



Wymondham College – Drama Curriculum Overview

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction to Drama	Matilda / Assessment	Little Sister Reality TV	The Arrival (Shaun Tan)	Introduction to Scripts	Darkwood Manor
Year 7 Journey	Drama Techniques	Drama Techniques	Character and Context	Exploring Stimulus	Script work	Devised
Overview	Basic Introduction to Explorative strategies and elements of drama.	Exploring the fundamental skills and techniques of drama through exploration of 'Matilda'	Reality TV genre aims to use the structure and ideas from a reality television show and looks at several aspects using several drama techniques and skills.	Using the stimulus of images from Shaun Tan's 'The Arrival' to produce a range of drama interpretations and performances on immigration	Introduction to script work, focusing on the CONTEXT of drama work and creating scripts and performances that understand the motivations of that drama.	Aims to build dramatic tension and physical aspects of performance
Knowledge / Skills	-Scope of drama applications -Freeze frames -Thought tracking -Improvisation -Prop work -Group work -Use of levels -Mime	- Still Image (solo/ group), -space and levels, -thought tracking, -narration, -soundscapes, -Connecting 'play' and performance. -Key/foundation practical techniques - stylised movement, -physical theatre, -improvisation, -self and peer evaluation -Character creation and personification -Spontaneous and rehearsed drama.	-create, develop and sustain credible characters using role on the wall, hot seating and role play. -act and react effectively to what is happening on stage in role. -effectively use a range of drama techniques to such as body as a prop, forum theatre, hot seating etc. -create and build an argument effectively using dialogue to build tension and atmosphere. -effectively evaluate each other's drama referring to specific drama criteria and using drama vocabulary effectively.	-Develop an understanding of the importance of non-verbal communication in storytelling. -Devise short scenes, with a focus on the story-telling elements and the creation of atmosphere -Explore and apply the techniques of puppetry. -Use key terminology effectively when in class discussions. -Develop teamwork skills through whole class and small group activities	-Understand the term context and its subsections of: Who, What, Where When and Why. -Write a coherent script that supports context -Develop knowledge of stage directions and general staging terminology - Application of devised written script to stage and then performance.	-Understand and apply the building of tension -Develop explorative strategies role on the wall, narration, role play, hot-seating, freeze frames and mime -Developing storytelling and teamworking skills.

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Lesson Overview	Lesson 1 – Welcome lesson and ‘ice breaker’ games Lesson 2 – Freeze frames/Thought tracking Lesson 3- Levels and Proxemics Lesson 4 – Mime Lesson 5- Props Lesson 6 -Improvising and developing	Lesson 1 – Still image and transitions Lesson 2 – Mime and Thought-tracking Lesson 3 – Creating and sustaining character Lesson 4 – Physical Theatre and Choral Speaking Lesson 5 - Using scripted text and Forum Theatre Lesson 6 - Preparation for assessment Lesson 7 - Assessment	Lesson 1 – Character Application Lesson 2 – Entering ‘The House’ Lesson 3 – Conflict Lesson 4 – The Best Bits Montage Lesson 5 – After they were famous Lesson 6 – Preparation for Assessment Lesson 7 - Assessment	Lesson 1 – Non-verbal communication Lesson 2 – Still Images Lesson 3 – Arriving Lesson 4 – Puppetry Lesson 5 – Preparation for Assessment Lesson 6 - Assessment	Lesson 1 – What is Context? Lesson 2 – How to write a script Lesson 3 – Understanding stage directions Lesson 4- Applying context to script Lesson 5- Developing script to performance Lesson 6 - Assessment	Lesson 1 – Building tension and atmosphere Lesson 2 – Developing character Lesson 3 – Communicating emotion Lesson 4 – Storytelling Lesson 5- Physical theatre Lesson 6 - Assessment
Year 8	‘Let him have it’ (Derek Bentley Case)	Urban Myths and Twisted Tales	Fame and Celebrity	Missing -Dan Nolan (Mark Wheeler)	Developing Script Skills	Devising from a stimulus
Year 8 Journey	Issue based drama	Tension/Suspense	Contemporary topic	Docu-drama	Script Work	Devising/ Performing
Overview	Introduce views and information on capital punishment based on the infamous ‘Derek Bentley’ case	Utilising ‘Urban Myths’ and alternative interpretations to famous tales to create tension, suspense and drama, focusing on voice and timing.	Looking at the concept of fame and celebrity status and the wider implications of this status on the individuals and the public	Introduction of a Docu-Drama based on the real-life case of the disappearance of Dan Nolan		
Knowledge/Skills	-to explore Verbatim theatre and use Newspapers articles and secondary source evidence -to devise a performance -to explore the role of the audience and create characters who are representative of views -to explore the role of tone and mood in group work -develop credible roles and perform to a high standard	-To develop an understanding of what an Urban Myth is and how suspense is created within it -To develop the ability to recognise dramatic tension -To use appropriate language, intonation, and volume to create suspense. Understand the genre of ‘Fairytale’	-To introduce the idea of celebrity and being famous -To understand what makes someone famous or a celebrity – is it a choice or is it forced upon someone? -To develop an idea of identity by looking at trends within the celebrity circles	-Understand the style of Docu-drama -Investigate real life events through use of script and factual information -Develop the style of reporting - Use narration, hot seating, freeze frames, staging, interviewing, flash back and flash forwards		-



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	-explore shape and structure the work in a meaningful way -to assess their and their peers' work	-Ability to investigate alternative motives in text and performance -Understanding of sub text -Development of characterisation and stereotypes -Interpretation of text	-To develop more complex teamwork / group skills -To guide students through the decision-making process -To develop the use of flash back and flash forward when looking at what could happen when planning			
Lesson Overview	Lesson 1 – Capital Punishment, intro to Derek Lesson 2 – Derek meets Chris Lesson 3 – The Roof Lesson 4 – The Trial Lesson 5 – ‘Let him dangle!’	Lesson 1 – How Suspense is created ‘The Helpful Stranger’ Lesson 2 – Dramatic Timing ‘The Box’ Lesson 3 – Focusing the Action ‘The Babysitter’ Lesson 4 – Conspiracy Theory or Urban Myth Lesson 5 – Devising Lesson 6 – Performance/Assessment	Lesson 1 – What is a Celebrity? Lesson 2 – Image of Fame Lesson 3 – Fantasy Lesson 4- Paparazzi Lesson 5 – The price of Fame Lesson 6 - Assessment	Lesson 1 – Introduction to Docudrama and Dan Nolan Lesson 2 – Exploring the backstory Lesson 3 -Dan and the early years Lesson 4 – The News report Lesson 5 – Devising a docu-drama Lesson 6 – Assessment lesson		
Year 9 AQA Drama GCSE	Introduction to Practitioners (C1)	DNA(Dennis Kelly)(C3) and Intro to Technical Theatre (C1)	‘Too Much Punch for Judy’ (Mark Wheeler) (C3)	T.I.E Devised performance (C2)	T.I.E Devised performance (C2)	Introduction to ‘Live Production’ (C1)
Year 9 Journey	Understanding of Drama Practitioners	Performance/ Analysis/Evaluation	Performance/ Analysis/Evaluation	Devising	Devising	Writing for GCSE
Overview	Introduction to a range of Drama practitioners, their style and application	Introduction to John Godber and ‘expressionist style’. Interpret, rehearse, perform and evaluate the play.	-Development of Docu-style drama, focusing on the consequences of drink driving.	Introduction to the style of Theatre in Education.		Develop written responses to Live productions



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Knowledge/Skills	Introduction of: -Brecht's 'Epic Theatre' -Stanislavski's 'Naturalism' -Frantic Assembly and Physical Theatre -Multi rolling, use of placards, Direct Address, Freeze frames,	Understanding of - 'Expressionist style' and observational comedies. -Focus on techniques of multi rolling and stereotypes. -Written skills of description, analysis and evaluation.	-Development of the genre of Docu-drama -Student discussion on real life events and topics -Critical thinking towards real life events -Ability to educate and recognize didactic approach. -Written skills of description, analysis and evaluation.	-Understand the style of T.I.E -Develop and devise concepts and ideas -Use of relevant and didactic material Application of all drama skills e.g narration, freeze frames, multi-rolling, thought tracking, flash back and flashforward -Written skills of description, analysis and evaluation.	-Understand the style of T.I.E -Develop and devise concepts and ideas -Use of relevant and didactic material Application of all drama skills e.g narration, freeze frames, multi-rolling, thought tracking, flash back and flashforward -Written skills of description, analysis and evaluation.	-Performance skills -Written skills of description, analysis and evaluation.
Year 10 AQA Drama GCSE	Noughts and Crosses by Malorie Blackman (C1)	Noughts and Crosses by Malorie Blackman (C1)	Devising Drama (C2)	Devising Drama (C2)	Devising Drama (C2)	Live Production/Technical Theatre (C1)
Year 11 AQA Drama GCSE	Noughts and Crosses by Malorie Blackman/Live Production Review (C1)	Texts in Practice Performance of chosen text (C3) Mock exam	Texts in Practice Performance of chosen text (C3)	Exam Text /Live Production Practice Questions (C1)	Drama Exam	Exam in May
Year 12	Our Country's Good by Timberlake Wertenbaker (C1)	Our Country's Good by Timberlake Wertenbaker (C1)	Caucasian Chalk Circle by Brecht (C1)	Caucasian Chalk Circle by Brecht (C1)	Devising/Creating Original Drama (C2)	Devising/Creating Original Drama (C2)
Year 13 AQA Theatre Studies A Level	Live theatre and theatre roles (C1)	Making Theatre Performance of chosen text (C3)	Making Theatre Performance of chosen text (C3)	Exam Preparation -Brecht -OCG -Live Production	Exam Preparation Brecht -OCG -Live Production	Exam in May

AQA GCSE Drama C1 (Theatre Roles and Terminology/Set Text/Live Production)

AQA GCSE Drama C2 (Devising Drama)



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AQA GCSE Drama C3 (Texts in Practice)

AQA A Level Theatre Studies C1 (Drama and Theatre)

AQA A Level Theatre Studies C2 (Creating Original Drama)

AQA A Level Theatre Studies C3 (Making Theatre)