored physical and vocal skills to bring characters to life and convey social issues, while "Blood Brothers" deepened their understanding of character development, staging, and the socio-economic context of the play. The Physical Theatre unit enhances these skills by introducing body propping, physical comedy, trestle masks, and stage combat, allowing students to further their ability to tell compelling stories through movement and physicality. This progression ensures that students can effectively use their bodies as instruments of expression, enriching their performances and broadening their understanding of various theatrical techniques.</p>	<p>The Devising unit on the impacts of social media builds on the foundational skills developed in previous units such as "Chicken!", "Blood Brothers", and Physical Theatre. In these units, students have explored character development, social themes, physicality, and various theatrical techniques. The skills of analysing social issues and using physicality to convey narratives are further enhanced as students now devise original content. Reflective writing and journaling, introduced in this unit, build on their analytical skills developed in the "Blood Brothers" unit, preparing them for the evaluative aspects of GCSE drama. This progression ensures students are well-equipped to create meaningful, original theatre while critically engaging with contemporary issues.</p>



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	<b>Key vocabulary</b>	narrator, symbolism, social class, fate, superstition, class division, dramatic irony, characterisation, monologue, dialogue, setting, context, motifs, themes, plot, protagonist, antagonist, tension, conflict, resolution, empathy, abandon, adoption, inequality, inferior, masculinity, superstition, welfare	Body Propping, Physical Theatre, Comedy, Timing, Exaggerated Movements, Physical Gags, Trestle Masks, Characterisation, Emotion, Dialogue, Stage Combat, Safety, Choreography, Physical Conflict, Physicality, Storytelling, Audience Engagement	Hot Seating, Thought Tracking, Role on the Wall, Forum Theatre, Marking the Moment, Physical Theatre, Abstract, Ensemble, Verbatim Theatre, Devised Piece, Workshopping, Freeze Frames, Storyboarding, Monologue, Dialogue, Scene Structure, Character Arc, Improvisational Techniques, Direct Address, Symbolism, Social Media, Positive Impacts, Negative Impacts, Reflective Writing, Journaling, Creative Process, Artistic Choices			
	<b>Development of cultural capital</b>	<ul style="list-style-type: none"> <li>→ Introduce students to the socio-economic and historical context of 1960s and 1980s Liverpool, deepening their understanding of class differences and economic hardship.</li> <li>→ Explore themes of nature vs. nurture, identity, and fate through the characters and narrative of "Blood Brothers", encouraging students to reflect on these social issues.</li> <li>→ Examine the impact of family, environment, and upbringing on individuals' lives, promoting empathy and awareness of diverse life experiences.</li> <li>→ Engage with the musical elements of "Blood Brothers", appreciating the role of music in storytelling and its influence on audience emotions and perceptions.</li> </ul>	<ul style="list-style-type: none"> <li>→ Introduce students to the historical and cultural origins of physical theatre, including its roots in mime, clowning, and commedia dell'arte.</li> <li>→ Develop an appreciation for the artistic and technical skills involved in physical comedy and stage combat, recognising their influence on modern performance art.</li> <li>→ Foster an understanding of non-verbal communication and its power to convey complex emotions and narratives across different cultures.</li> <li>→ Encourage exploration of diverse theatrical traditions and practices, broadening students' perspectives on global theatre and performance styles.</li> </ul>	<ul style="list-style-type: none"> <li>→ Develop resilience by collaboratively creating and refining original theatre pieces, navigating challenges, and adapting to feedback throughout the devising process.</li> <li>→ Increase awareness of the multifaceted impacts of social media, both positive and negative, fostering critical thinking and informed perspectives on contemporary issues.</li> <li>→ Enhance empathy and understanding by portraying diverse experiences and perspectives related to social media, promoting social and emotional learning.</li> <li>→ Strengthen reflective practices through journaling and evaluative writing, encouraging self-awareness and personal growth as students articulate their creative journey and its relevance to real-world issues.</li> </ul>			
	<b>Development of reading</b>	<ul style="list-style-type: none"> <li>• Reading through the 'Blood Brothers' script.</li> <li>• Reading articles from the 80s in Liverpool.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading theatre history extracts outlining the origins of physical theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Research Articles: Analyse studies on social media's impact.</li> <li>• Literature: Read stories about social media experiences.</li> </ul>			
	<b>Concepts – what will students be able to do at the end of the topic</b>	<ul style="list-style-type: none"> <li>• Analyse the plot, structure, characters, and themes of "Blood Brothers," demonstrating an understanding of its socio-economic and historical context.</li> <li>• Take on the role of a theatre director, staging extracts from the text with clear artistic intentions, utilising theatrical elements effectively.</li> <li>• Develop, perform, and sustain believable characters, employing skills such as spatial awareness, transitions, atmosphere, and blocking.</li> <li>• Present an extract of "Blood Brothers" for assessment, demonstrating the ability to analyse and evaluate the performance, and understanding the impact of the play's setting, themes, and context on its overall production.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively use body propping techniques to create dynamic and supportive structures in their performances.</li> <li>• Perform physical comedy routines, incorporating timing, exaggerated movements, and physical gags.</li> <li>• Use trestle masks to convey character and emotion without relying on dialogue.</li> <li>• Choreograph and safely execute basic stage combat sequences, creating the illusion of physical conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and present an original devised theatre piece that explores the impacts of social media on young people, demonstrating understanding of character development and narrative structure.</li> <li>• Utilise reflective writing and journaling to document the creative process, articulate artistic choices, and evaluate the effectiveness of their performance.</li> <li>• Analyse and discuss the positive and negative effects of social media, developing informed perspectives and critical thinking skills.</li> <li>• Apply devising techniques such as hot seating, thought tracking, and role on the wall to deepen characterisation and enhance the thematic exploration of social media impacts.</li> </ul>			
<b>Year Group</b>		<b>Autumn 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 9</b>	<b>Topic</b>	<b>Theatre Practitioners</b>		<b>'Teachers'</b>		<b>Devising – The Price of Fame</b>	



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<p><b>Core knowledge from this topic</b></p>	<ul style="list-style-type: none"> <li>• Study and analyse the pioneering techniques of Konstantin Stanislavski, focusing on realistic acting, emotional truth, and the Method of Physical Actions.</li> <li>• Explore the epic theatre techniques of Bertolt Brecht, including Verfremdungseffekt (alienation effect) and non-linear narratives, to provoke critical thought and social commentary.</li> <li>• Investigate the avant-garde art movement of Dada, understanding its influence on performance art through absurdity, spontaneity, and anti-establishment themes.</li> <li>• Examine the physical theatre techniques of Frantic Assembly, particularly their use of ensemble movement, choreography, and collaborative creation processes.</li> <li>• Engage with Augusto Boal's Theatre of the Oppressed, learning about forum theatre, image theatre, and how theatre can be used as a tool for social and political change.</li> </ul>	<ul style="list-style-type: none"> <li>• Play Analysis: Understand and analyse the structure, characters, and themes of "Teechers" by John Godber, focusing on their exploration of social issues and comedic elements.</li> <li>• Character Development: Examine the use of multi-roling and ensemble acting in the play to portray various characters and perspectives, enhancing students' ability to adapt to different roles.</li> <li>• Comedic Techniques: Study the comedic styles and techniques used in "Teechers" including physical comedy, satire, and character-driven humour.</li> <li>• Technical Skills: Learn to operate lighting and sound equipment, understanding how to use these technologies to enhance the mood, atmosphere, and overall effectiveness of the performance.</li> <li>• Performance Integration: Integrate technical elements with performance to create cohesive and engaging presentations of "Teechers" ensuring that lighting and sound support the narrative and thematic elements of the plays.</li> </ul>	<ul style="list-style-type: none"> <li>• Devising Drama: Develop original theatre pieces that explore themes related to celebrity culture and the impact of paparazzi, drawing on real-life examples of celebrities such as Princess Diana and Michael Jackson.</li> <li>• Exploring Absurdist Theatre: Apply absurdist theatre techniques to create a nightmare scene for the celebrity protagonist, using elements of the absurd to reflect the chaos and invasion experienced by public figures.</li> <li>• Character Development: Create and portray complex characters based on real-life celebrities, examining the pressures and challenges they face from media scrutiny.</li> <li>• Thematic Exploration: Investigate the broader implications of fame, media intrusion, and personal privacy, using these themes to drive the narrative and emotional impact of their devised pieces.</li> <li>• Performance Integration: Integrate dramatic techniques, including physicality, staging, and sound, to effectively represent the celebrity experience and enhance the overall dramatic effect of their performances.</li> </ul>
<p><b>Links to the national curriculum</b></p>	<p>Each unit of work aims to meet the following criteria from the English national curriculum. Students are expected to:</p> <ul style="list-style-type: none"> <li>• Engage with a variety of literary texts</li> <li>• Explore dramatic elements such as character development, plot, and themes.</li> <li>• Perform, stage, and adapt scenes from plays</li> <li>• Participate in activities that promote effective communication, such as engaging in group discussions, and delivering presentations</li> <li>• Develop clarity of expression and confidence</li> <li>• Develop speaking skills including articulation, fluency, and the ability to structure and deliver coherent spoken language</li> <li>• Develop the ability to listen actively and respond to others</li> <li>• Develop the ability to understand different viewpoints</li> </ul>		
<p><b>Previous content that this topic builds upon</b></p>	<p>The Year 9 Practitioners Topic builds upon the foundational knowledge and skills acquired in previous years, particularly in units such as "Chicken!", "Blood Brothers", Physical Theatre, and Devising on Social Media. Through these earlier units, students have developed a repertoire of theatrical techniques, explored characterisation, delved into historical and social contexts, and honed their collaborative and reflective skills. The study of practitioners like Stanislavski, Brecht, Dada, Frantic Assembly, and Boal expands upon this groundwork by introducing more complex and specialised theatrical approaches. Students will deepen their understanding of realistic acting methods, social commentary through theatre, avant-garde performance art, physical ensemble work, and theatre as a catalyst for social change. This progression prepares them to critically analyse diverse performance styles, adapt their approach to different theatrical genres, and enrich their practical and theoretical understanding of drama as an art form.</p>	<p>This unit on "Teechers" builds on the prior Year 9 unit focusing on different theatrical practitioners by applying the diverse techniques and styles learned to specific plays. Having explored Stanislavski, Brecht, Dada, Frantic Assembly, and Boal, students will now use these insights to analyse and perform contemporary plays that utilise ensemble acting, multi-roling, and comedic elements. The skills developed in devising and physical theatre will be extended to practical applications, integrating technical aspects such as lighting and sound with performance. This progression ensures that students can effectively blend their understanding of various theatrical techniques with hands-on experience, enhancing their overall performance skills and technical proficiency.</p>	<p>This unit, "The Price of Fame," builds on prior learning in Year 9 by synthesising the techniques and insights gained from earlier units. Students will draw on their exploration of theatrical practitioners, such as Stanislavski, Brecht, and Boal, to create nuanced performances that reflect the complexities of celebrity culture and media intrusion. The skills developed in the analysis and performance of "Bouncers" and "Shakers" will be applied to characterisation and narrative development in their devised pieces. Additionally, the use of absurdist theatre techniques learned in previous units will be utilised to craft imaginative and impactful nightmare scenes. This progression enables students to blend their understanding of various theatrical styles with contemporary themes, culminating in a sophisticated exploration of fame and its consequences.</p>



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<p><b>Key vocabulary</b></p>	<p>Stanislavski, Method of Physical Actions, Emotional Truth, Realism, Brecht, Verfremdungseffekt (Alienation Effect), Epic Theatre, Non-linear Narrative, Dada, Absurdity, Spontaneity, Anti-establishment, Frantic Assembly, Physical Ensemble Work, Choreography, Collaborative Creation, Boal, Theatre of the Oppressed, Forum Theatre, Image Theatre, Social Change, The Magic "If", Characterisation, Inner Monologue, Given Circumstances, Objective, Superobjective, Emotional Memory, Fourth Wall, Gestus, Lehrstück, Montage, Physicalisation, Agitprop, Invisible Theatre</p>	<p>Set Design, Backdrop, Cyclorama, Gauze, Ground Row, Legs, Iron, Border, Tabs, Levels, Rostra, Projections, Flats, Set Dressing, Props, Stage Furniture, Entrances and Exits, Trap Doors, Pyrotechnics, Hydraulics, Truck, Revolve, Spotlight, Fresnel, Flood Light, Strobe, Follow Spot, Par Can, Gobos, Birdie, Barn Doors, Gels, Transitions, Direction, Brightness, Visibility, Centre Stage, Stage Left, Stage Right, Downstage L&amp;R&amp;C, Upstage L&amp;R&amp;C, Apron, Proxemics, Focal Point(s), Atmosphere, Symbolism, Traverse, In-the-Round, Proscenium Arch, Thrust, Backstage</p>	<p>Documentary Theatre, Verbatim Theatre, Role on the Wall, Marking the Moment, Monologue, Dramatic Intentions, Forum Theatre, Absurdist Theatre, Celebrity Culture, Media Intrusion, Paparazzi, Characterisation, Nightmare Scene, Performance Integration, Physicality, Staging, Emotional Impact, Narrative Development</p>
<p><b>Development of cultural capital</b></p>	<ul style="list-style-type: none"> <li>→ Gain insight into diverse theatrical traditions and movements, broadening perspectives on global theatre practices and historical contexts.</li> <li>→ Explore the socio-political influences and intentions behind each practitioner's work, fostering critical thinking and awareness of the role of theatre in reflecting and challenging societal norms.</li> <li>→ Develop appreciation for avant-garde and experimental theatre forms, expanding cultural literacy and understanding of artistic innovation.</li> <li>→ Engage with collaborative and ensemble-based approaches to performance, enhancing teamwork skills and appreciation for collective creativity in theatre-making.</li> </ul>	<ul style="list-style-type: none"> <li>→ Expand Understanding of Theatre Design: Gain knowledge of set and lighting design elements, such as backdrops, cycloramas, and different types of stage lighting, enhancing appreciation for the technical aspects of theatre production.</li> <li>→ Explore Comedic and Dramatic Techniques: Delve into the comedic styles and multi-roling techniques used in "Teechers" broadening understanding of performance styles and their impact on audience engagement.</li> <li>→ Develop Technical Skills: Learn to operate and integrate lighting and sound technologies into performances, building skills that are valuable across various areas of theatre and enhancing technical literacy.</li> <li>→ Appreciate Theatrical Space Utilisation: Understand different stage configurations and design elements, such as proscenium arches and thrust stages, which deepen knowledge of how spatial dynamics influence performance and audience experience.</li> </ul>	<ul style="list-style-type: none"> <li>→ Critical Awareness of Media Influence: Develop a deeper understanding of the impact of media and paparazzi on celebrities, fostering critical awareness of privacy and ethical issues in contemporary society.</li> <li>→ Historical and Cultural Context: Gain insight into real-life celebrity experiences and historical cases, such as Princess Diana and Michael Jackson, enriching students' knowledge of media history and its effects on individuals.</li> <li>→ Absurdist Theatre Appreciation: Explore absurdist theatre techniques to creatively express the pressures of fame, broadening students' exposure to avant-garde theatre and its role in reflecting societal issues.</li> <li>→ Empathy and Social Reflection: Enhance empathy and social understanding by portraying and discussing the challenges faced by public figures, encouraging reflective thinking on the nature of fame and personal privacy.</li> </ul>
<p><b>Development of reading</b></p>	<ul style="list-style-type: none"> <li>• Stanislavski: Excerpts from "An Actor Prepares" by Konstantin Stanislavski.</li> <li>• Brecht: Scenes from "Mother Courage and Her Children" by Bertolt Brecht.</li> <li>• Dada: Manifestos and artworks from the Dada movement.</li> <li>• Frantic Assembly: Interviews and articles about Frantic Assembly's physical theatre techniques.</li> <li>• Boal: Excerpts from "Theatre of the Oppressed" by Augusto Boal.</li> </ul>	<ul style="list-style-type: none"> <li>• "Teechers" by John Godber: Full text of the play.</li> <li>• Theatre Reviews: Critiques and reviews of "Teechers" from theatre publications.</li> <li>• Stage Design Texts: Books or articles on set and lighting design principles and techniques.</li> <li>• Technical Theatre Manuals: Guides on operating lighting and sound equipment, such as "Stage Lighting Handbook" and "The Sound Reinforcement Handbook."</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Fiction Articles: Articles from sources like The Guardian or The New York Times on media intrusion and celebrity culture.</li> <li>• "The Celebrity Culture Reader" edited by Mary Ellen Brown and Rachael Howells: A collection of essays and articles examining the influence of celebrity culture on society.</li> </ul>



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	<b>Concepts – what will students be able to do at the end of the topic</b>	<ul style="list-style-type: none"> <li>Apply Stanislavski's Techniques: Implement Stanislavski's methods to create realistic and emotionally truthful performances, utilising concepts such as emotional memory and the Method of Physical Actions.</li> <li>Utilise Brechtian Techniques: Employ Brecht's epic theatre techniques, including the alienation effect and non-linear narratives, to develop performances that provoke critical thought and highlight social issues.</li> <li>Incorporate Dada Elements: Integrate elements of the Dada movement, such as absurdity and spontaneity, into their performances to explore avant-garde and experimental theatre forms.</li> <li>Execute Ensemble Work: Use Frantic Assembly's physical ensemble techniques and Boal's Theatre of the Oppressed strategies to create collaborative, dynamic performances with a focus on social change and physicality.</li> </ul>		<ul style="list-style-type: none"> <li>Analyse and Interpret: Critically analyse the structure, characters, and themes of "Teachers" demonstrating an understanding of their comedic and social elements.</li> <li>Perform and Adapt: Utilise multi-roling and ensemble acting techniques to effectively perform various characters and scenes from the plays.</li> <li>Operate Technology: Operate lighting and sound equipment, applying technical skills to enhance the mood, atmosphere, and overall effectiveness of their performances.</li> <li>Integrate Design Elements: Integrate set design and technical elements with performance, creating cohesive and engaging presentations that utilise backdrops, lighting, and sound to support the narrative.</li> </ul>		<ul style="list-style-type: none"> <li>Create and Present Devised Pieces: Develop and perform original theatre pieces that explore themes of celebrity culture and media intrusion, reflecting the pressures and challenges faced by public figures.</li> <li>Utilise Absurdist Techniques: Apply absurdist theatre methods to craft compelling and imaginative nightmare scenes, using these techniques to represent the chaos and invasion experienced by celebrities.</li> <li>Engage in Reflective Practice: Use reflective writing to analyse and articulate the dramatic intentions and creative choices behind their devised work, considering the impact of their portrayal of fame and media.</li> <li>Employ Documentary and Verbatim Techniques: Integrate documentary and verbatim theatre methods to create authentic and impactful narratives based on real-life celebrity experiences, enhancing the credibility and emotional depth of their performances.</li> </ul>	
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 10</b>	<b>Topic</b>	<b>An Inspector Calls (C3a: Interpreting Theatre)</b>		<b>Creating from a stimulus (C1: Devising Theatre)</b>		<b>Performing, analysis and evaluation (C1: Devising Theatre)</b>	
	<b>Core knowledge from this topic</b>	<ul style="list-style-type: none"> <li>Students will understand the key social and historical context of the play; predominantly upper and lower class communities spanning across the 1910s- 1940s in the UK.</li> <li>Students will know the key themes explored in the play including: social class and inequality; superstition and fate; gender. They will develop an appreciation of how these themes are communicated within the play and why they are important to the playwright.</li> <li>Integrated Analysis: Examine An Inspector Calls through both dramatic and literary lenses, analysing the play's themes, characters, and dramatic techniques in conjunction with English literature studies.</li> <li>Dramatic Techniques: Focus on key dramatic techniques used by J.B. Priestley, such as dramatic irony, social commentary, and characterisation, and explore how these techniques enhance the play's impact.</li> <li>Performance Skills: Develop and apply performance skills to key scenes from the play, using practical exercises to understand how dramatic techniques can be realised on stage.</li> <li>Exam Preparation: Practice exam-style questions specific to Eduqas GCSE Drama,</li> </ul>		<ul style="list-style-type: none"> <li>Understanding Stimuli and Target Audience: Review and interpret a given stimulus, analysing how it relates to a specific target audience to guide the development of relevant and engaging material.</li> <li>Collaborative Creation: Actively participate in discussions and practical activities to collaboratively shape and develop original theatre material, incorporating diverse ideas and perspectives from all group members.</li> <li>Rehearsal and Development: Apply devising techniques during rehearsals to refine and enhance the performance material, experimenting with different approaches and incorporating feedback to improve the final piece.</li> <li>Documentation: Maintain comprehensive records in an ideas log and a skills log, documenting the evolution of ideas, the development of skills, and the collaborative process throughout the devising journey.</li> <li>Performance Techniques: Develop and apply performance techniques to effectively communicate the group's creative intentions in a workshop performance, considering elements such as staging, characterisation, and interaction.</li> <li>Audience Presentation: Present the devised work to an invited audience, demonstrating the ability to perform or design as part of a group</li> </ul>		<ul style="list-style-type: none"> <li>Portfolio Compilation: Compile a comprehensive portfolio of evidence documenting the devising process, including initial ideas, rehearsal notes, development stages, and final performance outcomes, showcasing the evolution of their creative work.</li> <li>Reflective Essay: Write a reflective essay evaluating their devised performance, analysing the effectiveness of their creative decisions, performance techniques, and how they addressed the target audience and stimulus.</li> <li>Performance Analysis: Critically assess their performance in the devised piece, considering aspects such as characterisation, staging, and technical elements, and reflecting on how these elements contributed to the overall impact.</li> <li>Live Theatre Experience: Attend a live theatre performance to gain exposure to professional productions, enhancing their understanding of theatrical techniques and providing a practical context for their coursework.</li> <li>Theatrical Techniques Integration: Demonstrate the application of various theatrical techniques and styles, including</li> </ul>	



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	<p>including analysis of dramatic texts, performance interpretation, and evaluation of directorial choices.</p> <ul style="list-style-type: none"> <li>• Critical Reflection: Engage in critical discussions and reflective writing to evaluate how different interpretations and directorial decisions affect the portrayal of the play's social and political messages.</li> </ul>	<p>and effectively convey the thematic and artistic objectives of the piece.</p> <ul style="list-style-type: none"> <li>• Evaluation and Reflection: Critically evaluate the workshop performance and the overall devising process, reflecting on both successes and areas for improvement to inform future creative endeavours and enhance performance skills.</li> </ul>	<p>those learned from practitioners studied in earlier units, within their devised work and reflective evaluations.</p> <ul style="list-style-type: none"> <li>• Peer and Self-Evaluation: Engage in peer and self-evaluation to critically assess both individual and group contributions to the devised performance, using feedback to identify strengths and areas for improvement.</li> </ul>
<b>Previous content that this topic builds upon</b>	<p>This unit builds on students' previous learning by integrating and advancing their skills and knowledge from Years 7, 8, and 9. From Year 7, students will apply their understanding of character development and thematic exploration, honed through units like "Chicken!" and "Blood Brothers," to the complex characters and social issues presented in Priestley's play. The physical and technical skills learned in the Year 8 Physical Theatre unit will enhance their ability to effectively use stage elements and techniques in performance. Additionally, the diverse theatrical styles and practitioners studied in Year 9, including Stanislavski and Brecht, will inform their analysis of Priestley's dramatic techniques and the play's social commentary. This progression enables students to synthesize their previous experiences with new analytical and performance skills, preparing them for the rigours of the Eduqas GCSE Drama curriculum and its examination components.</p>	<p>This unit on devising theatre builds on prior learning by expanding on the skills and knowledge gained in earlier years. Students will apply their experience from previous units, such as character development, performance techniques, and physical theatre, to create original work from a stimulus. The collaborative and reflective practices developed in earlier units will be crucial for effective group work and documentation. Additionally, the focus on target audience analysis and performance evaluation reinforces and deepens their understanding of theatrical principles, preparing them for the complexities of GCSE Drama.</p>	<p>This unit builds on the previous schemes studied in drama by drawing on the rehearsal, performance, and design skills students have developed over time. Students will leverage their experience in analysing and evaluating both their own and others' performances to compile a comprehensive portfolio of evidence and write a reflective essay. The curriculum ensures that by this stage, students are well-prepared to complete their coursework, applying the knowledge and skills acquired through earlier units, and integrating their understanding of theatrical techniques and critical evaluation. This progression allows students to effectively showcase their growth and readiness for GCSE Drama assessment.</p>
<b>Key vocabulary</b>	<p>Dramatic Irony, Social Critique, Characterisation, Theme, Setting, Monologue, Dialogue, Acting Techniques, Protagonist, Antagonist, Plot Structure, Stage Directions, Symbolism, Tension, Atmosphere, Devised Theatre, Performance Skills, Collaborative Creation, Evaluation, Rehearsal Techniques, Character Analysis, Directorial Intentions, Blocking, Stagecraft, Technical Elements, Live Theatre Evaluation, Performance Analysis, Theatrical Conventions, Critical Reflection, Exam-style Questions, Thematic Exploration</p>	<p>Stimulus, Target Audience, Collaborative Creation, Rehearsal, Documentation, Ideas Log, Skills Log, Performance Techniques, Staging, Characterisation, Interaction, Workshop Performance, Creative Intentions, Reflection, Evaluation, Devising Techniques, Feedback, Iterative Practice, Artistic Objectives</p>	<p>Portfolio Compilation, Reflective Essay, Performance Analysis, Live Theatre Experience, Theatrical Techniques, Creative Decisions, Target Audience, Stimulus, Rehearsal Notes, Performance Techniques, Design Elements, Characterisation, Staging, Technical Elements, Peer Evaluation, Self-Evaluation, Critical Reflection, Evidence Documentation, Performance Outcomes, Creative Process</p>
<b>Development of cultural capital</b>	<ul style="list-style-type: none"> <li>• Deepened Understanding of Social Issues: Gain insight into early 20th-century social and political issues through the play's critique of class and social responsibility, enhancing awareness of historical and contemporary social dynamics.</li> <li>• Exposure to Dramatic Techniques: Learn and apply key dramatic techniques and performance skills, broadening knowledge of how theatre can reflect and critique societal values and individual behaviours.</li> <li>• Integration of Literary and Theatrical Analysis: Develop a comprehensive approach to analysing texts by integrating literary analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Process Insight: Gain insight into the creative process of theatre-making by engaging with a stimulus and developing original material, enhancing understanding of how theatre pieces are conceived and realised.</li> <li>• Collaborative Skills: Develop teamwork and collaboration skills by working effectively with peers to shape and refine a performance, fostering a deeper appreciation for group dynamics in artistic creation.</li> <li>• Audience Awareness: Learn to tailor work to specific target audiences, increasing awareness of how different audiences impact and are impacted by theatrical content and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced Self-Reflection: Develop a deeper ability to critically reflect on their own performance and creative decisions through the reflective essay and portfolio, fostering self-awareness and a nuanced understanding of their artistic development.</li> <li>• Independent Learning Skills: Cultivate independence by managing their coursework, including documentation and evaluation, which encourages students to take ownership of their learning and artistic process.</li> <li>• Critical Analysis Ability: Strengthen skills in analysing and evaluating both their own work and that of others, enhancing their capacity to</li> </ul>



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		<p>with dramatic performance, fostering a richer understanding of both disciplines.</p> <ul style="list-style-type: none"> <li>Preparation for GCSE Drama Examination: Build essential skills for the GCSE Drama examination, including critical reflection and performance evaluation, which prepare students for further academic and practical theatre studies.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Experience: Gain practical experience in presenting and evaluating a workshop performance, enhancing skills in self-assessment and critical reflection, which are valuable for future artistic and professional endeavours.</li> </ul>	<p>critically assess artistic quality and make informed improvements.</p> <ul style="list-style-type: none"> <li>Professional Preparedness: Gain experience in compiling a professional-quality portfolio and writing reflective essays, skills that are valuable for future academic and career pursuits in theatre and beyond.</li> </ul>			
	<b>Development of reading</b>	<ul style="list-style-type: none"> <li>The text of 'An Inspector Calls'</li> <li>Theatre reviews of 'An Inspector Calls' from 1940 and 2022</li> </ul>	<ul style="list-style-type: none"> <li>Reflective practice journals</li> </ul>	<ul style="list-style-type: none"> <li>Reflective practice journals</li> <li>Examples of high-level student work</li> </ul>			
	<b>Concepts – what will students be able to do at the end of the topic</b>	<ul style="list-style-type: none"> <li>Analyse Dramatic Techniques: Critically analyse the use of dramatic techniques in An Inspector Calls, such as dramatic irony and symbolism, and understand how they contribute to the play's themes and impact.</li> <li>Perform Key Scenes: Effectively perform key scenes from the play, applying appropriate acting techniques to convey the characters' emotions and social commentary.</li> <li>Interpret Directorial Choices: Evaluate different directorial interpretations of the play, considering how staging, performance style, and technical elements influence the portrayal of its themes.</li> <li>Respond to Exam-style Questions: Develop and articulate informed responses to exam-style questions, demonstrating an ability to analyse and evaluate both the play's text and performance aspects in preparation for the GCSE Drama assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Apply Practitioner Styles: Integrate and apply the styles and techniques of theatrical practitioners studied in Key Stage 3 to their devised work, incorporating these approaches to enhance their creative expression and performance.</li> <li>Develop and Rehearse: Create and refine original material based on a given stimulus, demonstrating effective use of devising techniques through collaborative development and rehearsal.</li> <li>Design and Technical Skills: Optionally develop skills in lighting, sound, and makeup design, applying these elements to support and enhance the devised performance, and demonstrating a comprehensive understanding of technical aspects in theatre.</li> <li>Reflect and Evaluate: Critically reflect on the devising process and workshop performance, evaluating the effectiveness of their creative choices and technical applications, and using this feedback to inform future projects.</li> </ul>	<ul style="list-style-type: none"> <li>Compile a Comprehensive Portfolio: Assemble a detailed portfolio of evidence documenting the entire devising process, including development stages, rehearsal notes, and final performance outcomes.</li> <li>Write a Reflective Essay: Craft a reflective essay that critically evaluates their devised performance, analysing the effectiveness of their creative decisions, performance techniques, and alignment with the target audience and stimulus.</li> <li>Conduct Performance Analysis: Demonstrate the ability to analyse and critique their own performance and the performances of others, identifying strengths, areas for improvement, and the impact of various theatrical techniques.</li> <li>Apply Theatrical Techniques: Integrate and apply a range of theatrical techniques and design elements, showcasing their understanding and practical application of these skills in their coursework and reflective evaluations.</li> </ul>			
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 11</b>	<b>Topic</b>	<b>Refugee Boy (C2: Performing From A Text)</b>		<b>Live Theatre Review (C3b: Interpreting Theatre)</b>		<b>C3 Exam Preparation</b>	
	<b>Core knowledge</b>	<ul style="list-style-type: none"> <li>Text Selection and Study: Study two 10-minute extracts from Refugee Boy by Benjamin</li> </ul>		<ul style="list-style-type: none"> <li>Theatre Analysis: Analyse and evaluate a professional full-length theatre production,</li> </ul>		<ul style="list-style-type: none"> <li>Review and Consolidation: Revisit and consolidate knowledge from the An Inspector</li> </ul>	



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<p><b>from this topic</b></p>	<p>Zephaniah, focusing on scenes that are significant to the overall theme of war and separation, to gain a deep understanding of the text's context and dramatic impact.</p> <ul style="list-style-type: none"> <li>• Performance Preparation: Prepare to perform sections of text from both extracts, applying techniques to effectively interpret the script and realise artistic intentions, ensuring a coherent and engaging presentation of the material.</li> <li>• Acting or Design Focus: Choose to be assessed either on acting or design, with actors performing and designers contributing to aspects such as lighting, sound, set, costume, or makeup, depending on their chosen specialism.</li> <li>• Group Work: Collaborate in groups of two to four actors or work alongside a group of actors if specialising in design, ensuring that all members contribute fully to the creative process and final performance or design outcome.</li> <li>• Artistic Realisation: Develop skills in interpreting and realising artistic intentions from the script, applying knowledge of dramatic techniques and design principles to enhance the overall production.</li> <li>• Safe Working Practices: Adopt safe working practices during rehearsals and performances, considering group sizes and text choices to ensure a safe and productive working environment for all participants.</li> <li>• External Assessment: Prepare for external assessment by a visiting examiner, demonstrating proficiency in either acting or design and showcasing the ability to effectively bring the selected extracts to life while adhering to assessment criteria.</li> </ul>	<p>focusing on how meaning is communicated through various roles in the performance, including actors, designers, and directors.</p> <ul style="list-style-type: none"> <li>• Role of the Actor: Examine the actor's contribution to the performance, including their interpretation of character, vocal and movement skills, and how they interact with other characters on stage.</li> <li>• Design Elements: Assess the impact of design elements on the performance, including the creation of mood and atmosphere, use of space, lighting, sound, set and props, and costume and make-up.</li> <li>• Directorial Influence: Evaluate the director's role in shaping the performance, considering their interpretation and style, use of performance conventions, spatial relationships on stage, and the connection between performers and the audience.</li> <li>• Audience Response: Reflect on the audience's reaction and response to the performance, considering how effectively the production engages and impacts viewers.</li> <li>• Live Performance Experience: Ensure that each learner has experienced live theatre as a member of the audience in the same performance space as the performers, enhancing their ability to critically review and analyse live performances.</li> </ul>	<p>Calls unit and the Live Theatre Review unit, ensuring a comprehensive understanding of dramatic techniques, character analysis, and performance evaluation.</p> <ul style="list-style-type: none"> <li>• Focused Revision: Engage in targeted revision sessions to refresh key concepts, analytical skills, and practical applications relevant to both the set text and live theatre performance analysis.</li> <li>• Practice Exam Questions: Work through practice exam questions and past papers to develop and refine responses, applying learned techniques to effectively analyse and evaluate both the text and live performances.</li> <li>• Group Discussions and Workshops: Participate in group discussions and workshops to explore different perspectives, clarify complex ideas, and deepen understanding of both the set text and live theatre critiques.</li> <li>• Feedback and Improvement: Receive feedback on practice answers and performance analyses, using this to make targeted improvements and strengthen exam readiness.</li> <li>• Exam Strategies: Develop and practice exam strategies, including time management, structuring responses, and effectively integrating textual evidence and personal insights into written evaluations.</li> </ul>
<p><b>Previous content that this topic builds upon</b></p>	<p>This unit builds on previous years by expanding on the foundational skills and knowledge students have developed in earlier drama studies. The techniques for interpreting and performing scripts, refined in Year 9 through practical exploration of plays like "Bouncers" and "Shakers", are now applied to a more focused text, "Refugee Boy". Students utilise their experience from devising and performance units to understand and realise artistic intentions more deeply. The emphasis on either acting or design, alongside collaborative group work, builds on earlier teamwork and design skills, further developing their ability to create and present polished performances. This progression ensures that students are well-prepared for the external assessment by integrating their accumulated knowledge and practical experience into a cohesive, assessed performance.</p>	<p>This unit builds on prior learning from the "An Inspector Calls" study by extending the analytical skills developed in examining a set text to the critique of live theatre performances. Students will apply their understanding of dramatic techniques and performance styles, previously explored through the in-depth analysis of J.B. Priestley's play, to a real-world context. The ability to evaluate characterisation, staging, and thematic elements from "An Inspector Calls" will enhance their capacity to analyse similar aspects in live theatre productions. Additionally, the skills of detailed observation and critical evaluation, honed through their study of the play, will be used to assess how effectively live performances communicate meaning and engage an audience. This progression ensures a deeper, practical application of their analytical skills and a comprehensive understanding of theatre arts.</p>	<p>This unit builds on prior learning by synthesising the detailed knowledge and skills acquired throughout the "An Inspector Calls" and Live Theatre Review units. Students will revisit and deepen their understanding of dramatic techniques and performance analysis, skills they have previously developed through critical examination of the set text and live theatre. The consolidation of these elements will enable students to integrate their insights and analytical skills into comprehensive exam responses. Additionally, the practice of exam-style questions and strategic revision will help reinforce their ability to apply theoretical knowledge to practical scenarios, ensuring they are well-prepared to articulate their understanding and evaluations effectively in their final exam. This approach ensures continuity and progression from earlier units, reinforcing and</p>



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				applying previously learned concepts in a focused, exam-oriented context.
<b>Key vocabulary</b>	Text Selection, Extracts, Performance Text, Artistic Intentions, Interpretation, Acting, Design, Lighting Design, Sound Design, Set Design, Costume Design, Hair and Makeup Design, Group Work, Safe Working Practices, External Assessment, Dramatic Techniques, Performance Preparation, Script Realisation, Refugees, Displacement, Asylum, Migration, War Effects, Separation, Trauma, Resettlement, Cultural Identity.	Theatre Analysis, Performance Review, Actor's Role, Character Interpretation, Vocal Skills, Movement Skills, Character Interaction, Design Elements, Mood Creation, Atmosphere, Performance Space, Lighting Design, Sound Design, Set Design, Props, Costume Design, Make-up Design, Directorial Style, Performance Conventions, Spatial Relationships, Audience Engagement, Audience Response, Live Performance Experience, Staging, Artistic Intentions, Technical Elements, Scene Analysis, Dramatic Impact.	Live Theatre Review, Dramatic Techniques, Character Analysis, Performance Evaluation, Practice Exam Questions, Past Papers, Analytical Skills, Theoretical Knowledge, Exam Strategies, Time Management, Structured Responses, Textual Evidence, Written Evaluations, Critical Analysis, Exam Readiness, Synthesis, Consolidation, Feedback, Improvement, Exam Responses.	
<b>Development of cultural capital</b>	<ul style="list-style-type: none"> <li>Local Author Connection: Engage with the work of Benjamin Zephaniah, a notable local author, fostering a deeper connection to regional literary and artistic heritage and understanding contemporary issues through a local lens.</li> <li>Understanding Refugee Experiences: Develop awareness of refugee experiences, including displacement, trauma, and resettlement, by exploring themes in Refugee Boy, thereby gaining empathy and a broader perspective on global humanitarian issues.</li> <li>Application of Theatrical Skills: Enhance practical skills in acting and design through a focused study of a significant performance text, applying and refining techniques that bridge theoretical knowledge with real-world artistic practice.</li> <li>Collaborative Creative Process: Cultivate teamwork and collaboration by working in groups to prepare and present a performance, integrating design elements and ensuring a collective approach to interpreting and presenting the text.</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to Diverse Theatre: Gain access to a range of professional live theatre productions, providing students with unique opportunities to experience high-quality performances that may be rare outside of the school environment.</li> <li>Broadened Perspectives: Engage with various forms of theatre, including different genres and styles, enhancing students' understanding of artistic expression and broadening their cultural horizons.</li> <li>Increased Empathy and Awareness: Develop a deeper understanding of human experiences and societal issues through exposure to diverse theatrical works, fostering greater empathy and social awareness.</li> <li>Enhanced Critical Skills: Apply critical analysis to live performances, refining their ability to evaluate and appreciate the complexities of theatrical productions and the roles of different theatre makers.</li> </ul>	<ul style="list-style-type: none"> <li>Deepened Understanding of Dramatic Literature: Reinforce and deepen knowledge of An Inspector Calls, a significant text in British drama, enhancing appreciation for classic theatre and its socio-political context.</li> <li>Broadened Theatre Appreciation: Cultivate a broader understanding of professional theatre by revisiting and analysing live performances, connecting theoretical study with real-world examples.</li> <li>Enhanced Critical Skills: Develop advanced critical thinking and analytical skills through the synthesis of insights from the set text and live theatre review, preparing students for higher-level academic and creative pursuits.</li> <li>Improved Exam Skills: Gain practical experience in applying learned concepts to exam scenarios, boosting confidence and readiness for academic assessments, and equipping students with valuable skills for future academic and professional endeavours.</li> </ul>	
<b>Development of reading</b>	<ul style="list-style-type: none"> <li>Reading through text of "Refugee Boy"</li> <li>Reading reviews of "Refugee Boy"</li> </ul>	<ul style="list-style-type: none"> <li>Theatre reviews</li> <li>Examples of student answers for best practice</li> </ul>	<ul style="list-style-type: none"> <li>Examples of student answers and mark schemes</li> </ul>	
<b>Concepts – what will students be able to do at the end of the topic</b>	<ul style="list-style-type: none"> <li>Interpret and Perform: Demonstrate the ability to interpret and perform key extracts from Refugee Boy, showcasing a deep understanding of the text and its themes through effective acting or design.</li> <li>Apply Design Techniques: Apply specialised design techniques in lighting, sound, set, or costume to enhance the performance, demonstrating proficiency in creating and integrating technical elements with the overall production.</li> <li>Collaborate Effectively: Work collaboratively in groups to prepare and present a cohesive performance, contributing to both the creative and practical aspects of the production while adhering to safe working practices.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse Theatre Productions: Demonstrate the ability to critically analyse and evaluate a live theatre performance, focusing on the roles of actors, designers, and directors, and how these contribute to the overall meaning and impact of the production.</li> <li>Apply Evaluation Skills: Apply evaluation skills to assess how effectively various elements of the performance, such as lighting, sound, set design, and character interpretation, contribute to the theatrical experience.</li> <li>Reflect on Audience Experience: Reflect on and articulate how the performance engages and impacts the audience, considering aspects like audience response and the effectiveness of the production in communicating its themes.</li> </ul>	<ul style="list-style-type: none"> <li>Integrate Knowledge: Seamlessly integrate their understanding of An Inspector Calls and live theatre reviews into comprehensive exam responses, demonstrating a thorough grasp of dramatic analysis and evaluation.</li> <li>Apply Analytical Skills: Apply advanced analytical skills to critically assess and interpret both the set text and live performances, using evidence and insights to support their evaluations in exam scenarios.</li> <li>Develop Exam Responses: Craft well-structured and articulate exam responses, employing effective exam strategies such as time management, clear organisation, and precise integration of textual evidence and personal insights.</li> </ul>	



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		<ul style="list-style-type: none"><li>• <b>Prepare for Assessment:</b> Prepare for external assessment by a visiting examiner, presenting a polished and well-rehearsed performance or design that reflects a thorough understanding of the text and artistic intentions.</li></ul>	<ul style="list-style-type: none"><li>• <b>Utilise Practical Experience:</b> Use practical experience from attending live theatre to inform and enhance their written reviews and analyses, integrating their observations with theoretical knowledge gained throughout the course.</li></ul>	<ul style="list-style-type: none"><li>• <b>Refine Evaluation Techniques:</b> Refine their techniques for evaluating dramatic performances and texts, showcasing the ability to synthesise and apply their learning from previous units to articulate informed, critical perspectives in their final exam.</li></ul>
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