

## **Newfield Drama Curriculum Overview**

### **KS3 Focus:**

By the end of KS3 students should have an understanding of and gained skills in the following areas:

- Actor and Character – facial expressions, body language, voice, movement and interaction
- Story telling – story, structure, target audience, transitions, narration, atmosphere
- Improvisation & Devising
- Scripted Performance
- Performance Conventions – Cross cutting, still image, thought tracking, etc.
- Performance Genres – TIE, Comedy, Tragedy, Drama, etc.
- Performance Spaces – In the round, thrust, proscenium, traverse, etc.
- Performance Styles: mime, melodrama, physical theatre, masks, stage combat, naturalism
- Theatre practitioners: Stanislavski & Brecht
- Reflective practice through self and peer evaluation, target setting and review



*(Verbal target setting and evaluation should be imbedded within each SOL to successfully prepare students for the BTEC Performing Arts Acting course)*

*Alternative sol to include in curriculum: Yr8 – Charlotte Dymond (TIE) Urban Legends (TT)*

### **KS4 Focus:**

By the end of KS4 students should successfully achieve a Drama qualification in BTEC Performing Arts (Tech Award) – Acting. Through:

- The development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to them, such as practitioner roles, responsibilities, skills and techniques.
- The development and application of skills, such as practical and interpretive, rehearsal and performance in acting through workshops and classes.
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques.

Year 7					
Term 1 8 Weeks	Term 2 7 Weeks	Term 3 6 Weeks	Term 4 5 Weeks	Term 5 6 Weeks	Term 6 6 Weeks
<b>Intro to Drama</b>  <i>Language of Theatre</i>	<b>Mime</b>  <i>Performance Style: Mime</i>	<b>Melodrama</b>  <i>Performance Style: Melodrama</i>	<b>Willy Wonka &amp; The Chocolate Factory</b>  <i>Performance Style: Physical Theatre</i>	<b>The Demon Headmaster</b>  <i>Contemporary Text Practitioner: Stanislavski</i>	
Year 8					
Term 1 8 Weeks	Term 2 7 Weeks	Term 3 6 Weeks	Term 4 5 Weeks	Term 5 6 Weeks	Term 6 6 Weeks
<b>Twisted Tales</b>  <i>Performance conventions</i>	<b>Trestle Masks</b>  <i>Performance Style</i>	<b>Terrible Fate of Humpty Dumpty (Bullying/Peer Pressure)</b>  <i>Contemporary Text Practitioner: Stanislavski</i>		<b>Exploring Shakespeare</b>  <i>Performance text</i>	<b>Stage Combat</b>  <i>Performance Style</i>
Year 9					
Term 1 8 Weeks	Term 2 7 Weeks	Term 3 6 Weeks	Term 4 5 Weeks	Term 5 6 Weeks	Term 6 6 Weeks
<b>Let him have it</b>  <i>Devising &amp; Performance Convention</i>	<b>Everybody is talking about Jamie (LGBTQ+)</b>  <i>Contemporary Text Stanislavski</i>		<b>The Hillsborough Disaster</b>  <i>Performance Style: Verbatim Theatre</i>	<b>Exploring Godber</b>  <i>Contemporary Text Practitioner: Godber</i>	

Year 10					
Term 1 8 Weeks	Term 2 7 Weeks	Term 3 6 Weeks	Term 4 5 Weeks	Term 5 6 Weeks	Term 6 6 Weeks
September - January			February - April	May - July	
<b>Introduction to BTEC Drama</b>  Bridging Unit:  Exploration of Key skills, terms, practitioners and approaches to scripted & devised performance work	<b>Component 1: Delivery</b>  Exploring the skills and techniques of the Performing Arts  <i>Workshops &amp; Promotional Material</i>		<b>Component 1: Summative Assessment &amp; Marking</b>  Exploring the skills and techniques of the Performing Arts 30% INTERNAL ASSESSMENT	<b>Component 2: Delivery</b>  Developing skills and techniques in the Performing Arts  <i>Performance &amp; Logbook</i>  30% INTERNAL ASSESSMENT	
Year 11					
Term 1 8 Weeks	Term 2 7 Weeks	Term 3 6 Weeks	Term 4 5 Weeks	Term 5 6 Weeks	Term 6 6 Weeks
September - October	October - December	January - May			June - July
<b>Component 2: Refresher</b>  Developing skills and techniques in the Performing Arts  <i>Performance &amp; Logbook</i>  30% INTERNAL ASSESSMENT	<b>Component 2: Summative Assessment &amp; Marking</b>  Developing skills and techniques in the Performing Arts  30% INTERNAL ASSESSMENT	<b>Component 3: Delivery</b>  Performing to a Brief  <i>Performance &amp; Written Tasks</i>  40% EXTERNAL ASSESSMENT		<b>Component 3: External Assessment</b>  Performing to a Brief  <i>Performance &amp; Written Tasks</i>  40% EXTERNAL ASSESSMENT	<i>Study Leave</i>