

Enrichment and Personal Development		Links to Careers in Drama	Catholicity in the Curriculum
Year 7	Self-confidence, the environment, social and cultural issues, leading and directing groups, working as a member of a group. Theatre trips and involvement in arranging and delivering productions, backstage, lighting and sound and performing on the stage.  Previous theatre trips have included Les Misérables, Annie, DNA and Blood Brothers.	Pupils will have exposure to the theatre/ performance industry and will be able to use drama techniques in their wider school/home life for presentations, public speaking, clubs and societies. Pupils will have some awareness of possible job prospects in the performing and theatre sector (Actor, theatre technician, performer, costume designer).	<ul style="list-style-type: none"> <li>Dignity and Solidarity: Pupils work together as a team, supporting, respecting and guiding one another in order to produce a piece of drama.</li> <li>The Common Good and Dignity: Through exploring the genre of fairytales pupils appreciate the triumph of good over evil and the values required to be moral.</li> <li>Option for the Poor: Pupils appreciate the value of all members of society.</li> </ul>
Year 8			<ul style="list-style-type: none"> <li>Dignity and Solidarity: Pupils work together as a team, supporting, respecting and guiding one another in order to produce a piece of drama.</li> <li>Creation and the Environment, Dignity, Peace, Solidarity and The Common Good: Pupils will incorporate these themes in devising their ending to the contentless scene eg developing the characteristics of empathy, sympathy and showing these through their performances.</li> </ul>
Year 9			<ul style="list-style-type: none"> <li>Dignity and Solidarity: Pupils work together as a team, supporting, respecting and guiding one another in order to produce a piece of drama.</li> <li>The Common Good, Peace and Dignity: Pupils study a text called 'Asbo' where they consider the impacts of anti-social behaviour within society including the need for justice and reconciliation.</li> </ul>
Year 10	Self-confidence, the environment, social, moral and cultural issues, leading and directing groups, working as a member of a group. Theatre trips and involvement in arranging and delivering productions, backstage, lighting and sound and performing on the stage. Visiting practitioners such as Quirky Bird Theatre Company and Barricade Boys, participation in open evenings (open rehearsals for the school musical), in house theatre visits, Q & A with working performers.	Pupils will have first-hand experience of the theatre industry with various on site performances and at other venues. Pupils will also take part in events such as open evening, options evening and the school production. Pupils could take on roles backstage or in the technical aspects of the performances. Pupils will have frequent exposure to career options including visiting actors in Year 11 (Quirky Bird Theatre Company) and university options within the department.	<ul style="list-style-type: none"> <li>Dignity and Solidarity: Pupils work together as a team, supporting, respecting and guiding one another in order to produce a piece of drama.</li> <li>Dignity and Solidarity: Pupils study "I love you Mum, I promise I won't die" where they understand all life is sacred and the importance of looking after themselves. They also consider how their actions have an impact other people.</li> <li>Creation and the Environment, Dignity, Peace, Solidarity and The Common Good: Pupils will incorporate these themes in devising their ending to the contentless scene eg developing the characteristics of empathy, sympathy and showing these through their performances ("The world is a stage and everyone is equal").</li> <li>Dignity and The Common Good: Many pupils study "Agnes of God", "Effie's Burning" or "Blood Brothers" which cover themes surrounding morality, justice and reconciliation.</li> </ul>
Year 11			



Key areas of focus  
in this unit of  
work



Subject specific  
knowledge



Assessment  
(including both  
formative and  
summative)



Interdisciplinary Learning



Progression of  
learning

## KS2 Transferable Skills

Being able to improvise, learn, develop and perform a character in a piece of theatre. Being able to use props and costumes to enhance performance. Pupils may be able to discuss the different aspects of characters and emotions through performance.

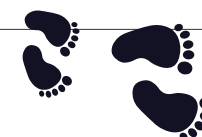
# Drama Department

## Year 7, 8 and 9 Curriculum Journey



**Holy Cross**  
CATHOLIC HIGH SCHOOL

Year 7	Year 8	Year 9
Carousel 8 Weeks Fairy Tales	Carousel 8 Weeks Physical Theatre/Script Work	Carousel 8 Weeks Asbo/Evaluation of Drama Performance
<ul style="list-style-type: none"> <li>Basic drama knowledge, building on the elements that were covered in KS2 through performances and drama sessions.</li> <li>Pupils will begin to develop drama techniques, also encouraging students to work within groups and develop confidence within the subject area and within themselves.</li> <li>Pupils will be required to improvise, rehearse and perform within lessons, along with produce two pieces of written work based on the given theme.</li> </ul>	<ul style="list-style-type: none"> <li>Developing drama knowledge, building on the elements that were covered in Year 7.</li> <li>Pupils will begin to develop greater understanding of the drama techniques and strategies learnt in Year 7. In addition to this students will begin to explore script writing and devising through physical theatre and improvisation.</li> <li>Scaffolding removed from both written and rehearsal work where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>More advanced drama knowledge, building on the elements that were covered in Year 7 &amp; Year 8, now incorporating more in depth written assessment.</li> <li>Pupils should now be building on the embedded knowledge covered in the previous years. Pupils will explore theatre through a set text and develop and devise pieces of theatre from this stimuli.</li> <li>Scaffolding removed and GCSE style tasks throughout.</li> </ul>
<ul style="list-style-type: none"> <li>Projection</li> <li>Characterisation</li> <li>Facial Expressions</li> <li>Body Language</li> <li>Freeze Frame</li> <li>Thought Track</li> <li>Body as Prop</li> <li>Mime</li> <li>Placards</li> <li>Props</li> <li>Effective use of costume</li> </ul>	<ul style="list-style-type: none"> <li>Slow Motion / Mime</li> <li>Physicality through metamorphosis</li> <li>Character analysis</li> <li>Metamorphosis</li> <li>Contentless scenes/Improvisation</li> <li>Scene development</li> <li>Dress Rehearsal process</li> <li>Directing</li> </ul>	<ul style="list-style-type: none"> <li>Theatre Company</li> <li>Production</li> <li>Lighting desk work &amp; effects</li> <li>Use of lighting to create atmosphere</li> <li>Sound effects</li> <li>Script Writing / Stimuli</li> <li>Stage directions</li> <li>Split Scene</li> <li>Duologue's</li> <li>Directing</li> <li>Evaluation of performance</li> </ul>
<p>Summative: tests and quizzes each lesson. End of unit test (paper form). Final assessment of practical work based on; delivery, effort, focus, team work, communication of character through performance.</p> <p>Drama Performance Skills Flow Self Assessment - performing, work ethic and working in a group. Peer Assessment - performing. Teacher Assessment - creating, performing and realisation.</p>	<p>Summative: tests and quizzes each lesson. End of unit test (paper form). Final assessment of practical work based on acquisition and application of new skills</p> <p>Drama Performance Skills Flow Self Assessment - performing, work ethic and working in a group. Peer Assessment - performing. Teacher Assessment - creating, performing and realisation.</p>	<p>Summative: tests and quizzes each lesson. End of unit test (paper form). Final assessment of practical work based on acquisition and application of new skills</p> <p>Drama Performance Skills Flow Self Assessment - performing, work ethic and working in a group. Peer Assessment - performing. Teacher Assessment - creating, performing and realisation.</p>
<p>English: Transactional writing (newspaper) Music: Performance Art: Placards Computing: Using lighting and sound effects</p>	<p>English: Script writing/, stage directions, format of written work Science: Metamorphosis circle of life English: Contentless scenes – devising and developing stories Music: Performance Art: Placards Computing: Using lighting and sound effects</p>	<p>Personal Development: Anti Social Behaviour/gangs English: Script writing/, stage directions, format of written work Music: Performance IT: Using lighting and sound effects</p>
<p>Pupils in Year 7, are introduced to drama techniques and the formation of character building through drama strategies. Pupils begin to develop their performance skills, being able to use direction and work with others effectively. Basic performance/drama knowledge and skills as well as basic storytelling skills through the use of drama are also explored. All of these skills will be built upon throughout Year 8 and Year 9.</p>	<p>Pupils in Year 8, will be expected to apply the skills and knowledge learnt in year seven to their work during this carousel. Pupils will continue to develop their drama and performance skills, be able to develop a script/story and use physical theatre techniques. Their practical skills and confidence in the rehearsal space will develop and pupils will be expected to learn new performance skills as well as some directing.</p>	<p>Pupils in Year 9, will be expected to apply the skills and knowledge learnt in year seven and eight to their performance and analytical work. Pupils will continue to develop their performance skills, be able to comment and analyse performance at a basic level, and to use some technical aspects of the rehearsal space. Their practical skills and confidence in the drama studio will further develop and pupils will be expected to recall practical skills from both Year 7 and Year 8 to effectively complete this carousel.</p>



Year  
**10**



# Drama Department

## Year 10 Curriculum Journey



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Course Introduction	Mock Unit 1	Mock Unit 1 - Performance	Mock Unit 2 - Performance	Unit 1 - Actual GCSE	Unit 1 - Actual GCSE
Introduction to course, breakdown, initial assessments, presentations, UNIT 1,2,3 whirlwind overview	Research into practitioners: Practitioners—Brecht, Stanislavsky, TIE MOCK UNIT 1 (based on previous years GCSE context) Devise a piece of theatre based on a given stimuli and practitioner	MOCK UNIT 2: Theatre in Performance, Characterisation, physical theatre, melodrama, script cutting, duologues, Artistic Intentions, character motivation, hot seating, role on the wall	Rehearsal, artistic intentions (written)	Devise a piece of theatre based on a given stimuli and practitioner <ul style="list-style-type: none"><li>Final research</li><li>Performance</li><li>Production</li><li>Evaluation</li><li>Portfolio</li></ul>	Performance in July <ul style="list-style-type: none"><li>Final research</li><li>Performance</li><li>Production</li><li>Evaluation</li><li>Portfolio</li></ul>
<ul style="list-style-type: none"><li>Practitioners - Brecht, Stanislavski and Physical Theatre</li><li>Stimuli</li><li>Duologues</li><li>Confidence building</li><li>Focus</li><li>Adaptive drama – TIE</li><li>Drama techniques</li><li>Rehearsal techniques</li></ul>	<ul style="list-style-type: none"><li>Practitioners - Brecht, Stanislavski and Physical Theatre</li><li>Scripts</li><li>Stage Directions</li><li>Sound/Lighting</li><li>Directing</li><li>Devising</li><li>Research into symbolic delivery</li></ul>	<ul style="list-style-type: none"><li>Characterisation</li><li>Physical theatre</li><li>Melodrama</li><li>Script writing</li><li>Character motivation</li><li>Hot seating</li><li>Role on the wall</li></ul>	<ul style="list-style-type: none"><li>Characterisation</li><li>Physical theatre</li><li>Melodrama</li><li>Script cutting</li><li>Duologue's</li><li>Artistic Intentions</li><li>Character motivation</li><li>Hot seating</li><li>Role on the wall</li></ul>	<ul style="list-style-type: none"><li>Characterisation</li><li>Physical theatre</li><li>Melodrama</li><li>Script cutting</li><li>Duologues</li><li>Artistic Intentions</li><li>Character motivation</li><li>Hot seating</li><li>Role on the wall</li><li>Performance from given stimuli</li><li>Lighting and sound</li><li>Costumes and props</li></ul>	<ul style="list-style-type: none"><li>Practitioners</li><li>Rehearsal and performance</li><li>All previous subject knowledge included in order to produce final performance to a live studio audience</li></ul>
Summative: Exam/Live theatre/ Drama Knowledge questions each lesson. Final assessment of practical work based on acquisition and application of new skills	Summative: Exam/Live theatre/ Drama Knowledge questions each lesson. Final assessment of practical work based on acquisition and application of new skills	Summative: Exam questions each lesson.  Unit 1 Mock	Summative: Exam questions each lesson. Unit 2 Mock	Summative: Performance spotlight every two weeks. Unit 1 actual GCSE performance dress rehearsal	Summative: Dress Rehearsal, technical run. Unit 1 actual GCSE performance
History/Personal Development/RE: Links to the stimulus and devising through given evidence English: Script writing/, stage directions, format of written work Music: Performance Computing: Using lighting and sound effects English: Blood Brothers in Unit 2 performance Essay writing skills and analysis					
Pupils will be able to use the skills and knowledge learnt in KS3 and apply them to both practical and theory tasks. Pupils will continue to implement and develop a vast range of drama techniques and disciplines.	Pupils will use the knowledge from KS3 and research knowledge from Autumn 1 to produce mini performances and workshops based on predominant practitioners/ theatre types.	Pupils will use knowledge from both KS3 and Autumn 1 to develop their drama knowledge for their mock Unit 1 this term. Pupils will be able to devise from a given stimuli and implement the knowledge of practitioner techniques in order to produce a finished performance.	Pupils will use knowledge from Autumn term and KS2 to develop and research a character and refine the development and back story of the character in order to complete their mock Unit 2.	Pupils will be able to apply their knowledge learnt in term one and two and throughout their drama in KS2 to begin to develop their final Unit 1 performance, devising, rehearsing and producing a performance, portfolio and evaluation.	Pupils will be able to apply their knowledge learnt throughout their drama in KS2 and KS3 to perform their final Unit 1 performance, to devise from a given stimuli, to rehearse as a group and to perform their final piece.



Year  
**11**



# Drama Department

## Year 11 Curriculum Journey



**Holy Cross**  
CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Unit 1 - Portfolio and Evaluation	Unit 1 - Portfolio of Evidence	Unit 2 - Rehearsal	Unit 2 - Performance to Visiting Examiner	Unit 3 - Exam
Students will begin their written work on Unit 1 – in relation to their final performance in summer 2 of Year 10. Pupils will begin to create a Portfolio of evidence in order to base their Portfolio work on this.	Pupils will complete their written portfolio and evaluation sections of Unit 1; analysing their performance, integrating the work from their chosen practitioner and defining any refinements made throughout the process	Scripted performance – duologues  Focus on revision in preparation for GCSE exam – (written) based on a set text and live performance. All content will have been covered throughout the GCSE course: recall, retrieval and the ability to use knowledge and apply to exam style questions will be a main focus during Spring 2 and Summer 1.	Scripted performance – duologues  Artistic Intentions written piece – outlining the character intention and motivation in the performance  Focus on revision in preparation for GCSE exam – written based on a set text and live performance. All content will have been covered throughout the GCSE course: recall, retrieval and the ability to use knowledge and apply to exam style questions will be a main focus Spring 2 and Summer 1.	Focus on revision in preparation for GCSE exam – (written) based on a set text and live performance. All content will have been covered throughout the GCSE course: recall, retrieval and the ability to use knowledge and apply to exam style questions will be a main focus during Summer 1.
Portfolio evidence, various practitioners, stimulus, refinement, performance techniques and characterisation	Portfolio evidence, practitioner, stimulus, refinement, performance technique and characterisation Evaluation of the final performance as an individual and as a group.	Performance from a chosen script (pupil choice) Characterisation and character intention Sectioning and direction Lighting and sound Atmospheric Intention Rehearsal progression	Performance from a chosen script (pupil choice) Characterisation and character intention Sectioning and direction Lighting and sound Atmospheric Intention Performing to an audience	Analysis of a script (I'm sorry mum, I promise I won't die) as an actor, technician, director Understanding reviewing theatre and the implications of the directors intention towards an audience Practitioner involvement within the piece
Summative: Ongoing assessment of written work based on acquisition and application of skills and knowledge Ongoing assessment of practical evaluation	Summative: Ongoing assessment of written work based on acquisition and application of skills and knowledge Ongoing assessment of practical evaluation Quizzes based on set text for Unit 3  Final marking and submission of Unit 1	Summative: Ongoing assessment of written work based on acquisition and application of skills and knowledge  Ongoing assessment of practical evaluation.  Quizzes based on set text for Unit 3 Formative: Final marking and submission of Unit 1.	Summative: Quizzes, mini performances and exam style questions each lesson.  Formative: Final marking and submission of Unit 2	Summative: Quizzes and exam style questions each lesson.
History/Personal Development/RE: Links to the stimulus and devising through given evidence English: Script writing/stage directions, format of written work Music: Performance Computing: Using lighting and sound effects English – essay writing skills and analysis Blood Brothers in Unit 2 performance				
Pupils will be able to apply their component knowledge learnt during Year 10 to their Unit 1.  Pupils will be able to analyse their devising, rehearsal and performance and produce a portfolio of evidence in relation to the process.	Pupils will be able to apply their component knowledge learnt during Year 10 to their Unit 1. Pupils will be able to analyse their devising, rehearsal and performance and produce a portfolio of evidence in relation to the process. Pupils will also be able to evaluate the final performance as an individual and as a group.	Pupils will be able to apply their component knowledge learnt during Year 10 to their Unit 2. Pupils will be able to research scripts from a given era, work in pairs to gain knowledge on their chosen piece, rehearse, develop and perform the piece through characterisation, physicality and lighting, costume and sound.	Pupils will be able to apply their component knowledge learnt during Year 10 to their Unit 2. Pupils will be able to research scripts from a given era, work in pairs to gain knowledge on their chosen piece, rehearse, develop and perform the piece through characterisation, physicality and lighting, costume and sound. Pupils will use their knowledge from Yr 10 Spring 2 to produce their artistic intentions for their character.	Pupils will link together all the knowledge and skills they have acquired over the GCSE course and KS2. A culmination of this will be their GCSE exam that will take place during Summer 1. Pupils will embed a range of knowledge in order to articulate their thoughts on a given script – as a performer, director and technician and will also be able to review and analyse a performance seen in Autumn 2.