



Co-op Academy Walkden Subject Curriculum Overview: Drama 2022-23

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, 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.	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	Stock Characters	Verbatim	Noughts and Crosses	Duffy - Playwrights and Characterisation	Live Theatre	Devising
	Unit of Work	Silent Movies Students recognise stereotypical “stock” characters that remain the same throughout the plot, never developing.	Verbatim Theatre To use a range of direct sources to learn about how we create engaging drama based on real life events, including newspaper articles,	Noughts and crosses Looking at scripted work and understanding characters from page to stage. (Link to study of R&J at GCSE)	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.	Looking at creating our own pieces from scratch using simple stimuli.

		<p>Students are able to use their physicality to portray a stock character on stage. Students can recognise the following conventions.</p> <p>Text on screen Musical score underpinning tension Exaggerated facial expressions Exaggerated physical skills</p>	<p>direct quotes, testimonies and even our own views and opinions.</p>		<p>To examine how fairy tales have developed / changed over time. To explore how stories can be deconstructed to create new versions</p>		
<p>9 Using drama in life.</p>	<p>Core Theme</p>	<p>Teamwork</p>	<p>Mountain Language - Page to Stage</p>	<p>Face & Practitioners</p>		<p>Live Theatre</p>	<p>Devising</p>
	<p>Unit of Work</p>	<p>Survivor</p> <p>Exploration and survival - focusing on challenges and competitions.</p> <p>As well as opportunities for creating interesting drama, this unit fosters a spirit of teamwork and collaboration</p>	<p>Pinter - The Mountain Language</p> <p>Looking at the play in the style Brecht</p> <p>Comparing Brechtian performance to Naturalism and Stanislavski.</p>	<p>Looking at scripted work and understanding characters from page to stage. Beginning to look at Drama practitioners and how their ideas have influenced performance.</p>		<p>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</p>	<p>Looking at creating our own pieces from scratch using simple stimuli.</p>

10	Core Theme	Skills	Devised - Component 2 40% GCSE Grade	Understanding Drama & Text in Practice - Component 1 40% & 3 20%	Devised - Component 2 40% NEA - Recorded and Externally Moderated.	Understanding Drama Component 1 40% GCSE Grade
	Unit of Work	<p>Understanding of Drama skills, keywords, concepts and conventions.</p> <p>How to work in a team, creating characters and developing work from stimuli.</p>	<p>Children in Conflict Mock Devised work and Mock Portfolio.</p> <p>Looking at practitioners to inform devised work;</p> <ul style="list-style-type: none"> • Frantic Assembly • DV8 • Brecht • Stanislavski • Berkoff <p>Whole Class & specific feedback given for performance and written aspects.</p>	<p>Romeo & Juliet - Text In practice Mock</p> <p>Practical study of the set text to inform Component 1 - written exam Section A & as practice for Scripted work (Component 3)</p> <p>Live Theatre (Component 1 section B)</p> <p>Model answers/ Scaffolding/ Group practice.</p>	<p>Monster / Banksy/ Poetry Stimuli</p> <p>Pupils to complete Devised Component 2.</p> <p>Portfolios to be completed alongside devised work.</p>	<p>Exam Practice for Sections A & B</p> <p>Live theatre & Set Text (Romeo & Juliet).</p>
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	<p>Exam Paper 1 Section A - Set text Section B - Live theatre study.</p> <p>Revision / Development of skills. Model Answers/ Walking Talking Mocks</p>	<p>Study and present a key extract (monologue, duologue or group performance)</p> <p>Study and present a second key extract (monologue, duologue or group performance) from the same play.</p> <p>NEA Visiting Examiner</p>	<p>Exam Paper 1 Section A - Set text Section B - Live theatre study.</p> <p>Revision / Development of skills. Model Answers/ Walking Talking Mocks</p>		

