

5 Year Plan for Drama

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Skill Development</p> <p>Students will learn basic skills and techniques such as freeze frames, levels, slow motion and physical and vocal skills. They will experience both scripted and devise work and begin to learn how to form a character on stage.</p>	<p>The Terrible Fate of Humpty Dumpty</p> <p>Students will explore a difficult topic of bullying through the play The Terrible Fate of Humpty Dumpty. They will explore the impact this has on the victim and those around them. They will develop their script skills and explore issues such as responsibility through devising in drama.</p>	<p>Melodrama</p> <p>Students will explore a style of drama which allows them to look at exaggeration. Stock characters and mime. Pupils will analyse the plot structure of the style and create their own performance based on the learnt knowledge of the genre.</p>	<p>Evacuee/War</p> <p>Students will expand upon their knowledge of drama techniques through the exploration of the topic war. Using historical moments students will create their own devised performances as well as studying the play Evacuee by Chris Adams and incorporating a scene from this play into their devised work.</p>	<p>Our Day Out</p> <p>Students will learn how to stage a script effectively. They will focus on Our Day Out by Willy Russell. Pupils will also learn how to apply drama techniques to scripted performances.</p>	<p>Devising from a stimulus</p> <p>Students will explore a stimulus (Space) from the GCSE exam specification. They will utilise the skills developed over Year 7 to devise a play based around the given stimulus. Key skills to further develop in this scheme will be Physical Theatre, tension and climax.</p>
Assessments	Baseline Performance	Devising/Scripted Performance / GCSE style question	Devised Performance / GCSE style question	Performance devised and scripted/ GCSE style question	Scripted Performance / GCSE style question	Devised Performance/ GCSE style question
Enrichment	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production
Ways to Support your Child's Learning	Q&A newly acquired skills. Watch Alice in Wonderland films/ Read Alice in Wonderland/ practise script.	Go through lines at home/ watch YouTube clips of Terrible Fate of Humpty Dumpty, look at the anti-bullying website.	Research the genre and history behind Melodrama.	Research Historical periods/ watch history documentaries about WW1 and WW2. Rehearse lines and practise script.	Go through lines at home/ watch YouTube clips of Our Day out.	Research the stimulus, practise devised script work.
Cross-curricular links	English	English PSHE	Music English History	History English Geography	History English	Art History English Music

8	Horror Students will look at the Dark Wood Manor story. They will develop their characterisation based around stereotyped personas. They will explore tension, cliff hangers and mime to aid their devised work.	Pantomime Students will look into the history of Pantomimes, stock characters and stereotypical pantomime plots. Students will develop their characterisation, developing gender role changes, exaggeration and stock characters.	Stanislawski This scheme will teach pupils about method acting through the techniques created by Stanislawski. Pupils will be introduced to the idea of theatre practitioners and will explore naturalism within performances and characterisation.	Lord of the Flies Students will learn a set text and explore the key themes of the play. Students will look into characterisation through key characters of the play. Students will explore the plot through freeze frame, flashbacks and cross-cutting.	Wacky Soap Students will explore a difficult topic of misuse of illegal substances through a fictional light-hearted Musical. Students will explore the impacts of addiction and the effects this can have on their life and those around them.	Devising from a stimulus During the final half term of the summer, students will implement all of the skills developed and built through devising from a stimulus from the Eduqas GCSE exam board. They will create a play based on the given stimulus encapsulating their skill set for Year 8. Skills developed further in this scheme will be choral speech, puppetry and angel and devil.
Skill Assessments	Devised Performance/ GCSE style question	Scripted and Devised Performance/ GCSE style question	Scripted Performance/ Devising/ GCSE style question	Scripted and Devised Performance/ GCSE style question	Devised Performance/ GCSE style question	Devised Performance/ GCSE style question
Enrichment	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals	Before school/lunchtime/ after school rehearsals
Ways to Support your Child's Learning	Discuss how to build tension, watch films that build tension and share spooky stories or urban legends.	Read the play to further understand the whole concept of the bullying issue. Rehearse lines from a script.	Go through lines at home/ watch YouTube clips of COE/ SparkNotes for COE	Research the practitioner and history behind his style of drama	Research the genre and history behind Physical Theatre and Stage Combat. Watch YouTube clips from Frantic Assembly.	Research the stimulus, practise devised script work.
Cross-Curricular links	English	PSHE English	English	History English	History English Music	Art History English Politics Music

9	<p>Dennis Kelly's DNA</p> <p>This scheme explores key themes of leadership, social morality and bullying. Students will explore the characters of the play, improvising scenarios, thought tracking and learning a scripted scene. This play is a set text for the GCSE Drama specification and will give them insight to the next stages of Drama at Crestwood.</p>	<p>Physical Theatre: Sleep, School, Rest, Repeat</p> <p>Students will explore a genre of Drama; Physical Theatre. Students will explore their daily life as a student. They will physicalise a morning routine, a lesson and explore nightmares through surrealism and movement. They will use Verbatim Theatre to generate ideas for characters and short pieces of dialogue.</p>	<p>Brecht</p> <p>Students learn techniques and the style of Brecht's Epic theatre. This unit of work will help year 9 to be introduced to GCSE drama and skills. It builds upon practitioner work in year 8. They will focus on editing and altering the narrative structure of their pieces and challenge the audience's viewpoint and perspective on politically ripe issues.</p>	<p>Devising from a stimulus</p> <p>Students are expected to work in a more independent way and be able to evaluate, create and perform with more confidence and success. They will explore previous GCSE stimuli from the exam board Eduqas and prepare them for the next stages of Drama.</p>	<p>Teachers - John Godber</p> <p>Students will read and perform extracts from the script Teachers. They will learn how to apply techniques to script work and will focus on characterisation through fast pace multiroling activities. This directly links to comp 2 within year 11 and pupils will be expected to complete the final performance having learnt the lines of the script.</p>	<p>Little Sister</p> <p>Students explore life in reality television. Students will create a strong character and devise scenes based on living in a house full of strangers. Students will be applying all of their skills learnt over the last three years in Drama.</p>
Assessments	Performance/ Scripted/ GCSE style question	Performance/ GCSE style question	Performance/ GCSE style question	Performance/ GCSE style question	Scripted Performance/ GCSE style question	Devised piece/ Performance/ GCSE style question
Enrichment	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals/ School production	Before school/lunchtime/ after school rehearsals	Before school/lunchtime/ after school rehearsals
Ways to Support your Child's Learning	Read the play (can access a free copy online). Watch clips from Youtube.	Rehearse	Research into Brecht's Epic Theatre. Watch or read the news.	Watch the news, discuss topical events and rehearse lines.	Learn lines with child at home. Watch YouTube productions of Teachers	Research all reality television shows, explore how they have evolved over the years.
Cross-Curricular Links	English PSHE	PSHE	History Geography R.E	English Art History Music	English	History English

10	<p>Practitioners</p> <p>Pupil will learn about 5 different styles of theatre with a focus on a range of practitioners. This will be applied to an Eduqas stimulus. The skills learnt in this unit will be called upon in the second term when devising comp 1. In addition to this, pupils will also complete a mock comp 1 for both the performance and portfolio.</p>	<p>Mock Component 1</p> <p>This half term students will look at two stimuli in line with the exam boards choices. This topic aims to show pupils how to complete the actual Component 1 module. They will complete coursework as homework, devise and perform their work from lessons. This really should prepare them for the actual module next term.</p>	<p>Component 1: Devising Theatre</p> <p>Within this unit pupils will begin the devising process for their component 1 module of the Eduqas specification. Pupils will be placed into groups and select one of the given stimuli from the exam board. They will utilise a practitioner of their choice and apply it to their devised theatre work. Lessons will be split apart to have 2 practical and one written to complete the portfolio.</p>	<p>Component 1: finalising coursework/performance & Component 3: DNA</p> <p>In the first half term pupils will complete a preview performance to family and friends. From this, pupils will work upon feedback to perfect performances and then film official exam in lesson time. coursework should be completed by the middle of the last half term.</p> <p>In the final half term pupils will begin to learn the plot of DNA and the style of questions for the comp 3 examination.</p> <p>Comp 2 scripts to be given out to learn over summer/ read all of DNA over summer for HW Should see live theatre in this term.</p>	
Assessments	Practical Mock (15) Mock portfolio	Practical Mock (15) Mock portfolio	Begin to complete CW HW related to devising process	Mock Comp 1 in front of family members / Complete comp 1 performance and CW	Teacher assessments CW/ Comp 1 performance
Enrichment	Lunchtime Revision Afterschool rehearsals	Lunchtime Revision After school rehearsal Participation in school production.	Lunchtime Revision After school rehearsal Participation in school production.	Lunchtime Revision. After school CW sessions Participation in school production.	Lunchtime Revision. After school CW sessions Participation in school production.
Ways to Support your Child's Learning	Check that HW is completed to a good standard. Help to research in drama practitioners Buy Edexcel guide.	Check that HW is completed to a good standard. Help to research in drama practitioners Buy Edexcel guide Research into gender issues over time.	Encourage to attend CW sessions Help to ensure HW is completed to a good standard.	Encourage to attend CW sessions. Help to ensure HW is completed to a good standard.	Encourage to attend CW sessions. Help to ensure HW is completed to a good standard.
Cross-Curricular links	English History	English R.E History PSHE	English History Science Art	English History Science Art	English Politics PSHE

11	Component 3 (DNA) / Component 2 (Scripted) Students will learn how to answer the first section of the exam and analyses the play DNA. Along side this one lesson a week will be spent staging the scripted comp 2 work which will be examined from Jan - March.		Component 2 practical examination The first half term will focus solely on scripted work until the exam is complete. The remaining time for this term will continue to teach the students how to answer the comp 3 written examination for both DNA and live theatre. The end of the half term will look at composing the live theatre notes to take into the examination.	Component 3 revision (exam mid-May) Revision for the examination through completing mock exams and analysing how to improve	
Assessments	Teacher assessments (mock exam and mock practical's)	Teacher assessments (mock exam and mock practical's)	Teacher assessments (mock exam and mock practical's) Comp 2 Practical examination with visiting examiner	Teacher assessments - mock comp 3 exams under timed conditions	
Enrichment	Lunchtime Revision Compulsory rehearsals	Lunchtime Revision Compulsory rehearsals	Lunchtime Revision Compulsory rehearsals/ revision	Revision sessions per week. Solo revision offered	
Ways to Support your Child's Learning	Check their attendance at Drama rehearsals. Help them organise their folders. Check on their homework. Build revision resources together. Learn lines with young person.	Check their attendance at Drama rehearsals. Help them organise their folders. Check on their homework. Build revision resources together. Learn lines with young person.	Check their attendance at Drama revision/ rehearsals. Help them organise their folders to build a revision guide for the end of the year. Check on their homework. Help child to learn lines for practical examination.	Time mock exams at home with young person.	
Cross-Curricular links	English	English	English	English	