



Long Term Plan – Drama 2025-2026

Drama Vision:

The arts are an integral and valuable resource within people's lives. Everyone must have access to the arts as a fundamental aspect of their emotional growth and development.

Drama provides all learners the opportunity to engage with others, helping them to develop effective communication skills whilst encouraging collaboration on a wide range of creative arts repertoire, events, themes, moral and social issues. The curriculum offered has engaging SMSC strands running through each SOL which enthuses our students through its relevance to their own lives and the world in which they live.

Within our curriculum learners create, develop, rehearse and perform in scripted and devised performance styles, honing a range of dramatic skills and techniques. This helps them to understand, interpret and explore the evolving world around them. Learners participate in drama activities that enable them to understand and experience fictional and real-life events within differing contexts, thus establishing empathy.

Drama facilitates the key skills of cooperation, leadership, emotional intelligence, critical thinking and imagination whilst promoting core literacy, more specifically oracy. This in turn supports learners to become well-rounded, self-confident individuals, fostering an appreciation and enjoyment of the arts.

In addition to Drama lessons students are offered many opportunities as part of our wider curriculum to extend their experiences within the arts and their cultural capital. Some opportunities take place within school, but they also include live theatre visits, working with external agencies and theatre professionals.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Threshold concepts
Year 7 1 lesson per week	<u>Storytelling</u> <u>(Anansi -African folk tales)</u> Introduction to lesson processes for drama education in the curriculum Routines and establishing group work etiquette in Drama lessons. key techniques and performance skills. Key focus on plot structure and sequencing, performing to an audience and use of vocal skills. Key Theatre Techniques: <ul style="list-style-type: none"> Freeze Frame Transitions Dialogue Narration Choral Speech Ensemble 	<u>Theatre History: Silent Movies</u> Exploration of style and genre. Key focus on Physical Skills and techniques. Developing physical expression and performance skills. Introduction to Mime and history of silent movies. Key Theatre Techniques: <ul style="list-style-type: none"> Mime Sequence Slapstick Physical Comedy Captions Stage blocking Choreography 	<u>Theatre History: Greek Theatre</u> History and conventions of Greek Theatre Exploration of the Greek Myth, Theseus and the Minotaur SMSC focus – Dilemmas and empathy Understanding scripts and applying performance skills. Key Theatre Techniques: <ul style="list-style-type: none"> Freeze Frame Transition Caption Choral speech Thought Tracking Conscience Alley Whole class in role Role play 	<u>An introduction to script work</u> <u>Romeo and Juliet</u> Scripted layout and applying skills to meet the needs of the scene. Exploration of the themes within the text. Exploration of key scenes from a script Understanding language and application through acting skills and staging methods Communicating characters Skills that create the correct atmosphere SMSC focus of gang culture, patriarchy in society and arranged/forced marriage. Key Theatre techniques: <ul style="list-style-type: none"> Scripts Blocking Thought Tracking Choreography 	<u>Theatrical Styles</u> <u>Physical Theatre</u> Introduction to non-naturalistic styles of performance – physical Theatre. Using a poem as a stimulus to create a non-naturalistic interpretation. Key Theatre Techniques: <ul style="list-style-type: none"> Body Prop Ensemble motif Contact work 	<u>Devising- Responding to stimuli (SMSC)</u> Creative responses to differing stimuli. Development of more complex performance Skills and vocal/physical expression. Dramatic Techniques in response to stimuli and structuring short devised scenes linking to set criteria/stimuli Development of Naturalistic and Non-Naturalistic styles of performance. SMSC Focus: Anne Frank during the Nazi Occupation Revisiting previously taught Theatre techniques within devised sequences.	<ul style="list-style-type: none"> ➤ Knowledge in basic Dramatic Techniques- Freeze frame, Mime, Transitions, Choral speech, Dialogue, Narration, Direct address. Thought Tracking, Body Prop. ➤ Knowledge in what basic theatrical skills are and how they are used to create characters to communicate to an audience. This will focus on Physical and Vocal expression. ➤ Knowledge of rehearsal strategies- hot-seating, role on the wall, writing in role. ➤ Knowledge of the term style and genre. ➤ Knowledge of stylistic features and techniques within a particular genre and style. ➤ Knowledge of the initial differences between Naturalistic style and Non-Naturalistic styles of Theatre ➤ Knowledge in how to use stage proxemics (Space and Levels) and how to block a scene for an audience effectively from a script as well as a devised scene. ➤ Knowledge of how to communicate clear characters using theatrical skills. ➤ Knowledge of mood and atmosphere within key scenes and how this can be created by the actor or ensemble. ➤ Knowledge of how to describe and explain how theatrical skills are used to communicate meaning. ➤ Knowledge of costume design elements and interpretation and how this supports characterisation. ➤ Knowledge of what a stimulus is and how it can inspire creativity and imagination.
	Students will complete analysis and evaluation tasks of their own and others' performances across each topic. This will be within written form and also in the development of oracy skills						



Long Term Plan – Drama 2025-2026

	HT1	HT2	HT3	HT4	HT5	HT6	Threshold Concepts
Year 8	Skills and Techniques Exploration of the following specific theatrical styles: <ul style="list-style-type: none"> Physical Comedy Melodrama Commedia Del Arte Physical Theatre Recall and development of Dramatic Techniques & Performance skills that are linked to the above styles. Development of Improvisation skills and quick thinking/communication. Focus on Stereotypes, Status and Social class to develop specific characterisation.		Script Exploration- ‘Our Day Out’ (Naturalism) (SMSC) Script and Thematic Exploration Use of rehearsal strategies to develop a deeper understanding of context, back story and characters. Rehearsing and performing from a script to communicate to an audience. To explore contrasting characters with differing viewpoints. Exploration of the themes of Social class, Education, poverty, home situations and mental health through dramatic techniques. Use of Flashback and Cross Cutting techniques to develop more complex scene structure.		T.I.E/Verbatim (SMSC) Introduction of Theatre in Education as a specific style of Theatre Exploration of Purpose, Stylistic features and techniques. Using Verbatim to devise T.I.E. scenes. Methods to engage and educate an audience. Exploration of key themes that are relevant to Teenage lives. Eg: Cyberbullying.	Missing Dan Nolan T.I.E script (SMSC) Explore the T.I.E play Missing Dan Nolan. Rehearsing and performing T.I.E/ Verbatim scenes/scripts. Recalling, applying and developing dramatic techniques to the context and style of T.I.E Applying Split Screen and Cross Cutting strategies.	<ul style="list-style-type: none"> ➤ Knowledge of more complex dramatic techniques and how they can be used to communicate meaning to and engage an audience. ➤ Re-call of the term style (linked to theatre history) and genre. ➤ Knowledge of stylistic features and techniques within a particular genre and style. ➤ Knowledge of the page to stage process within scripted work. ➤ Building on knowledge of how to develop and apply characterisation to a scripted scene. ➤ Knowledge of how to describe and explain how theatrical skills are used to communicate meaning using Drama terminology. ➤ Knowledge of Improvisation and development of quick thinking/communication in role. ➤ Re-calling and building on knowledge of Drama/ rehearsal techniques & characterisation development: <i>Page to stage process, characterisation, Off-Text Improvisation, split screen/ cross-cutting, monologues.</i> ➤ Knowledge in Theatre in Education as a style ➤ Knowledge of Verbatim theatre and how this links to T.I.E. ➤ Knowledge of the characteristics/ stylistic features/ techniques used in Theatre in Education and Verbatim theatre and knowledge of how to select and apply these techniques to a performance. ➤ Consideration of Stereotypes, Status and Social Class within performance and real life situations.
Year 9	Wordless Books Devising SMSC focus Use of imagery as stimulus material to develop a range of devised scenes in a naturalistic and non-naturalistic style. Use of explorative strategies/techniques to explore the themes of society, government, culture, Discrimination and cultural division, colonization, propaganda, hierarchy, suppression, subversives and oppression within a fictional context that parallels some historical real life events. Recall techniques used to structure scenes and apply these to a more complex topic. Development of key characters, their backstory and explore motivation, situation and consequence.		Blood Brothers Script Work Gaining knowledge of Willy Russell's Blood Brothers – context, time period, plotline and characters and to use this knowledge to rehearse and perform scenes. Recalling acting and rehearsal strategies from a script and learning/applying those that are more advanced. To use explorative and rehearsal strategies to develop their knowledge of the play, context, time period and themes. Performing script extracts in a particular style applying stylistic features appropriate to the play which has an episodic structure. Developing performance skills. Staging/Blocking and characterisation from scripted language. To be able to adapt voice and physical skills to show a contrast showing purpose, intent and atmosphere.		Daisy Nook Illegal Rave Improvisation and plot/character development Introduction to Stanislavski and the theatrical style of Naturalism. Exploration of the themes of peer pressure and the impact on family and the wider community. Exploration and application of given circumstances to develop roles. Creating naturalistic characters and plot through the use of a given stimulus and then development of roles to sustain a character Apply previous knowledge of rehearsal techniques with greater effect to present a more consistent application of techniques such as hot seating/RoTW/Thought Tracking Create and deliver effective duologues Knowledge and application of Split Screen and Cross Cutting to explore plot and split stage to explore story telling		<ul style="list-style-type: none"> ➤ Knowledge of more current and alternative styles of plays/ Drama and the characteristics/ stylistic features within each style and knowledge in how to apply and use these effectively. ➤ Knowledge and practice of using techniques to create more complex scene sequences within naturalistic and non-naturalistic styles. ➤ Knowledge in understanding the social/cultural/ historical context of a play and the playwright's intentions. ➤ Building on knowledge of staging a scripted piece in a particular style. ➤ Re-call and applying rehearsal strategies to a different play/ character. ➤ Developing and building on knowledge of developing and applying characterisation in different styles. ➤ Knowledge of more complex styles and Drama techniques- Structural devices, stylised Drama. ➤ Knowledge of how to devise from a stimulus and apply Drama Techniques and stylistic features to communicate meaning to an audience.
	HT1 and HT2		HT3	HT4	HT5	HT6	THRESHOLD CONCEPTS



Long Term Plan – Drama 2025-2026

Year 10 GCSE 5 lessons per fortnight	GCSE <u>Introduction to GCSE Drama</u> <ul style="list-style-type: none"> Types of staging configurations for purpose. Stage positioning Theatre roles and responsibilities <u>Styles and Practitioners (Scripted and Devised)</u> Understanding how meaning/ message/ purpose can be communicated through different practitioner styles and exploration of the stylistic features of these styles and their purpose. <ul style="list-style-type: none"> Stanislavski – DNA (Dennis Kelly) Epic Theatre – Dr Korczak’s Example (David Greig) C3 = Live Theatre Review Introduction: <u>Splendid Theatre – Medea</u> <u>Styles and Practitioners (Scripted and Devised) CONT</u> Understanding how meaning/ message/ purpose can be communicated through different practitioner styles and exploration of the stylistic features of these styles and their purpose. <ul style="list-style-type: none"> Physical Theatre – Curious Incident (National Theatre) TIE/Verbatim – Too much Punch (Mark Wheeler) 	GCSE <u>C3 = Live Theatre Review</u> Exam Technique: Splendid Theatre-Medea <u>C3 = SET TEXT STUDY: Noughts and Crosses - Pilot Theatre</u> <u>Introduction of the play</u> <u>Read whole play and consider key areas:</u> <ul style="list-style-type: none"> Plot Characters Themes Social/ cultural/ historical context Stylistic features Acting/performance focus and Design/technical elements in Theatre. Practical and Theory workshops covering: <ul style="list-style-type: none"> Lighting Sound Costume Set Exam technique and practice	GCSE <u>C1 = Devising Processes</u> Understanding the processes to devise effective Theatre to a stimulus. <u>C2 = Approaching Scripts</u> Key rehearsal strategies and practices to bring scenes and characters from page to stage. <u>Home-learning Focus</u> Throughout this half term students will participate in Exam/revision techniques for home learning of the set text and live theatre review for the written exam paper.	GCSE <u>C3 = Examination techniques for the written exam.</u> <u>C3 PPEwritten Exam</u> <u>C2 = Scripted performance from a Text</u> Pupils will participate in a practical mock for component 2. They will work in a small group to rehearse and perform a key scene from an explored text. <u>C2 PPE Practical Exam</u>	GCSE <u>C1 = Approaching the exam board stimuli in preparation for the devised piece.</u> <i>Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance through:</i> <ul style="list-style-type: none"> Explore and respond to stimuli Carrying out research Practitioner focus Developing their own creative ideas Collaborating with others Keeping a logbook/ evaluating <u>C1 = Devising Theatre</u> Pupils work in groups to develop their ideas and plan for the assessed devised piece. They will trial ideas practically and decide upon their final stimulus and practitioner focus. <i>Theatre company devised workshop (all day)</i>	GCSE <ul style="list-style-type: none"> Knowledge of more complex styles and Practitioners and the rehearsal strategies/techniques connected to these styles- Stanislavski(Naturalism), Brecht/Splendid (Epic), Frantic Assembly (Physical Theatre) and Mark Wheeler (T.I.E). How meaning is interpreted and communicated in performance- Performance and Design Knowledge of key terminology of vocal, physical, use of space & interaction. Knowledge of how to apply detailed characterisation of vocal, physical, use of space & interaction within Scripted and devised scenes. Knowledge of how to identify, describe, analyse and evaluate characterisation of vocal, physical, use of space & interaction. Knowledge of what makes a successful piece of Drama. Knowledge of how to devise from a stimulus selecting and applying appropriate Practitioners/ styles and stylistic features to communicate meaning to an audience. Knowledge of how to create characters and write for characters. Knowledge in roles and responsibilities of theatre makers. Knowledge of Drama and theatre terminology of stage configurations and stage positioning and able to use it correctly and confidently. Knowledge of the playwright’s intentions and given circumstances of the set text and live theatre text. Knowledge of the stylistic qualities, purpose and intentions of the chosen set text. Knowledge of the elements of theatre linked to the set text and live theatre piece. Knowledge of the social/ historical/ cultural context of the set text and live theatre text. Knowledge of exam technique and extended writing techniques. How meaning is interpreted and communicated in performance- Performance and Design Knowledge of Drama and theatre terminology relevant to the set text and live theatre piece and applying that to exam style questions. Knowledge of exam technique and written evaluation skills based on devising, set text study and live theatre review.
	HT1 and HT2	HT3 and HT4	HT5			
Year 11 GCSE 5 lessons per fortnight	GCSE <u>C1 = Devising Theatre Internal Assessment</u> Pupils will participate in the creation, development and performance of a piece of devised theatre using the techniques of an influential theatre practitioner or genre in response to a stimulus set by the exam board. Pupils must produce:	GCSE <u>C3 = Revisit Exam Practice</u> Live Theatre Review Exam Technique: Splendid Theatre-Medea And SET TEXT STUDY: Noughts and Crosses - Pilot Theatre Exam technique and practice. <u>YEAR 11 FEB PPE EXAMS</u> <u>C2 = Performing from a Text preparation</u>	GCSE <u>C3 = Revision & Exam Preparation</u> Pupils will revisit prior knowledge and develop their understanding of the set text study and the live theatre review and practice exam style questions and techniques.	GCSE <ul style="list-style-type: none"> RE-CALL OF ALL YEAR 10 AND 11 KNOWLEDGE AND SKILLS AND APPLICATION WITHIN INTERNAL/EXTERNAL ASSESSMENTS Knowledge of acting strategies and rehearsal techniques to apply to scripted performance. 		



Long Term Plan – Drama 2025-2026

	<ul style="list-style-type: none"> • A practical realisation of their piece of devised Theatre. • A portfolio of supporting evidence. (900 word limit with a portfolio of supporting evidence) • An evaluation of the final performance. (1 hour 30 minutes supervised conditions) <p>C1 = Devising Theatre Internal Assessment Pupils will be taught the evaluation techniques required for the devised performance evaluation and then complete the evaluation under supervised conditions (Computers REQ)</p> <p>Total 40% of GCSE Completed in November of Year 11</p> <p>C2 = Acting Skills Pupils will develop the skills and techniques required to portray characters effectively within different styles of performance in preparation for the 'Performing from a Text' component.</p>	<p>Pupils will continue to develop the strategies, rehearsal techniques and acting skills to prepare for the upcoming Component 2 practical examination. Pupils will explore two extracts from the given scripted text for their exam chosen by the centre. Pupils will develop their knowledge and understanding of the following for their key text:</p> <ul style="list-style-type: none"> • Artistic intentions and purpose. • Plot and context • Stylistic qualities • Themes • Characters and relationships • Text • Design features • Staging/proxemics <p>C2 = Performing from a Text – Practical External Examination</p> <p>Pupils will participate in one performance using sections of the selected text from both of the extracts studied.</p> <p>They will rehearse independently and participate in teacher led workshops in preparation for their practical examination.</p> <p>This is marked and assessed by an external examiner.</p> <p>Total 20% of GCSE Completed by March of Year 11</p>	<p>They will further develop their understanding of:</p> <ul style="list-style-type: none"> • Artistic intentions and purpose • Plot/context • Stylistic qualities • Social/historical/cultural context • Characters and relationships • Performance decisions • Design choices and requirements <p>Total 40% of GCSE Completed in May of Year 11</p>	<ul style="list-style-type: none"> ➤ Knowledge of the context, themes and stylistic qualities of the chosen scripted extracts for practical examination. ➤ Knowledge of the theatrical conventions of the period in which the performance texts studied were created. ➤ Knowledge of a dress and technical rehearsal and its purpose in theatre ➤ Knowledge of the characteristics of the performance texts and dramatic works ➤ Knowledge of the social, cultural and historical context in which the performance texts studied are set. ➤ Knowledge of Drama and theatre terminology of stage configurations and stage positioning and able to use it correctly and confidently.
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Curriculum Intent

Year 7	Year 8	Year 9	Year 10	Year 11
<p>By the end of Year 7 students are able to use and apply basic Drama Techniques as a means of communicating a piece of Drama to an audience. Students will have developed knowledge of how to change vocal and physical skills to match a character they are playing. Students will be able to stage a scene to match the story with basic audience awareness.</p> <p>Students will develop an understanding of how to create a piece of Drama and characters through responding to stimuli and using creative skills and application of Dramatic techniques to communicate meaning to an audience.</p> <p>Students will begin to understand the term style and genre and develop knowledge of stylistic features and techniques within a particular genre and style.</p>	<p>By the end of Year 8 students are able to identify, use and apply a wider range stylistic features (Drama Techniques/Theatrical skills.) These can be identified, described and explained how they are/ could be used to communicate meaning to an audience.</p> <p>Students will re-call characterisation and extend knowledge in effective characterisation in different contexts.</p> <p>Students will develop their ability to use different rehearsal strategies and performance techniques in more challenging scenarios.</p> <p>Students will be introduced to further Drama in different styles and have a basic understanding to the stylistic features used within those different styles to communicate meaning.</p>	<p>By the end of Year 9 students are able to understand and apply the different stylistic features for Drama of more complex drama styles in both script work and then to their own devised work. The students will have developed knowledge of more complex and thought-provoking ways of communicating meaning and messages to an audience.</p> <p>Students will have an in-depth knowledge of a text and how texts can be both explored and communicated, therefore students will develop a deeper understanding of how meaning is communicated to an audience.</p> <p>Students will build upon their knowledge of stylistic qualities and techniques and be able to create, rehearse and perform in more effective scenes to an audience,</p>	<p>By the end of 10 students are able to effectively create and develop Drama of different styles appropriate to the context.</p> <p>Perform with detailed characterisation appropriate to the style and intentions of the piece. This will be from a scripted and devised method of producing scenes.</p> <p>Demonstrate a thorough knowledge and understanding of how drama and theatre is developed and performed.</p> <p>An in depth knowledge and understanding of their set text: The themes, plot, characters, social, moral cultural connections, the playwright's intentions and how these should be effectively communicated to an audience.</p>	<p>By the end of Year 11 students are able to build on and re-call their skills and knowledge from year 10 and applying this to exam practice and their exams.</p>



Long Term Plan – Drama 2025-2026

<p>Students will be able to explore key scripted extracts from professional playwrights and be able to understand the character and context and then rehearse and perform as a character from a key text extract</p> <p>Students will have a basic understanding of staging and how this can create meaning for an audience.</p> <p>Students will have started to develop the etiquette of rehearsal, performance discipline and focus and how to observe and then evaluate as an audience member.</p> <p>Students will have been taught how to communicate and cooperate within a practical environment and as a performer.</p> <p>Students will begin to develop their oracy skills and cultural capital through the experiences within Drama</p>	<p>Students will recall and extend knowledge in staging scenes for different audiences.</p> <p>Students will develop their ability to devise scenes and also to apply their knowledge to scripted rehearsal.</p> <p>Students will continue to develop the etiquette required for more independent rehearsal, performance discipline and focus and develop their oracy skills within peer evaluation as an audience member.</p> <p>Students will build upon and develop their communication, creativity, cooperation and organisation skills within a practical environment and as a performer.</p> <p>Students will continue to develop their oracy skills and cultural capital through the experiences within Drama.</p>	<p>drawing together their skills developed over KS3.</p> <p>Students will recall and extend knowledge in staging scenes for a target audience.</p> <p>Students will continue to develop the etiquette required for more independent rehearsal, performance discipline and focus and develop their oracy skills within peer evaluation as an audience member.</p> <p>Students will build upon and develop their communication, creativity, cooperation and organisation skills within a practical environment and as a performer.</p> <p>Students will develop and master their oracy skills and develop a range of cultural capital through the experiences within Drama.</p>	<p>Have a sound understanding of how design features can create meaning and communicate to an audience in other ways as well as enhance performance.</p> <p>Effectively describe, analyse and evaluate Drama with a written and oracy focus.</p> <p>Learn, develop and apply exam technique to be able to write and evaluate theatre they have seen and performed in.</p> <p>Evaluate in written form using extended answers to the set questions posed by the exam board.</p>	
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