



These schemes are subject to change based upon time table

KS3- Drama Curriculum Overview

Drama Intent				
<p><i>Drama at Oldbury academy is based on an environment of inclusion. The schemes of work are all linked to the development of cultural capital in the community we live in by enabling students to be confident, reflective and imaginative individuals, who can explore and assess issues, ideas and themes by applying key strands of devising, performing and appreciating. There are opportunities for students to be assessed both in their practical application of skills as well as theoretical written assessments to really strengthen their knowledge and understanding of the arts. The nature of performance is that it exists within the moment, so verbal feedback is key for development. In drama, learners are given every opportunity to succeed, thrive and ultimately enjoy their lessons. Emerging from a pandemic, where students may have lost confidence in performing, we believe Drama will make a difference to who our students are, and who they will become, both personally and professionally. We aim to create enriched experiences, both within the classroom and beyond. Mutual respect is at the heart of everything we do, and students are able to experiment and express themselves in a positive learning environment, where everyone is supported, listened to and appreciated. There are three strands explored through KS3 devising, performing and appreciating, each linking to formally assessed BTEC Components in year 10 and 11: Devising Theatre, Performing from a Text and Interpreting Theatre.</i></p>				
Year 7		Year 8		Year 9
<p>Autumn – Term 2 schemes of work for year 7 & 8 for year 9</p>	<p>Overview</p> <p>SOL 1: (7 weeks)</p> <p><u>It was terrifying & Knife Crime</u></p> <p><i>(3 weeks ‘it was terrifying’ followed by ‘Knife crime’3 weeks including baseline assessment)</i></p> <p>Students will build characterisation, understand and use drama conventions and techniques to make sense of drama and develop their improvisation skills</p> <p>Students will also develop their understanding of <i>British Values</i> through an introduction to the skills they will need to develop in Drama at KS3 and beyond. This includes exploring stimuli current to the community they live in and fear about starting secondary school.</p>	<p>Overview</p> <p>SOL 1- (7 weeks)</p> <p><u>Exploration of Blood Brothers</u></p> <p>Students develop their ‘Cultural Capital’ through the exploration of this well-loved Musical. They will watch, explore and perform extracts from the play text suitable to their reading age to develop their literacy skills.</p> <p>They will then go on to look at a modern play cleverly written. set amongst the backdrop of the London riots, it explores the culture (cultural capital) in which today's teenagers are growing up in and the problems they face. It has many Brechtian techniques, such as choral style narratives and direct audience address.</p>		<p>Overview</p> <p>SOL 1– Autumn Term (12 weeks in total)</p> <p><u>Frantic Assembly : Practitioner Focus 1</u> (6 weeks)</p> <p>(Introduction to component 1 Practitioners)</p> <p>This scheme gives the students an introduction to component 1 which is studied as part of the BTEC Tec Course in Performing Arts . Within this scheme of work students will have their literacy skills challenged through exposure to practitioners, physical theatre and drama techniques to explore and develop creative pieces based on the Frantic Assembly Style of acting . The workshops will be in depth and consolidated by btec style written tasks and homeworks to prepare students for year 10 and 11.</p> <p>This Scheme will build upon knowledge and skills learned in previous years and aims to promote the mastery of these skills, in particular for students thinking of selecting drama as one of their options in year 10.</p>
	<p>SOL 2 (6/7 weeks Nov-Dec)</p> <p>6 weeks of Evacuees last week Christmas special lesson.</p> <p><u>Evacuees</u></p> <p>The scheme and photographs show various children from different social backgrounds and also represents how children from more disadvantaged areas</p>	<p>SOL 2 (6/7 weeks)</p> <p>Exploration of a play text</p> <p><u>Burning Bird</u></p> <p>Students look at a modern play cleverly written. set amongst the backdrop of the London riots, it explores the culture (cultural capital) in which today's teenagers</p>		<p><u>DNA : Practitioner Focus 2 (component 1 continued)</u> (6 weeks)</p> <p>This section of the component is centred around the play DNA by Dennis Kelly. It follows the silent yet intimidating, 16 year old Phil, and his fearful following of misfits as they come to terms with the consequences of a practical joke that ends in tragedy.</p> <p>Students will explore the sections of the text and develop understanding of practitioners such as Stanislavski.</p>



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	<p>and privileged areas were all forced to leave their parents and were sent to the countryside during the Air raids.</p> <p>The scheme also looks at Social conditions, housing, education and the impact of war on the Home front.</p> <p><i>*Christmas or play script for 1 week before the end of term students work on a Christmas script as a one off and present to each other in class.</i></p>	<p>are growing up in and the problems they face. It has many Brechtian techniques, such as choral style narratives and direct audience address.</p>		<p><i>Students will be assessed on 3 criteria which directly link to BTEC at KS4. Areas of assessment are: Devising, rehearsing, performing and appreciating.</i></p> <p><i>Grades will be inputted into a teacher tracker which will be used to inform teaching and assessment.</i></p>
	<p style="text-align: center;">Skills</p> <p>Characterisation, facial expressions, body language, evaluation, still image, thought-tracking.</p> <p>Acting skills: vocal skills (pace, tone, pitch, volume), physical skills (body language, spatial awareness, mannerisms, gestures), colour of voice. Group work • leadership/directing • active listening • verbal evaluation • using drama terminology when creating or evaluating work • audience awareness</p>	<p style="text-align: center;">Skills</p> <p>Still image, thought-tracking, still image, cross cutting, role-play.</p> <p>Blood Brothers: Musical acting skills: vocal skills (pace, tone, pitch, volume), physical skills (body language, spatial awareness, mannerisms, gestures), colour of voice Burning Bird has many Brechtian techniques, such as choral style Narratives and direct audience address• basic analysis i.e. giving reasons and explanations when offering ideas and evaluating work • group work • leadership/directing • active listening • verbal evaluation • using drama terminology when creating or evaluating work</p>		<p style="text-align: center;">Skills</p> <p>Acting skills: vocal skills (pace, tone, pitch, volume), physical skills (body language, spatial awareness, mannerisms, gestures), colour of voice. Group work • leadership / directing • active listening • using drama terminology when creating or evaluating work • audience awareness • verbal analysis • communication with an audience using eye contact and projection • staying in role</p>
	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Baseline assessment of devising skills in this scheme- Evacuees 	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Continuous assessment on processes of drama each lesson verbal assessment. 		<p style="text-align: center;">Assessments</p> <p><i>Students will be assessed on criteria which directly link to BTEC at KS4. Areas of assessment are: Performance, Creating and Rehearsal.</i></p>



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	<ul style="list-style-type: none"> • Knife crime – (lessons 3-6) of further developing skills • Evacuee’s second half term for 6 weeks up until Christmas. Verbal assessment and performance – following week Christmas lesson end of term 	<ul style="list-style-type: none"> • Blood brothers Performance of narrator speech at start of play with physical theatre. • Burning Bird – Performance of extract from a script adding directorial techniques / whole group performance • Practical and Verbal assessment 		<p><i>Grades will be inputted into a tracker which will calculate grades in line with BTEC standards.</i></p> <p><i>E.G. Assessment may follow in the form of research and home-work tasks .</i></p> <p><i>The practitioners will be Frantic Assembly and Stanislavski who will be discussed and made reference in the various forms of assessment.</i></p>
<p style="text-align: center;">Spring Term Scheme 3 and 4 Year 9 Component 2 : Film and Television</p>	<p style="text-align: center;">Overview</p> <p style="text-align: center;">SOL 3: Pantomime (6 weeks Jan-Feb)</p> <p>Students will develop their Cultural Capital and British Values through exploring Britain’s love of the Pantomime. Students will work with others in sharing and developing ideas for dramatic presentation; negotiating effectively both in and out of role. They will create larger than life stock characters and use the correct language to reflect and discuss the effectiveness of their own and others work, identifying strengths and areas to develop.</p>	<p style="text-align: center;">Overview</p> <p style="text-align: center;">SOL 3: “The identification process” by Roger McGough (6 weeks)</p> <p>This is a poem about a boy named Stephen, who was tragically killed in an explosion? Students will use a variety of drama techniques to study this poem and make links to spoken word. Spoken word is focused on as a double lesson at the end of the scheme in which students look at two spoken word artists and then create and perform part or all of their work to class or produce a section of spoken word linked to the drama skills they have developed while studying the “identification process” students will develop their techniques of theatre and voice performance.</p>		<p style="text-align: center;">Overview</p> <p style="text-align: center;">SOL 2 – Spring Term (10-12 weeks)</p> <p style="text-align: center;">Film and Television : Practitioner Focus 1 & 2 : Stanislavski and Physical Theatre (6 weeks)</p> <p>This scheme of work is to enable the students to develop their performance skills through a range of different stimuli. Students are shown professional actors performing each week to give them something to aspire to when considering their performance skills. It also allows them to see the different careers that can be obtained through Drama. The development of TV acting skills are explored through popular TV and film genres.</p> <p>Students will be asked to Sightread and also learn sections of Television script to demonstrate their ability and focus whilst on this section of the course</p>
	Skills	Skills		Skills
		Poetry drama – Literacy:		



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	<p>Characterisation, facial expressions, body language, evaluation, still image, thought-tracking, placards, direct address, audience participation, Chorus and</p> <p>E.g. Noh theatre, gestures, symbolic movement, symbolic hand gestures, rhythm, narration, choral speech, still image</p>	<ul style="list-style-type: none"> ● Pitch and tone of voice ● Pace- voice and movement <ul style="list-style-type: none"> ● Use of pause ● Facial expression ● Clear hand gestures ● Legs- Stance shows intention ● Core- Back and Chest 		<p>Acting skills: vocal skills (pace, tone, pitch, volume), physical skills (body language, spatial awareness, mannerisms, gestures), colour of voice. Group work • leadership / directing • active listening • using drama terminology when creating or evaluating work • audience awareness • verbal analysis • communication with an audience using eye contact and projection • staying in role</p>
	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● Formative throughout scheme's in class oral at the end of lesson or during. ● Final performance of their own Pantomime at the end of the scheme lasting 1-3 minutes. 	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● Formative throughout scheme's in class oral at the end of lesson or during. ● Final performance of their own poem / spoken word at the end of the scheme lasting 1-2 minutes. 		<p style="text-align: center;">Assessments</p> <p style="text-align: center;">Performance (component 2)</p> <p>Students will be assessed on criteria which directly links to BTEC at KS4. Areas of assessment are: Devising, rehearsing, performing and appreciating.</p> <p>Grades will be inputted into a tracker which will calculate grades in line with BTEC standards.</p>
	<p>Now repeat schemes after February half term for new classes <u>however, in reverse order as below</u></p> <p style="text-align: center;">Rotation</p>	<p>Now repeat schemes after February half term for new classes in the same order.</p> <p style="text-align: center;">Rotation</p>		<p>Now component 3 is in two sections . Part one is the exploration of a play called 'Face' and Part two is devised</p>
	<p style="text-align: center;">Overview</p> <p style="text-align: center;">SOL 4: Pantomime (Feb- March)</p> <p>Students will develop their Cultural Capital and British Values through exploring Britain's love of the Pantomime. Students will work with others in sharing and developing ideas for dramatic presentation; negotiating effectively both in and out of role.</p> <p>They will create larger than life stock characters and use the correct language to reflect and discuss the effectiveness of</p>	<p style="text-align: center;">Overview</p> <p style="text-align: center;">SOL 4- Exploration of Blood Brothers (Feb/ March)</p> <p>Students develop their Cultural Capital through the exploration of this well-loved musical. They will watch, explore and perform extracts from the play text suitable to their reading age to develop their literacy skills.</p> <p>They will then go on to look at a modern play cleverly written. set amongst the backdrop of the London riots, it explores</p>		<p style="text-align: center;">Overview</p> <p style="text-align: center;">Face and Component 3 (12 weeks)</p> <p>Students will be developing, devising and applying literacy skills by exploring the themes within a chosen play text. Practitioner influence: Stanislavski / Brecht and Physical Theatre. Students will use a script from the play, perform and analyse this script and demonstrate their performance skills and devising ability.</p>



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<p>Summer Schemes 5&6</p>	<p>their own and others work, identifying strengths and areas to develop.</p> <p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Continuous assessment of rehearsal skill based on ideas and development. • End of topic assessment Slapstick rehearsed piece using script and examples given or extended. Final performance of their own Pantomime at the end of the scheme lasting 1-3 minutes. <p style="text-align: center;">SOL 5 (6 weeks)</p> <p style="text-align: center;">Evacuees</p> <p style="text-align: center;">(April May)</p> <p>The scheme and photographs show various children from different social backgrounds and also represents how children from more disadvantaged areas and privileged areas were all forced to leave their parents and were sent to the countryside during the Air raids.</p> <p>The scheme also looks at Social conditions, housing, education and the impact of war on the Home front.</p>	<p>the culture (cultural capital) in which today's teenagers are growing up in and the problems they face. It has many Brechtian techniques, such as choral style narratives and direct audience address.</p> <p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Continuous assessment of rehearsal skill based on ideas and development. <ul style="list-style-type: none"> • End of topic assessment performance piece using script (narrator's speech) in groups <p style="text-align: center;">SOL 5 (6 weeks)</p> <p style="text-align: center;">Exploration of a play text</p> <p style="text-align: center;">Burning Bird</p> <p style="text-align: center;">(April / May)</p> <p>Students look at a modern play cleverly written. set amongst the backdrop of the London riots, it explores the culture (cultural capital) in which today's teenagers are growing up in and the problems they face. It has many Brechtian techniques, such as choral style narratives and direct audience address.</p> <p>This scheme is linked to the Theme of <i>Rioting and Citizenship</i></p>	<p>Aims</p> <ul style="list-style-type: none"> • To Explore the play Face by Benjamin Zephaniah • To explore the techniques and conventions used to create the world of the characters • To experiment with form and style when interpreting script • To experiment with vocal and physical skills to interpret characters • To confront what we think of as normal • To confront our own prejudices and the basis on which we judge people <p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> • Continuous assessment of rehearsal skill based on ideas and development. • End of topic assessment devised performance piece <p>PART 2 - FACE</p> <p>Students will then move on to a devising topic which is inspired by the play text - FACE. Using the stimuli, they will create a devised piece of work in groups entitled ' What do you see when you look at me'.Students will be given the opportunity to research into this stimuli and plan a performance. The result should be 4-5 different groups creating a different play through the exploration of their research.</p>
	Skills	Skills	Skills
			<ul style="list-style-type: none"> • Spatial awareness • Projection of voice



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	<ul style="list-style-type: none"> • Baseline assessment of devising skills in this scheme • Knife crime – (lessons 2-6) of further developing skills • Verbal assessment and performance 	<ul style="list-style-type: none"> • Physical theatre, direct speech, choral speech, symbolic movement, thought-tracking, still image, hot-seating. • • Devising skills linked to component 3 at B-TEC 		<ul style="list-style-type: none"> • Pitch and tone of voice • Stance and posture • Energy • Gesture • Accent • Soundscape • Physical theatre • Slow motion • Thought tracking • Reciprocal reading and high level questioning • Devising - planning, script writing, improvisation, blocking, staging, movement creation.
	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Voice and speech - linked to English • Continuous assessment of rehearsal skills based on ideas and development. 	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Continuous assessment of rehearsal skill based on ideas and development. • Final performance outcome lasting between 1-2 minutes. 		<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Verbal each week • Practical : To learn lines and rehearsal in preparation for Performance assessment.



KS3- Drama Curriculum Overview

	<p style="text-align: center;">Overview</p> <p style="text-align: center;">SOL 6: (6 weeks June/ July) (It was terrifying 3 weeks and Knife Crime 3 weeks it was terrifying)</p> <p>Students will build characterisation, understand and use drama conventions and techniques to make sense of drama and develop their improvisation skills Students will also develop their understanding of <i>British Values</i> through an introduction to the skills they will need to develop in Drama at KS3 and beyond. This includes exploring stimuli current to the community they live in and fear about starting secondary school.</p>	<p style="text-align: center;">Overview</p> <p style="text-align: center;">SOL 6: SOL 6: (The identification process)</p> <p style="text-align: center;">“The Identification” by Roger McGough</p> <p>This Is a poem about a boy named Stephen, who was tragically killed in an explosion? Students will use a variety of drama techniques to study this poem and make links to spoken word. Spoken word is focused on as a double lesson at the end of the scheme in which students look at two spoken word artists and then create and perform part or all of their work to class or produce a section of spoken word linked to the drama skills they have developed while studying the “identification process” students will develop their techniques of theatre and voice performance.</p>		
	<p style="text-align: center;">Assessments</p> <p>Formative throughout scheme’s in class oral at the end of lesson or during.</p>	<p style="text-align: center;">Assessments</p> <p>Formative throughout scheme’s in class oral at the end of lesson or during.</p>		



KS4 Drama Curriculum Overview – 2021-2023 cohort

*Drama at Oldbury academy is based on an environment of inclusion. The schemes of work are all linked to the development of cultural capital in the community we live in by enabling students to be confident, reflective and imaginative individuals, who can explore and assess issues, ideas and themes by applying key strands of devising, performing and appreciating. There are opportunities for students to be assessed both in their practical application of skills as well as theoretical written assessments to really strengthen their knowledge and understanding of the arts. The nature of performance is that it exists within the moment, so verbal feedback is key for development. In drama, learners are given every opportunity to succeed, thrive and ultimately enjoy their lessons. Emerging from a pandemic, **where students may have lost confidence in performing**, we believe Drama will make a difference to who our students are, and who they will become, both personally and professionally. **We aim to create enriched experiences, both within the classroom and beyond.** Mutual respect is at the heart of everything we do, and students are able to experiment and express themselves in a positive learning environment, where everyone is supported, listened to and appreciated. There are three strands explored through KS3 devising, performing and appreciating, each linking to formally assessed BTEC Components in year 10 and 11: Devising Theatre, Performing from a Text and Interpreting Theatre.*

		Year 10	Year 11
Autumn	<p>Overview <u>Component 1 – (Covid adapted brief) delivered by SRW and EM</u> Students will complete a theory unit which explores professional practitioners within drama. Students have a single practical lesson and a single theory lesson each week. Professional work studied: Stanislavski – The Crucible Covid adapted brief = only 1 professional work studied instead of three.</p>	<p>Overview <u>Component 3 Mock External Exam</u> Students work in groups to devise a piece of Drama that is 7-15 minutes in length. The stimulus is usually provided by the exam board, but for this mock series I will be using a previous stimulus given by the exam board in 2021 – ‘Safety in the community’ – Vantage point Students will also complete 3 written log books in controlled conditions. This work will be marked by the teacher as it is a mock but standardised by EM (BTEC Lead IV for CA) and also with other Drama teachers from schools in the area that are a part of the Drama hub set up by SS.</p>	
	<p>Skills Exploration of stylistic qualities, roles and responsibilities within the arts, interrelationships between practitioners, processes & skills that are implemented by the selected company. Literacy skills are developed through extended writing tasks.</p>	<p>Skills Devising skills, Script writing skills, teamwork, performance skills, and rehearsal development. Literacy skills are developed through extended writing tasks (Logbooks and writing scripts. LORIC is embedded throughout.</p>	
	<p>Assessments Unit is studied from Sept – February ½ term due to staff absence. Full end of unit assessment to take place after official BTEC hand in. Grades returned to students after February half term break.</p>	<p>Assessments Computer rooms will be booked in advance for x3 sessions. These will be controlled assessments when writing logbooks. Unit is a mock of the external exam so all work will be ‘submitted’ to SS as a mock examiner by 5th December 2021.</p>	
	<p>Overview</p>	<p>Overview</p>	



KS4 Drama Curriculum Overview – 2021-2023 cohort

Spring	<p>January – Feb ½ term with EM completing Component 1. See overview, skills and assessment above Component 1 runs from Sept – February ½ term.</p> <p>SS to take over after Feb half term and begin component 2. See overview, skills and assessment below. Component 2 runs from Feb half term – Summer holidays.</p>	<p><u>Component 3 External Exam</u> Students work in groups to devise a piece of Drama that is 7-15 minutes in length. The stimulus is provided by the exam board, every year it is different. Students also complete 3 written log books that are sent via USB.</p>
	<p>Skills</p>	<p>Skills Devising skills, Script writing skills, teamwork, performance skills, and rehearsal development. Literacy skills are developed through extended writing tasks (Logbooks and writing scripts). LORIC is embedded throughout.</p>
	<p>Assessments</p>	<p>Assessments Unit is studied from 28th Jan – 15th May Computer rooms will be booked in advance for x3 sessions. These will be controlled assessments when writing logbooks. Unit is external so all work is sent to an examiner before the 15th May.</p>
Summer	<p>Overview <u>Component 2 – Learning Aim B (Covid adaptation)</u> Students will have a double practical lesson each week.</p> <p>Students will rehearse and perform two separate sections from the play ‘DNA’ by Dennis Kelly, performing them both to an audience. This will give the students two opportunities to achieve an aspirational grade in this unit. The additional opportunity should help raise attainment overall.</p>	<p>Students will have completed their component 3 exam by May 15th and following this they will have completed the course.</p> <p>Students will revise in lesson time until they are released on study leave.</p>
	<p>Skills Performance skills, technique development, 1 professional work studied in depth, rehearsal preparation.</p> <p>Literacy skills are developed through rehearsal, delivery and adaptation of the script – ‘DNA’ by Dennis Kelly.</p> <p>LORIC embedded throughout entire unit.</p>	
	<p>Assessments</p>	



KS4 Drama Curriculum Overview – 2021-2023 cohort

Workshops and rehearsals will be filmed as additional evidence although it is not needed. Biweekly informal teacher assessments complete by assessment sheet or tracker on PPT.

There will be x2 formal assessments for this unit. The first will take place the week before May half term and the second will take place just before the summer holidays.

No written coursework (No learning aim A/C) – adapted COVID brief.