

## Walthamstow Academy – Drama Curriculum Journey

### Our Curriculum Intent

*Our drama curriculum is broad and ambitious with the aim of developing each student into a well rounded, confident and articulate individual that think critically about the world around them, with highly developed levels of emotional literacy and cultural capital.*

*Our drama offer ensures students explore the broad world of theatre and drama, exploring different approaches to the art of acting, directing and theatre making, whilst exploring the differing historical, cultural and artistic styles. This approach helps students connect with their inner artist and helps them better understand the world around them and the human condition.*

### Our Curriculum Progression Model

|                     | Year 7                  | Year 8                                       | Year 9  | Year 10                       | Year 11                                      |
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| Playwrights & style | Shakespeare<br>- comedy | Greek<br>Theatre<br>Shakespeare -<br>tragedy | Mark Wheeler<br>– Verbatim,<br>naturalism,<br>physical<br>theatre | Dennis Kelly –<br>Dark comedy | Dennis Kelly –<br>Dark comedy<br>Metatheatre |
| Theorists           | Stanislavski            | Artaud /<br>Stanislavsky                     | Stanislavski /<br>Brecht  | Stanislavski /<br>Brecht      | Brecht /<br>Stanislavski/                    |

| Half Term   | Curriculum Content   | Assessment(s)<br><i>(assessment title, duration and approx date)</i> | Extra-Curricular Options<br><i>(Places to visit; wider reading; clubs to join)</i> |
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| <p><b>Year 7 Curriculum Overview:</b></p> <p><i>In year 7 students are introduced to the world of drama and theatre exploring a wide range of approaches, techniques, performance and skills in analysis and evaluation. Students begin exploring the core skills of stage craft for the actor and how meaning is created on the stage which forms the bedrock of any presentational work. Students then go on to build their skills, using more complex conventions through the exploration of African storytelling, narrative-based drama and the silent movies forcing the students to consider how meaning is interpreted by an audience. As students enter the final term in year 7, students study Shakespeare's a midsummer night's dream which works as an accessible text to help build a more complex understanding of language and character. Students then explore texts from writers from a range of diverse backgrounds, honing their performance skills allowing students an opportunity to consolidate everything they have learnt over their first year in preparation of a solo performance at the end of year 7.</i></p> |  |  |  |
| <p><b>Year 7<br/>HT1</b></p>  | <p><b>Unit Title: Introduction to Drama</b><br/>Students will learn:</p> <ul style="list-style-type: none"> <li>• The core skills and language of stage craft for an actor and director.</li> <li>• How meaning is conveyed through body language, levels, and gesture</li> <li>• How the voice can be used to convey multiple layers of emotion.</li> </ul> |  |  |
| <p><b>Year 7<br/>HT2</b></p>  | <p><b>Unit Title: Inspired by Africa</b><br/>Students will learn:</p> <ul style="list-style-type: none"> <li>• About the history &amp; characters of African Folk lore</li> <li>• More complex dramatic conventions to extend their knowledge of drama</li> <li>• Storytelling conventions including dramatic irony and physical theatre</li> </ul>          |  |  |
| <p><b>Year 7<br/>HT3</b></p>  | <p><b>Unit Title: Dark wood Manor</b><br/>Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• How to structure pieces of drama using the techniques Absent tole, cross cutting, marking the moment and mime.</li> <li>• Creating more complex characters</li> </ul>  |  |  |

| Year 7<br>HT4  | <b>Unit Title: Silent Movies</b><br>Students will learn: <ul style="list-style-type: none"> <li>• The history of Cinema and Charlie Chaplin</li> <li>• How to communicate effectively using only nonverbal communication</li> <li>• How to structure complex narratives incorporating captions, mime, multirole and physical theatre</li> </ul> |   |   |
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| Year 7<br>HT5  | <b>Unit Title: A Midsummer Nights Dream</b><br>Students will learn about <ul style="list-style-type: none"> <li>• The text and language used in the play</li> <li>• The function on the characters in the play</li> <li>• How to create heightened responses using the text</li> <li>• Crosscutting to explore structure</li> <li>•</li> </ul>  |   |   |
| Year 7<br>HT6  | <b>Unit Title: Characterisation</b><br>Students will learn about <ul style="list-style-type: none"> <li>• Playwrights from diverse backgrounds and selections of their texts</li> <li>• The requirements to perform solo monologues</li> <li>• The performance skills as a means to deliver multi- layered performances</li> </ul>              |   |   |
| Term Curriculum Content  |   | Assessment(s)<br>(assessment title, duration and approx date) | Extra-Curricular Options<br>(Places to visit; wider reading; clubs to join) |
| <b>Year 8 Curriculum Overview:</b><br><br><i>The year 8 drama curriculum is a broad ranging yet accessible move into the wider world of theatre. Year 8 begins with students learning about the origins of western theatre through the exploration of Greek theatre. This not only helps to build their cultural capital and understanding of the roots of modern performance but is instrumental in building the ensemble skills and non-naturalistic work we develop in KS4. Students then go on to explore bullying which coincides with anti-bullying week, educating students to the effects of bullying and taking responsibility for their actions which is important as they move into KS3. Students then learn about devising and how to create theatre from a stimulus, building on the ensemble work from the Greek Theatre work, expanding their skillset, working in both the naturalistic and symbolic forms. We introduce the text Blood Brothers in HT5, showing how credible performances can be created from text whilst introducing students to the practitioner Artaud. Shakespeare is introduced in HT6 with students building on</i> |   |   |   |

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| <p><i>their practical exploration of Shakespeare in Drama and Romeo and Juliet in English is HT2. This is a highly accessible text with students honing their devising, textual and performance skills.</i></p> |  |  |  |
| <p><b>Year 8<br/>HT1</b></p>  | <p><b>Unit Title: Greek Theatre</b><br/>Students will learn:</p> <ul style="list-style-type: none"> <li>• about the origins of western theatre and its evolution</li> <li>• Key terminology of Greek theatre</li> <li>• How to create &amp; develop ensemble pieces of theatre</li> <li>• The stories Oedipus and Pandoras box.</li> </ul> |  |  |
| <p><b>Year 8<br/>HT2</b></p>  | <p><b>Unit Title: Bullying</b><br/>Students will learn about</p> <ul style="list-style-type: none"> <li>• the effects of bullying on the individual</li> <li>• the importance of not being a bystander</li> <li>• creating realistic, subtle, truthful performances</li> </ul>   |  |  |
| <p><b>Year 8<br/>HT3</b></p>  | <p><b>Unit Title: Approaches to devising</b><br/>Students will learn:</p> <ul style="list-style-type: none"> <li>• how to make theatre from scratch and from stimuli</li> <li>• how symbolic techniques can enhance performances</li> <li>• how to extend and develop their existing skillset</li> </ul>                                   |  |  |
| <p><b>Year 8<br/>HT4</b></p>  | <p><b>Unit Title: Blood Brothers</b><br/>Students will learn:</p> <ul style="list-style-type: none"> <li>• how to take a character from page to stage</li> <li>• about the theatre practitioner Antonin Artaud</li> <li>• how to structure an Artaudian performance safely</li> </ul>  |  |  |
| <p><b>Year 8<br/>HT5</b></p>  | <p><b>Unit Title: Hamlet</b><br/>Students will learn about</p> <ul style="list-style-type: none"> <li>• the play Hamlet and its themes</li> <li>• the characters of Hamlet and their intentions</li> <li>• the language in key scenes and the meaning – allowing for dramatic interpretation</li> </ul>                                    |  |  |

| <p><b>Year 8<br/>HT6</b></p>  | <p><b>Unit Title: Change</b><br/>Students will learn</p> <ul style="list-style-type: none"> <li>• the notion of change in life explored through Shakespeare’s 7 ages of man</li> <li>• the text ‘Metamorphosis’ by Franz Kafka</li> <li>• how to realise a piece of Berkovian script using expressionism</li> <li>• how to create a piece of poetic text using philosophical questions &amp; figurative language</li> </ul>               |   |   |
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| <p><b>Term Curriculum Content</b></p>   |   | <p><b>Assessment(s)</b><br/><i>(assessment title, duration and approx date)</i></p> | <p><b>Extra-Curricular Options</b><br/><i>(Places to visit; wider reading; clubs to join)</i></p> |
| <p><b>Year 9 Curriculum Overview:</b></p> <p><i>In year 9, students continue to build and refine their knowledge of practical drama and their analytical and evaluative skills. There is a strong focus on texts in preparation for the component 2 and 3 exams in KS4, through the exploration of 3 contrasting texts from playwrights from diverse backgrounds. The core performance and devising skills continue to be built upon through these schemes of work with students being pushed to take bigger risks to meet the needs of each text.</i></p> <p><i>Students build on their knowledge of practitioners with Stanislavski and Brecht being explored both textually and in devised pieces with students beginning to create more long form devised pieces over a series of lessons and rehearsals in their own time, giving students an insight into the exciting yet challenging world of theatre making.</i></p> |   |   |   |
| <p><b>Year 9<br/>HT1</b></p>  | <p><b>Unit Title: Too Much Punch for Judy</b><br/>Students will understand</p> <ul style="list-style-type: none"> <li>• how verbatim can be used to react to real life events</li> <li>• how Konstantin Stanislavski changed the face of theatre</li> <li>• How naturalism can be used to convey subtle truthful reactions</li> <li>• how to create heightened characteristics</li> <li>• How to block and perform a monologue</li> </ul> |   |   |
| <p><b>Year 9<br/>HT2</b></p>  | <p><b>Unit Title: Devising</b><br/>Students will learn</p> <ul style="list-style-type: none"> <li>• how to make theatre from scratch and from stimuli</li> <li>• how symbolic techniques can enhance performances</li> <li>• how to extend and develop their existing skillset</li> </ul>   |   |   |

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| <p><b>Year 9<br/>HT3</b></p> | <p><b>Unit Title: King Hedley II</b><br/>Students will learn</p> <ul style="list-style-type: none"> <li>• the social historical cultural context of the play King Hedley II</li> <li>• about the playwright August Wilson</li> <li>• how objectives and transitive verbs enhance meaning in a scene</li> <li>• How Stanislavski’s naturalism is an appropriate style</li> </ul> |  |  |
| <p><b>Year 9<br/>HT4</b></p> | <p><b>Unit Title: King Hedley II</b><br/>Students will learn:</p> <ul style="list-style-type: none"> <li>• how to explore climax through rising and falling action in a scene</li> <li>• how to explore the inner monologue of the character Tonya</li> <li>• How staging is an integral element in conveying Wilsons intentions</li> </ul>                                     |  |  |
| <p><b>Year 9<br/>HT5</b></p> | <p><b>Unit Title: DNA</b><br/>Students will learn about</p> <ul style="list-style-type: none"> <li>• the social historical and cultural context of the play DNA</li> <li>• The structure of the play</li> <li>• The characters, their motivations and how to realise these through the use of performance skills</li> </ul>   |  |  |
| <p><b>Year 9<br/>HT6</b></p> | <p><b>Unit Title: DNA</b><br/>Students will learn</p> <ul style="list-style-type: none"> <li>• How different types of staging can support the directors intentions</li> <li>• How to plan a performance using a range of production elements to convey meaning</li> </ul>   |  |  |

| Term           | Curriculum Content  | Assessment(s)<br><i>(assessment title, duration and approx date)</i> | Extra-Curricular Options<br><i>(Places to visit; wider reading; clubs to join)</i> |
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|                | <p><b>Year 10 Curriculum Overview:</b><br/><i>What will year 10s study and learn this academic year? Why this/ why now?</i></p> <p><i>In year 10 students study a broad range of theatre practitioners, conventions, and techniques to help them understand how to make highly creative and innovative theatre with depth. Students learn how actors create convincing characters and how scripts are deconstructed to help understand character intention and motivation and how to realise their choices in front of an audience.</i></p> <p><i>Students also learn how to write to meet the needs of the written component 1 portfolio and the component 3 section B exam, exploring how structure, analysis and evaluative comments are integral components when writing in drama. As students prepare for their component 1 exam in HT5 students begin to plan rehearsals, giving them vital life skills in organisation, collaborative working and working to deadlines</i></p> |  |  |
| Year 10<br>HT1 | <p><b>Unit Title: Practitioners</b><br/>Students will learn about</p> <ul style="list-style-type: none"> <li>• The demands of the GCSE course and the assessment requirements</li> <li>• Konstantin Stanislavski’s approach to theatre &amp; how to implement the core tenets of ‘The System’</li> <li>• Bertolt Brecht’s approach to theatre &amp; how to implement the core tenets of Epic Theatre</li> </ul>   |  |  |
| Year 10<br>HT2 | <p><b>Unit Title: Approaches to Devising</b><br/>Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• Creating innovate theatre from scratch</li> <li>• Working quickly and effectively to find meaning from a range of stimuli</li> <li>• Working as part of an ensemble to create devised pieces of theatre</li> <li>• Writing in a structured manner to meet the needs of A01 / A04.</li> </ul>   |  |  |
| Year 10<br>HT3 | <p><b>Unit Title: devising / component 1 exam</b><br/>Students will learn about develop skills of:</p> <ul style="list-style-type: none"> <li>• Devising to examination standard</li> <li>• Acting to meet the top component 1 criteria</li> </ul>  |  |  |

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|                        | <ul style="list-style-type: none"> <li>Working as part of an ensemble under duress ( time )</li> </ul>   |  |  |
| <b>Year 10<br/>HT4</b> | <b>Unit Title: Component 1 exam</b><br>Students will develop skills of: <ul style="list-style-type: none"> <li>Devising to examination standard</li> <li>Refining and developing devised work</li> <li>Writing to a sophisticated incorporating analysis / evaluation and drama vocabulary</li> <li></li> </ul>  |  |  |
| <b>Year 10<br/>HT5</b> | <b>Unit Title:</b><br>Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Devising to examination standard</li> <li>Refining and developing devised work</li> <li>Writing to a sophisticated incorporating analysis / evaluation and drama vocabulary</li> </ul>                |  |  |
| <b>Year 10<br/>HT6</b> | <b>Unit Title: Component 1</b><br>Students will develop the skills of: <ul style="list-style-type: none"> <li>Writing reflectively</li> <li>Analysing the impact of performance intentions and evaluating their outcomes</li> <li>Writing evaluatively and refining work ready to for final drafting.</li> </ul> |  |  |

| <b>Term</b>   | <b>Curriculum Content</b> | <b>Assessment(s)<br/>(assessment title, duration and approx date)</b> | <b>Extra-Curricular Options<br/>(Places to visit; wider reading; clubs to join)</b> |
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| <b>Year 11 Curriculum Overview:</b><br><i>What will year 11s study and learn this academic year? Why this/ why now?</i><br><br><i>In year 11 students refine their performance skills and approaches to performance by revising many of the approaches explored in year 10 in preparation for the component 2 exam: performance from texts. Each student is given 2 texts which they learn and a monologue and group text which is rehearsed and performed in front of a visiting examiner; this exam is worth 20% of the total GCSE.</i> |                           |   |   |



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|                               | <p><i>Students also learn how the use of production elements are a vital aspect of live performance and how designers and directors utilise these to create meaning for an audience. Students are taught how to apply their knowledge of the production elements to the text DNA by Dennis Kelly in written form for section A of the component 3 exam. Student also learn how to analyse and evaluate a live performance by watching a live theatre performance in London in preparation for section B of the component 3 GCSE exam.</i></p>   |  |  |
| <p><b>Year 11<br/>HT1</b></p> | <p><b>Unit Title: Component 3 – section A: DNA</b><br/>Students will learn</p> <ul style="list-style-type: none"> <li>• About the play DNA – the SHC context, characters and structure</li> <li>• How the performance skills are used to convey meaning about intention, motivation, and feelings</li> <li>• About the function of the production elements &amp; how to apply these to DNA</li> <li>• About the requirements for</li> </ul>   |  |  |
| <p><b>Year 11<br/>HT2</b></p> | <p><b>Unit Title: Component 3 – section A: DNA / Component 2 ( performance from text)</b><br/>Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• writing to meet the needs of all the section A questions</li> <li>• identifying moments of meaning and how the performance skills and elements help communicate are used to convey this.</li> <li>• Acting to meet the needs of a character</li> <li>• Researching the background of a text given for performance</li> <li>• Performing in a duologue of monologue</li> <li>• Annotating scripts to ensure there is variety and layers in their work</li> </ul> |  |  |
| <p><b>Year 11<br/>HT3</b></p> | <p><b>Unit Title:</b><br/>Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• Writing to meet the highest-grade boundaries of all the section A questions</li> <li>• Responding to feedback for both written and practical work</li> <li>• Acting to meet the needs of the role they have been given for component 2</li> <li>• Acting in front of an audience</li> </ul>   |  |  |
| <p><b>Year 11<br/>HT4</b></p> | <p><b>Unit Title: Component 3 – section A/B</b><br/>Students will develop the skills of:</p>  |  |  |

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|                                      | <ul style="list-style-type: none"> <li>• Performing under pressure in examination conditions</li> <li>• Deconstructing live performances making connections to the big ideas.</li> <li>• Analysing and evaluating live theatre productions &amp; writing model exemplars</li> <li>• Writing high calibre exam responses under timed conditions</li> </ul> |  |  |
| <p><b>Year 11</b><br/><b>HT5</b></p> | <p><b>Unit Title: Component 3 – section A/B</b></p> <p>Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• Writing model exemplars of both section A and B parts of the exam.</li> <li>• Peer marking and writing – identifying strengths and areas of improvement in writing.</li> </ul>                                       |  |  |