

Walthamstow Academy – Drama Curriculum Journey



Half Term	DRAMA Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<p>Year 7 Curriculum Overview: <i>In Year 7 Drama, students experience a dynamic and comprehensive curriculum designed to build their skills and creativity in performing arts. The year begins with "Introduction to Drama: Techniques and Performance Skills," where students learn fundamental drama techniques and performance skills. In the second term, they tackle "Exploration of Theme and Devising Approaches: Bullying," which helps them develop original work around this important theme. The third term focuses on "Page to Stage and Exploration Scripts: Script Extracts," where students practice interpreting and performing selected script excerpts from a range of playwrights and covering different styles, forms and genres. Following this, in "Exploration of Stimulus and Devising Approaches: Twisted Tales," students use creative prompts to invent their own imaginative stories. In the fifth term, they explore "Page to Stage and Exploration Scripts: Ernie's Incredible Illucinations" by Alan Ayckbourn, delving into a complete play to enhance their script analysis and performance skills. The year concludes with "Response to Live Theatre: National Theatre's Peter Pan from Drama Online," where students engage with a live theatre performance, developing their ability to analyse and respond to professional productions. This curriculum provides a rich blend of technical skills, thematic exploration, and live theatre engagement.</i></p> <p>Drama intent: By the end of Year 7, students will have:</p> <ul style="list-style-type: none"> • build a strong foundation for drama by introducing and developing fundamental drama techniques and performance skills, and understanding what 'having courage and being kind' in drama looks like. • explore significant themes by creating and reflecting on original work centered around topics such as bullying. • enhance their understanding and performance skills by engaging with various script extracts and full-length plays. • develop their creativity by fostering imaginative thinking and devising abilities through stimulus-based activities and creative storytelling. • analyse theatre by developing analytical skills and response techniques through engagement with live theatre productions. 			
IMPLEMENTATION			
Year 7 HT1	7HT1 Introduction to drama: Techniques and Performance Skills <ul style="list-style-type: none"> • Students will learn basic drama techniques, including voice projection, body language, and facial expressions to effectively convey emotions and character. • Students will practice improvisation exercises to enhance their spontaneity and creativity in performance. • Students will explore different types of staging and spatial awareness to understand how the physical arrangement impacts a performance. • Students will engage in group activities to develop teamwork skills and learn the importance of collaboration in drama. • Students will perform short scenes to the class to build confidence and stage presence, receiving feedback to improve their skills. 	Quiz and practical assessment	Open Evening Black History Month- Cultural Gala Y7&8 Drama Club: Thursday lunchtimes

	Baseline Assessment: Voice, Facial Expression, Physical, Frozen Image, Soundscape and Split Scene/cross cutting		
Year 7 HT2	7HT2 Exploration of Theme and Devising approaches: Bullying <ul style="list-style-type: none"> Students will examine the theme of bullying through discussions and research, focusing on its various forms and impacts. Students will respond to a stimulus to spart original ideas for their drama. Students will engage in devising activities where they create original scenes or short plays based on the theme of bullying. Students will use improvisation and role-play to explore different perspectives and experiences related to bullying. Students will develop their scriptwriting skills by drafting and refining their own scripts cantered around the theme. Students will present their devised pieces to the class and participate in peer feedback sessions to evaluate and improve their work. 	Quiz and practical assessment	Anti Bullying Week Monday 11th - Friday 15th November Y7&8 Drama Club: Thursday lunchtimes
Year 7 HT3	7HT3 Page to Stage and Exploration of Scripts: Script Extracts <ul style="list-style-type: none"> Students will practice the routines for working with scripts, highlighting lines and annotating the text. Students will read and analyse selected script extracts to understand character development, plot structure, and thematic elements. Students will practice interpreting and performing these extracts, focusing on bringing the text to life through their performances. Students will explore different genres and styles of writing within the script extracts to broaden their understanding of various theatrical forms. Students will work on enhancing their ability to follow stage directions and integrate them effectively into their performances. Students will participate in group discussions and critiques to reflect on their performances and learn from others' interpretations. 	Practical and written assessment	Y7&8 Drama Club: Thursday lunchtimes
Year 7 HT4	7HT4 Exploration of Stimulus and Devising Approaches: Twisted Tales <ul style="list-style-type: none"> Students will use creative prompts and stimuli, to inspire their own imaginative stories and dramatic scenarios. Students will engage in brainstorming sessions to generate and develop original ideas sparked on the stimuli as a starting point. Students will create and rehearse their own "twisted" or unconventional tales, experimenting with plot twists and unique character developments. 	Quiz and Practical assessment	Y7&8 Drama Club: Thursday lunchtimes Academy production rehearsals

	<ul style="list-style-type: none"> Students will perform their devised stories and engage in peer feedback to refine their narratives and performances. Students will reflect on their devising process, discussing what worked well and what could be improved in their storytelling approach. 		
Year 7 HT5	<p>7HT5 Page to Stage and Exploration Scripts: Ernie’s Incredible Illucinations by Alan Ayckbourn</p> <ul style="list-style-type: none"> Students will read and analyse "Ernie’s Incredible Illucinations," focusing on the play’s themes, characters, and narrative structure. Students will perform selected scenes from the play, exploring character relationships and dramatic tension. Students will practice interpreting the playwright’s intentions and incorporating them into their performances. Students will response to stage directions and use the areas of the stage to give and receive direction. Students will receive and incorporate feedback on their performances, aiming to enhance their understanding and execution of the play’s material. 	Practical and written assessment	<p>Y7&8 Drama Club: Thursday lunchtimes</p> <p>Academy production rehearsals</p>
Year 7 HT6	<p>7HT6 Response to Live Theatre: National Theatre’s Peter Pan from Drama Online</p> <ul style="list-style-type: none"> Students will view the National Theatre’s production of "Peter Pan" and take notes on key elements such as staging, acting, and design. Students will analyse the live performance by discussing its interpretation of the script, character portrayals, and overall production quality. Students will write a response to the performance, reflecting on their personal reactions and evaluating the effectiveness of various theatrical elements. Students will compare the live performance to their own experiences of drama, discussing differences and similarities. Students will participate in a group discussion about the live theatre experience, sharing insights and learning from their peers' perspectives. Students will consider adaptation and examine ways that the book has been interpreted for the stage both in its writing, direction, performance and design. 	Quiz and written Assessment	Academy production rehearsals and showtime!
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 8 Curriculum Overview:			

In Year 8 Drama, students build on the skills and knowledge from Year 7 with a diverse and stimulating curriculum designed to further enhance their dramatic abilities. The year begins with "Page to Stage and Exploration Scripts: Duologues and Skeleton Scripts," where students focus on performing and interpreting dialogues and partial scripts to deepen their script work. Following this, they delve into "Theatre History: Ancient Greek Theatre," exploring the origins and key elements of one of the earliest forms of drama. In the next term, students engage in "Exploration of Stimulus and Devising Approaches: Myths and Legends," using classic stories as inspiration to create their own dramatic pieces. The curriculum then moves to a detailed study of "Page to Stage and Exploration Scripts: Curious Incident of the Dog in The Night-Time" by Mark Haddon and Simon Stephens, allowing students to explore a contemporary play in depth. The year concludes with "Exploration of Theme and Devising Approaches: Wrongly Accused," where students create original work centred around themes of mistaken identity and justice. This curriculum continues to develop students' performance skills, historical understanding, and creative thinking in drama.

Drama intent

By the end of Year 8 students will:

- Deepen their **script analysis** skills by interpreting and performing duologues and skeleton scripts, focusing on nuanced character work and dialogue delivery.
- Explore **Theatre History** by studying Ancient Greek Theatre, gaining an understanding of the origins and evolution of dramatic arts.
- **Stimulate their creativity** by using myths and legends as stimuli to craft original dramatic pieces, enhancing their imaginative storytelling abilities.
- Engage with **contemporary texts** by studying and performing "Curious Incident of the Dog in The Night-Time," analysing its themes, characters, and structure.
- Investigate **thematic work** by creating original performances centered around themes of wrongful accusation, fostering critical thinking and exploring complex social issues.

Implementation

<p>Year 8 HT1</p> <p>And</p> <p>Year 8 HT2</p>	<p>8HT1&2 Page to Stage and Exploration Scripts: Duologues and Skeleton Scripts</p> <ul style="list-style-type: none"> • Students will work with skeleton scripts (scripts with incomplete scenes) to develop their skills in improvisation and interpretation. • Students will study and analyse duologues (two-person scenes) to develop interpretations or to mine the text for Who, What, Where and When. • Students will make choices about how to show the W's as they block their scene and select performance skills. • Students will practice performing duologues, focusing on delivering lines with appropriate focus, emotion, timing, and expression. • Students will engage in group exercises to explore different approaches to interpreting and performing duologues, including varying character perspectives and subtext. 	<p>HT1 Quiz and practical assessment</p> <p>HT2 Annotation and practical assessment</p>	<p>HT1 Open Evening Black History Month- Cultural Gala</p> <p>Y7&8 Drama Club: Thursday lunchtimes</p> <p>HT2 Anti Bullying Week Monday 11th - Friday 15th November</p> <p>Y7&8 Drama Club: Thursday lunchtimes</p>
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	<ul style="list-style-type: none"> Students will present their performances to the class and participate in peer reviews to receive feedback and refine their acting techniques. 		
Year 8 HT3	<p>8HT3 Theatre History: Ancient Greek Theatre</p> <ul style="list-style-type: none"> Students will explore the origins and key features of Ancient Greek Theatre, including its historical context, conventions, and playwrights like Sophocles and Aristophanes. Students will study Greek theatre architecture, such as the amphitheatre, and understand its impact on performance and audience experience. Students will read and analyse excerpts from classic Greek plays to identify common themes, structures, and dramatic techniques. Students will participate in practical activities, such as performing short Greek tragedies or comedies, to experience the style and conventions firsthand. Students will reflect on how Ancient Greek Theatre has influenced modern drama and compare its elements with contemporary theatrical practices. 	Quiz and practical assessment	Y7&8 Drama Club: Thursday lunchtimes
Year 8 HT4	<p>8HT4 Exploration of Stimulus and Devising Approaches: Myths and Legends</p> <ul style="list-style-type: none"> Students will use myths and legends as stimuli to inspire their own devised pieces, focusing on narrative structure and thematic elements. Students will engage in brainstorming and improvisation sessions to explore various ways of interpreting and adapting mythical stories. Students will create and develop original performances based on their chosen myths or legends, incorporating dramatic techniques and creative storytelling. Students will rehearse and present their devised pieces, focusing on effective use of space, character development, and plot delivery. 	Practical assessment	Academy production rehearsals Y7&8 Drama Club: Thursday lunchtimes

	<ul style="list-style-type: none"> Students will participate in feedback sessions to evaluate their work and consider how their adaptations reflect or alter the original myths and legends. 		
Year 8 HT5	<p>8HT5 Page to Stage and Exploration Scripts: Curious Incident of the Dog in the Nighttime</p> <ul style="list-style-type: none"> Students will study and analyse "The Curious Incident of the Dog in the Night-Time" by Mark Haddon and Simon Stephens, focusing on its narrative, characters, and themes. Students will perform selected scenes from the play, exploring the unique challenges and opportunities presented by its structure and character perspectives. Students will practice techniques for conveying the play's complex themes and emotions, including those related to neurodiversity and family dynamics. Students will engage in group discussions about the play's interpretation and its impact on both the characters and the audience. Students will reflect on their own performances and compare their interpretations with professional productions, considering how different elements influence the overall presentation. 	Practical and written assessment	Academy production rehearsals Y7&8 Drama Club: Thursday lunchtimes
Year 8 HT6	<p>8HT6 Exploration of Theme and Devising Approaches: Wrongly Accused</p> <ul style="list-style-type: none"> Students will explore the theme of wrongful accusation through discussions and activities that highlight various perspectives and emotional responses. Students will use this theme as a stimulus to devise original dramatic pieces, focusing on creating compelling narratives and believable characters. Students will engage in improvisation and scripting exercises to develop their devised pieces, experimenting with plot twists and character development. Students will rehearse and present their work to the class, focusing on effective storytelling and the thematic representation of wrongful accusation. 	Practical assessment	Academy production rehearsals and showtime!

	<ul style="list-style-type: none"> Students will participate in peer evaluations and discussions to refine their work and gain insights into different approaches to the theme. 		
Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 9 Curriculum Overview:</p> <p><i>In Year 9 Drama, students will build on their previous experiences by engaging in a variety of enriching and challenging schemes of learning. The year begins with "Exploration of Theme and Devising Approaches: Peer Pressure," where students will delve into the complexities of peer influence through the creation of original dramatic pieces. Following this, they will study "Theatre Practitioners: Stanislavski," exploring the techniques and theories of Konstantin Stanislavski to enhance their understanding of naturalistic acting. The curriculum then shifts to "The Power of Design," where students will investigate the critical elements of staging, lighting, set design, costume, and sound, gaining insights into how these aspects contribute to the overall impact of a performance and getting some insight into the wide range of career options within the performing arts industry. Finally, students will engage with "Page to Stage and Exploration Scripts: The Crucible" by Arthur Miller, analysing and performing scenes from this classic play to deepen their script interpretation and performance skills. This comprehensive curriculum aims to further develop students' dramatic skills while integrating thematic exploration, historical context, and technical aspects of theatre.</i></p> <p>Drama intent</p> <p>By the end of Year 9 students will:</p> <ul style="list-style-type: none"> Explore the theme of peer pressure by devising and performing original dramatic pieces, examining its impact on individual behaviour and group dynamics. Study Konstantin Stanislavski's acting techniques to enhance their naturalistic performance skills, focusing on methods for developing deep characterizations and emotional authenticity. Investigate the power of design elements such as staging, lighting, set, costume, and sound, understanding how these components contribute to the overall impact and effectiveness of a production. Analyse and perform scenes from Arthur Miller's "The Crucible," developing their script interpretation and performance skills through a detailed exploration of this classic play. Integrate their learning from thematic, historical, and technical aspects of drama to create well-rounded and compelling performances, reflecting their growing expertise and understanding of theatre. <p>IMPLEMENTATION</p>			
Year 9 HT1	<p>9HT1 Exploration of Theme and Devising Approaches: Peer Pressure</p> <ul style="list-style-type: none"> Students will investigate the theme of peer pressure through discussions and research, examining its effects on individuals and groups. Students will participate in improvisation exercises to explore different scenarios and responses related to peer pressure. 	Quiz and practical assessment	Open Evening Black History Month- Cultural Gala

	<ul style="list-style-type: none"> Students will brainstorm and develop original dramatic pieces that reflect various aspects and impacts of peer pressure. Students will create and rehearse their devised pieces, focusing on portraying realistic character interactions and emotional responses. Students will use various explorative and performance techniques to explore character thoughts, feelings and consider alternative outcomes. Students will present their work to the class and engage in peer feedback sessions to refine their pieces and deepen their understanding of the theme. 		
Year 9 HT2	9HT2 Theatre Practitioners: Stanislavski <ul style="list-style-type: none"> Students will study Konstantin Stanislavski's acting techniques, including the "system" for naturalistic performance and character development. Students will explore Stanislavski's concepts such as emotional memory, the magic "if," and given circumstances through practical exercises. Students will apply Stanislavski's methods to scenes and monologues, focusing on creating truthful and believable performances. Students will participate in group activities to practice Stanislavski's techniques in ensemble work, enhancing their collaborative skills. Students will reflect on their use of Stanislavski's techniques and compare their results with other acting methods, considering how different approaches affect their performances. 	Quiz and practical assessment	Anti Bullying Week Monday 11th - Friday 15th November
Year 9 HT3 And Year 9 HT4	9HT3&4 The Power of Design: Staging, Lighting, Set, Costume, Sound <ul style="list-style-type: none"> Students will explore the role of staging in theatre, including the arrangement of actors and props on stage to create effective visual and spatial dynamics. Students will check their understanding of the stage areas and examine the different stage configurations and why they might be chosen by directors. Students will study the impact of lighting design, learning about different lighting techniques and their effects on mood, atmosphere, and visibility. Students will investigate set design, understanding how scenery and props contribute to the setting and context of a performance. Students will examine costume design, including how clothing choices reflect character, period, and theme within a production. Students will analyse sound design, learning about the use of music, sound effects, and silence to enhance the narrative and emotional impact of a performance. 	HT3- N/A HT4 Quiz and written assessment	Academy production rehearsals

	<p>Page to Stage and Exploration Scripts: The Crucible by Arthur Miller</p> <ul style="list-style-type: none"> • Students will read and analyse "The Crucible" by Arthur Miller, focusing on its themes, characters, and historical context. • Students will explore the dramatic structure and language of the play, studying how Miller builds tension and develops the plot. • Students will practice performing selected scenes from "The Crucible," focusing on character motivations, emotional expression, and historical accuracy. • Students will engage in group discussions to evaluate different interpretations of the play and its relevance to contemporary issues. • Students will participate in rehearsals and performances of their scenes, integrating feedback and refining their portrayal of the play's complex themes and characters. 	<p>Written Assessment</p>	<p>Academy production rehearsals and showtime!</p>
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Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
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Year 10 Curriculum Overview:

In Year 10 Drama, students will engage in a comprehensive and challenging curriculum that builds on their previous learning. The year begins with an "Introduction to GCSE: Techniques and Performance Skills," where students refine their foundational drama techniques and performance skills in preparation for the GCSE requirements. They will then delve into "Component 3 - Section A: Set Text 'DNA' by Dennis Kelly," analysing this play's narrative, characters, and context to enhance their understanding of dramatic literature and prepare themselves with the foundation knowledge for Component 3 Section A of their written exam. Following this, students will undertake a "Mock Component 2 - Scripted Performance," where they will rehearse and perform scripted scenes, simulating the assessment conditions for their final performances at the start of year 11 when an examiner will visit the Academy to watch and mark them. The focus will then shift to "Component 1 - Devising NEA (40% of Final GCSE Grade)," where students will create and develop their own original performances, documenting their process in a portfolio. The year will conclude with "Component 1 - Devising NEA: Performances and the Portfolio Deadline," where students will finalise their devised pieces and perform them to a live audience (worth 10% of their final GCSE grade) and submit their portfolios (worth 40% of their final GCSE grade). To end the year, we will go back to the Set Text and Section A of the Component 3 exam preparations in "Component 3 - Section A: Approaching the Exam Paper," ensuring they are well-prepared for the final written examination next academic year. This curriculum provides a robust blend of practical performance work, script analysis, and exam preparation, equipping students with the skills and knowledge needed for their GCSE Drama assessments.

Drama Intent

By the end of Year 10 students will:

- Students will refine their foundational drama techniques and performance skills, **building a strong base for the GCSE Drama** curriculum.
- Students will **analyse and interpret the set text "DNA"** by Dennis Kelly, focusing on narrative structure, character development, and contextual understanding to deepen their engagement with dramatic literature.
- Students will **rehearse and perform scripted scenes**, simulating assessment conditions to enhance their performance skills and ability to deliver polished, effective presentations.
- Students will **create and develop original devised performances for Component 1, documenting their process and reflections** in a portfolio to meet GCSE criteria.

- Students will **finalize their devised performances and portfolios**, preparing for submission and reflecting on their creative process and outcomes to ensure high-quality work.
- Students will **prepare for the Component 3 exam** by practicing exam techniques, reviewing sample questions, and developing strategies for effective time management and analysis.

Implementation

<p>Year 10 HT1</p>	<p>10HT1 Introduction to GCSE: Techniques and Performance Skills</p> <ul style="list-style-type: none"> • Students will review and practice fundamental drama techniques, including voice projection, physicality, and character development to build a strong foundation for GCSE drama. • Students will explore advanced performance skills such as ensemble work, character transformation, and emotional range. • Students will engage in various exercises to develop their ability to apply these techniques in different performance contexts and styles. • Students will participate in group and solo performances to demonstrate their understanding and application of the skills learned. • Students will receive and incorporate feedback on their performances to refine their technique and performance skills. 	<p>Quiz and Practical assessment</p> <p>Practice Exam questions (Component 3 Section A: 4 and 6 markers)</p>	<p>Open Evening Black History Month- Cultural Gala</p>
<p>Year 10 HT2</p>	<p>10HT2 Component 3 - Section A: Set Text "DNA" by Dennis Kelly</p> <ul style="list-style-type: none"> • Students will read and analyse the play "DNA" by Dennis Kelly, focusing on its narrative structure, themes, and characters. • Students will explore the context in which "DNA" was written and performed, including historical, social, and cultural influences. • Students will discuss and interpret the development of characters and their relationships within the play. • Students will engage in practical exercises and workshops to explore key scenes and character interactions from "DNA." • Students will complete written analyses and evaluations of the play, demonstrating their understanding of the text and its contextual significance. • Students will watch a piece of live or live recorded theatre to begin preparations for the demands of the written exam Component 3 Section B. 	<p>Written assessment</p> <p>Practice Exam questions (Component 3 Section A: 4 and 6 markers) And Practice Exam questions (Component 3 Section B: i&ii)</p>	<p>Anti Bullying Week Monday 11th - Friday 15th November</p>
<p>Year 10 HT3</p>	<p>10HT3 Mock Component 2 - Scripted Performance: Rehearsals and Final Refined Performance</p> <ul style="list-style-type: none"> • Students will participate in rehearsals for a scripted performance, applying advanced acting techniques to bring the text to life. 	<p>Practical and written assessment</p>	

	<ul style="list-style-type: none"> Students will focus on refining their performances through targeted practice, including character development, staging, and interaction. Students will collaborate with peers to develop a cohesive and polished final performance. Students will perform their scripted scenes in front of an audience, simulating the conditions of a formal assessment at the start of Year 11. Students will reflect on their performance through self-evaluation and peer feedback, using insights to improve future performances. 	Exam questions (Component 3 Section A: 4, 6, 9 and 12 markers)	
Year 10 HT4	10HT4 Component 1 - Devising NEA (40% of Final GCSE Grade): Creating, Rehearsing, and Portfolio Completion Begins <ul style="list-style-type: none"> Students will start the devising process by brainstorming and developing original performance ideas based on a given stimulus. Students will develop a clear intention derived from the stimulus and with their audience in mind. Students will create and structure their devised pieces, incorporating elements of narrative, character, language, style, form, structure and genre into their work. Students will engage in continuous rehearsal to refine their performances, focusing on coherence, creativity, and execution. Students will begin documenting their devising process in a 'rehearsal diary', including reflections, research, and development notes. This will be essential preparations for completion of the coursework Portfolio worth 30% of the overall GCSE grade. All diary entries submitted during the process will be allowed with students in the controlled conditions Portfolio completion lessons, so it is essential to keep up with Diary Entry homework's across HT4&5. Students will receive feedback on their devised work and diary entries/portfolio, making adjustments to enhance their final submission. 	Practical and written assessment Exam questions (Component 3 Section A: 4, 6, 9 and 12 markers)	Academy production rehearsals
Year 10 HT5	10HT5 Component 1 - Devising NEA (40% of Final GCSE Grade): Performances and Portfolio Deadline <ul style="list-style-type: none"> Students will finalise and rehearse their devised performances, ensuring that they meet the required standards and criteria for assessment. Students will present their completed devised performances to an audience, showcasing their creative and collaborative skills. Students will finalise their 2000word portfolios under controlled conditions through a series of computer room lessons and interventions. The portfolios will be focused reflections on the whole devising process completed by 	Component 1 Performance (30% of actual GCSE grade) Component 1 Portfolio (10% of actual GCSE grade)	Academy production rehearsals

	<p>answering 6 questions. All diary entries submitted during the process will be allowed with students in the controlled conditions Portfolio completion lessons, so it is essential to keep up with Diary Entry homework's across HT4&5.</p> <ul style="list-style-type: none"> • Students will complete their written portfolio submissions, adhering to the GCSE criteria and guidelines for Component 1. • Students will review and reflect on their overall devising experience, considering feedback and learning outcomes for future development. 		
Year 10 HT6	<p>6. Component 3 – Section A: Approaching the Exam Paper</p> <ul style="list-style-type: none"> • Students will familiarize themselves with the exam paper structure for Component 3, including question types and assessment criteria. • Students will practice answering sample questions and model answers to develop effective exam techniques and time management skills. • Students will review key concepts and strategies for analysing set texts, including "DNA" and other relevant material. • Students will participate in mock exams and timed practice sessions to simulate real exam conditions. • Students will receive feedback on their exam practice, using it to refine their approach and improve their exam performance. 	Exam questions (Component 3 Section A: 4, 6, 9, 12 and 14 markers)	Academy production rehearsals and showtime!

Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
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Year 11 Curriculum Overview:

What will year 11s study and learn this academic year? Why this/ why now?

In Year 11 Drama, students will build on their previous learning as they prepare for their Pearson Edexcel GCSE Drama assessments having already complete 40% of the GCSE in Year 10 by doing the Component 1 Devising performance and Portfolio. The year begins with "Component 2 - Scripted Performance or Design Extract 1," where students will analyse, block, and rehearse their chosen scripts, either focusing on performance or design elements, or a combination of both. In the second half of the term, students will add a second script extract from the same play to their preparations, deepening their engagement with the chosen pathway. Throughout both terms, students will also engage weekly in "Component 3 - Section A: Set Text 'DNA' by Dennis Kelly," exploring this text from the perspectives of performer, director, and designer to prepare for the written exam. As the year progresses, students will focus on "Component 2 - Scripted Performance or Design Extract 1 & 2," refining and performing their work before a visiting examiner and live audience before February Half Term (Date TBC). Finally, the curriculum will shift to "Component 3 - Section B: Response to Live Theatre," where students will visit the theatre as a class and prepare 500 words of notes that they will be allowed to take into the Component 3 written exam. They will revise for the written exam, scheduled for May 8, 2025. This comprehensive approach ensures students are well-prepared for both their practical performances and written examinations, bringing together their skills and knowledge from across the GCSE course.

Drama Intent

By the end of Year 10 students will:

- Build on their previous learning from Year 10 by applying their developed skills to "Component 2 - Scripted Performance or Design Extract 1," analysing, blocking, and rehearsing their chosen script extracts, focusing on performance or design elements, or a combination of both.
- Deepen their engagement with the chosen pathway (performance or design) by incorporating a second script extract into their preparations, refining their understanding and execution of the performance or design work.
- Participate in weekly lessons on "Component 3 - Section A: Set Text 'DNA' by Dennis Kelly," exploring the text from multiple perspectives (performer, director, designer) and developing strategies for analysing and answering exam questions related to the set text.
- Prepare for their final assessments by rehearsing and refining their work on "Component 2 - Scripted Performance or Design Extract 1 & 2," culminating in performances before a visiting examiner and live audience, scheduled before February Half Term.
- Focus on "Component 3 - Section B: Response to Live Theatre" by visiting the theatre as a class, preparing a 500-word set of notes for the exam, and revising extensively for the written exam on May 8, 2025, ensuring comprehensive preparation for both practical and theoretical components of the GCSE Drama course.

Implementation

<p>Year 11 HT1</p>	<p>11HT1: Component 2 - Scripted Performance or Design Extract 1 Students will analyse Extract 1 of their chosen script, focusing on understanding its themes, characters, and structure to inform their performance or design approach.</p> <ul style="list-style-type: none"> • Read and discuss the script extract to identify key elements such as character motivations and dramatic tension. • Break down scenes to determine blocking (stage movements) and design requirements (if applicable). • Conduct practical workshops to experiment with different staging, lighting, and sound options for the design pathway. • Take direction from Mrs Quince to try different approaches. • Rehearse scenes with a focus on applying blocking and design choices effectively to enhance the overall performance or design. • Receive feedback from peers and teachers to refine their approach and prepare for the next steps in their preparation. <p>11HT1: 1 lesson per week on Component 3 - Section A: Set Text 'DNA' by Dennis Kelly focusing on:</p> <ul style="list-style-type: none"> • Further analysing key scenes from 'DNA' from the perspectives of performer, director, and designer. • Discussing how different elements of theatre practice (performance, direction, design) influence the interpretation of the text. • Practicing responses to exam-style questions related to 'DNA,' including those from the perspective of performer, director and designers. • Developing strategies for effectively approaching these questions in the written exam. 	<p>Completion of component 1 portfolio Thursday 10th Nov</p> <p>2 late starters to complete group piece and film Mon 10 October</p>	
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	<ul style="list-style-type: none"> Reviewing past exam questions and model answers to enhance their understanding and exam technique. 		
Year 11 HT2	<p>11HT2: Adding Script Extract 2 to Scripted Performance or Design Preparations Students will integrate Extract 2 into their existing preparation for Component 2, continuing to develop their performance or design work.</p> <ul style="list-style-type: none"> Analyse Extract 2 in the same depth as Extract 1, identifying new themes, character interactions, and design needs. Apply blocking and design techniques to the new extract, ensuring consistency with previous work while exploring new elements. Rehearse both extracts together to ensure seamless transitions and coherence across the entire performance or design. Explore options for combining performance and design pathways, if applicable, or focus on refining their chosen pathway. Receive targeted feedback to address any challenges and make final adjustments before the performance or design assessment. <p>11HT2: continuing 1 lesson per week on Component 3 - Section A: Set Text 'DNA' by Dennis Kelly continuing on from HT1.</p>	DNA for written Component 3	
Year 11 HT3	<p>11HT3: Component 2 - Scripted Performance or Design Extract 1 & 2 Rehearse, Refine, and Perform Students will focus on refining their performances or designs for both Extract 1 and Extract 2, incorporating feedback and making final adjustments.</p> <ul style="list-style-type: none"> Conduct intensive rehearsals to perfect their performance or finalise their design elements. This will include afterschool rehearsals. Work on polishing transitions, timing, and consistency between the two extracts to ensure a cohesive final presentation and aspirational grade. Perform their work before a visiting examiner and live audience, demonstrating their ability to apply GCSE Drama techniques effectively. Reflect on the performance or design process, evaluating their strengths and areas for improvement based on feedback received. Prepare documentation on interpreting the extracts to hand to the examiner 1 week before the exam date. Prepare costume, props, set, lighting and sound even if there is no designer being examined in the group so that students can experience a complete and fully polished performance experience at this stage of the course. 	Scripted component 2 exam	

<p>Year 11 HT4</p>	<p>11HT4: Component 3 - Section B: Response to Live Theatre and Revision for Section A Students will prepare for Component 3 - Section B by developing their skills in analysing and responding to live theatre.</p> <ul style="list-style-type: none"> • Review key concepts and techniques for evaluating live performances, focusing on elements such as staging, acting, and direction as well as staging, set, costume, lighting and sound design. • Practice writing detailed responses to live theatre productions, addressing specific aspects of the performance as required by the exam. • Engage in practice questions to build confidence and improve their ability to articulate their analysis effectively and within the recommended time limit suggested by the exam board. • Revise and consolidate their knowledge of the set text 'DNA' by Dennis Kelly, and how to answer the Section A questions on this text. • Participate in revision sessions and use past papers to prepare thoroughly for the final written exam, scheduled for May 8, 2025. 	<p>Component 1 revision</p>	<p>Afterschool intervention sessions</p>
<p>Year 11 HT5</p>	<p>11HT5 Final revision sessions</p> <ul style="list-style-type: none"> • Drama GCSE Exam 2025 is on 8th May 	<p>Component 1 exam</p>	