



## Co-op Academy Walkden Subject Curriculum Overview: Drama

Year Group		AU1	AU2	SP1	SP2	SU1	SU2
7 Introduction to Drama	Core Theme	Basic Skills	Pantomime/ Stock Characters	Darkwood Manor	Playwrights and Practitioners	Live Theatre	Transformations
	Unit of Work	Serious Fun Understanding of Drama skills, keywords, focus on collaboration and group work, concepts and beginning to look at conventions.	Pantomime develop the basic skills whilst developing their knowledge of the genre of pantomime and appreciation of theatre as an art form.	Continuing to build upon the skills of Drama and Physicality and adding to understanding of Dramatic devices such as still image, soundscape and improvisation.	Brecht – The Caucasian Chalk Circle  Introduce pupils to the main events of 'The Caucasian Chalk Circle'.  To introduce Brecht as a practitioner and begin to understand some of his techniques	An introduction to watching and evaluating Live Theatre and considering different forms of staging. Railway Children	Transformations  Understanding concepts such as emotion, status and power on stage through the play Mr Holgado By Christopher William Hill.
8 Drama, the world and me	Core Theme	History of Theatre	Verbatim	Noughts and Crosses	Duffy - Playwrights and Characterisation	Live Theatre	Devising
	Unit of Work	History of Theatre  Students recognise changes to theatre throughout history and look at	Verbatim Theatre  To use a range of direct sources to learn about how we create engaging drama	Noughts and crosses.  Looking at scripted work and understanding characters from page to stage.	Grimms Fairy Tales - Carol Ann Duffy  To develop use of key drama skills in a dramatic forum.	An introduction to watching and evaluating Live Theatre and considering the use of lighting, sound and costume.  Shrek	Looking at creating our own pieces from scratch using simple stimuli. Social Media

		important features of historical theatre.	based on real life events, including newspaper articles, direct quotes, testimonies and even our own views and opinions.	(Link to study of Noughts and Crosses at GCSE)	To examine how fairy tales have developed / changed over time. To explore how stories can be deconstructed to create new versions		
<b>9</b> <b>Using drama in life.</b>	<b>Core Theme</b>	<b>Devising</b>	<b>Design</b>	<b>DNA</b>	<b>#You too?</b>	<b>Live Theatre</b>	<b>Survivor</b>
	<b>Unit of Work</b>	Devising  Looking at creating our own pieces from scratch using simple stimuli. - Protest	Design  Looking at design aspects of the subject;  <ul style="list-style-type: none"><li>• Costume</li><li>• Make up</li><li>• Set Design</li></ul>	Looking at scripted work and understanding characters from page to stage. Beginning to look at Drama practitioners and how their ideas have influenced performance.	Devising based on gender identity in association with healthy vs unhealthy romantic relationships	Watching and evaluating Live Theatre and considering the use of lighting, sound and costume. This SOL also gives Students the opportunity to consider online safety and their use of social media  Cookies	Transferable skills Critical thinking skills Team building Devising Improvisation

Year Group		AU1	AU1	AU2	SP1	SP2	SU1	SU2
10	Core Theme	Skills	Understanding Drama & Text in Practice - Component 1 40% & 3 20%	Devised - Component 2 40% GCSE Grade NEA Recorded - internally Moderated and Externally Verified			Understanding Drama & Text in Practice - Component 1 40% & 3 20%	
	Unit of Work	Understanding of Drama skills, keywords, concepts and conventions. How to work in a team, creating characters and developing work from stimuli.	Noughts and Crosses- Text In practice Mock  Practical study of the set text to inform Component 1 - written exam Section A & as practice for Scripted work (Component 3)  Live Theatre (Component 1 section B) Model answers/ Scaffolding/ Group practice.  Exam Practice for Sections A & B	Devised work and Portfolio.  Looking at practitioners to inform devised work; <ul style="list-style-type: none"><li>• Frantic Assembly</li><li>• DV8</li><li>• Brecht</li><li>• Stanislavski</li><li>• Berkoff</li></ul> Whole Class & specific feedback given for performance and written aspects			Noughts and Crosses - Text In practice Mock  Practical study of the set text to inform Component 1 - written exam Section A & as practice for Scripted work (Component 3)  Live Theatre (Component 1 section B) Model answers/ Scaffolding/ Group practice.  Exam Practice for Sections A & B	
	Term	Au1	Au 2	Sp1	SP 2 & SU 1			
11	Core Theme	Understanding Drama - Component 1 40%		Text in Practice - Component 3 20% GCSE Grade NEA Visiting Examiner		Understanding Drama - Component 1 40%		
	Unit of Work	Exam Paper 1 Section A - Set text Section B - Live theatre study.  Revision / Development of skills.		Study and present a key extract (monologue, dialogue or group performance)  Study and present a second key extract (monologue, dialogue or		Exam Paper 1 Section A - Set text Section B - Live theatre study.  Revision / Development of skills. Model Answers/ Walking Talking Mocks		

		<p>Model Answers/ Walking Talking Mocks</p> <p>group performance) from the same play.</p> <p>NEA Visiting Examiner</p>		
--	--	--	--	--