

## Year 7 Drama @ Caedmon

Our aim in Year 7 is to explore making meaning through drama, so we create characters and put them into scenarios, we explore people from different times and populations. We then go on to look at issue based Drama, such as racism and bullying and explore how drama can tackle and raise awareness of these issues through creating and performing. Hopefully we will also have some fun along the way, as we grow confidence and teamwork skills.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Building a character: creating a role and placing that character in specific scenarios. Characterisation The use of voice and body language to 'define a role'. The power of the still image, hot seating and ROW. Exploring characterisation through the 'Magic If' and ideas of Stanislavski's 'Method'. This project will run into Autumn 2	Practical assessment in prepared improvisation and written tasks on Character.
<b>Autumn 2</b>	Ishi: development of character and exploring prejudice/racism Documentary style theatre, writing a monologue, exploring costume design This project will run into Spring 1	Practical assessment: sustaining a role performance of an improvised scene
<b>Spring 1</b>	Exploring a play text Say that again (issue covered Bullying) The stage as a space: staging types/plans/positions and understanding of proxemics. The importance of stage directions, creating a prescribed character, learning lines	Writing in role Practical assessment, news report + workbook
<b>Spring 2</b>	Say that again Developing ideas from the play through our own scripts and improvisation Exploring script writing and prepared improvisation	Practical assessment and work book
<b>Summer 1</b>	Keep it local: Creating a piece of Drama based on a local event/story/legend. Using narrative theatre Applying knowledge, writing a script, using and applying narration, mixed media: adding lighting and sound	Assessment: script writing and performance
<b>Summer 2</b>	My and My Monologue Exploring the monologue as a dramatic device Reflecting back on work on Character, Ishi, Say that again and devised work Using monologues written for stage. Further developing own work.	Write and perform a monologue to camera/for stage

## Year 8 Drama @ Caedmon

Our aim in Year 8 is to build on the skills developed in year 7: focusing on characterisation in situ; we start with a project to get students thinking about others and the issues surrounding Anne Frank, we go on to look at playwrights and genres of performance. Ending the year with a piece devised by students based on a text they have studied. We aim to build teamwork, confidence and encourage problem solving.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Anne Frank Exploring the life of an inspirational person Also using our own lockdown diaries and experiences to connect with this project. Introduce BRECHT as a theatre practitioner into this project. This project will run into Autumn 2	Online Project work book Practical assessment
<b>Autumn 2</b>	The Tempest Exploring a Shakespearean text/story Character/Themes/text extracts Plus design elements drawn into this project Design tasks Mask for Ariel or Caliban Island design and then box set Costume design: Prospero, Miranda, Caliban or Ariel Creating a trailer for a play/Movie Comparison of: Use of technology in recent productions. Comparing Globe production (staged as it would have probably been in 1600's) and recent RSC production.(lots of AV effects)	Online Project work book and design tasks Practical assessment
<b>Spring 1</b>	Creating a piece in the style of a silent movie Exploring a genre and a focus on creating meaning through gesture and expression. Comedy and slapstick as theatre genres. Link to Commedia Dell'arte This project will run into Spring 2	Practical assessment and storyboard submission
<b>Spring 2</b>	Working with Text 'The Terrible Fate of Humpty Dumpty' Work shopping extracts from the script: line learning. Focus on key scenes. Design for production Script writing/Writing additional scenes.	Online project work book Design tasks Practical assessment
<b>Summer 1</b>	Working with Text 'The Terrible Fate of Humpty Dumpty' Performance of an extract and own piece	Practical assessment/Working on text
<b>Summer 2</b>	Development of a piece based on the play studied in Sp2 and S1. Taking an issue and developing their own piece based on recent news/social media focus on gangs/bullying/social and moral responsibility	Practical assessment of devised work and ability to work in a group

## Year 9 Drama @ Caedmon

Our aim in Year 9 drama is to explore drama through working more closely with text. We'll be exploring the world of the playwright and how plays explore characterisation and deliver issues and themes through their content. We'll be learning lines, sharing scenes in class and critiquing our work and that of our peers. We'll be writing in the 'style of' and building on the skills gained in Year 7 and 8.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Exploring a play text: Blood Brothers (by Willy Russell) Exploration of social class and "opportunity", "nature v nurture" also explored through this work. Using 3 extracts Mickey's Monologue/poem Edward and Mickey meet and Edward and Mickey grow up. Exploring monologue as a tool for communication	Practical assessment of performance work. Line learning as a skill and responsibility.
<b>Autumn 2</b>	Elephant Man: Joseph Merrick Exploring Victimisation Develop ideas and knowledge of Brecht and his ideas about theatre through this scheme and also through FACE the play (which is a modern take on the themes in Elephant Man SOW). Also exploring time and era on performance work/ devising This project will run into Spring 1	Research skills: Joseph Merrick and Victorian times Writing and performance of a monologue to camera and peers
<b>Spring 1</b>	Face: Exploring a text related to issues explored in A1 Face Workshopping as a text: rehearsal of scenes and performance of an extract of the play. Exploring issues, design ideas and relating the content of the play with "real" people and their experiences. This project will run into Spring 2	Online workbook to complete Practical assessment and written evaluation of the performed piece
<b>Spring 2</b>	Exploring an historic play text: Romeo and Juliet. Getting to know more about Shakespeare. Historical aspect of theatre and characterisation Stage combat, performance of an extract Unlocking the language, exploring the "universal theme" and "theatre design" and reinterpretation	Practical assessment/focus on group work/interaction/ideas.
<b>Summer 1</b>	Creating a DEVISED piece in the style of Brecht. Using past exam Stimuli Students devise a piece with "Brechtian Geste". Unlocking students' own potential and looking at the GCSE curriculum and components. This project will run into summer 2	Practical assessment Each group creates a portfolio/log book
<b>Summer 2</b>	Review writing and critique. We will watch some theatre and explore the review writing process. Looking at how to write about performance and how to use the technical Vocabulary gained throughout the course	Written Review

## Year 10 Drama @ Caedmon

Our aim in Year 10 is for students to cover much of the GCSE content, in terms of skills building, including starting the component 1 'Devising from a Stimulus' using a practitioner. Students will be able to build on the strong building blocks that our KS3 curriculum has provided them with; allowing them to draw on a wide range of embedded skills.

Students are offered a range of challenging and exciting projects and texts, which link to practitioners studied and how we as practitioners 'make meaning'. We want our students to feel prepared for their GCSEs, and to be equipped to achieve their potential in both coursework, performance and examinations. Alongside building skills vital for everyday life and create experiences which will stay with them.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p>Performance: The monologue.</p> <p>Working on Contemporary and Shakespearian monologues. Developing confidence as a performer is key to GCSE success</p>	<p>Performance of a monologue. Using GCSE assessment criteria</p> <p>Drama log boo</p>
<b>Autumn 2</b>	<p>Social Class as an issue.</p> <p>Exploring a variety of stimuli through focused tasks. Developing devising skills and the idea of a 'geste'. Theatre which has an overarching social message. (used in component 1 of the exam)</p>	<p>Assessed through group interaction and participation</p> <p>Online workbook and drama log book</p>
<b>Spring 1</b>	<p>Working on the unit 3 GCSE TEXT. E.g. DNA Work shopping the text. Focus on Playwright's intentions. Original performance conditions Staging for a modern audience and specific stage design.</p>	<p>Exam questions Using past paper questions GCSE criteria</p> <p>Online work books</p>
<b>Spring 2</b>	<p>Working on the unit 3 text Performance of the text as a class.</p>	<p>Practical assessment/performance of a text.</p> <p>Using GCSE criteria and followed up with 'in house' Mock written exam.</p>
<b>Summer 1</b>	<p>Get Brecht Refreshing Brechtian strategies Exploring ideas through their actual GCSE allocated Stimuli.</p>	<p>Assessed through group interaction and participation. Drama log book and research tasks.</p>
<b>Summer 2</b>	<p>Beginning Component 1</p> <p>Students allocated actual GCSE groups for component 1 and work as a group to devise and perform a piece based on 'one of the Stimuli.</p>	<p>Assessment will continue in to A1 Y11: using GCSE criteria.</p> <p>Individual student portfolio template to follow: plus log book.</p>

## Year 11 Drama @ Caedmon

Our aim in Year 11 is to enable our students to successfully devise and explore Drama through group devising of original work: using a Stimulus, to perform work confidently in front of an audience for an examiner and to explore set texts/practitioners working towards a written exam. To do this we develop and consolidate students' previous learning and equip them with the skills, knowledge and understanding to allow them to complete meaningful performance work.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Continuation of Devised Component 1 Focus on practical work and portfolio development	Assessment will continue into A2: using GCSE criteria Focus on weekly write ups/log book and draft portfolio. Commitment to attendance and practical work essential
<b>Autumn 2</b>	Performance and formal assessment of practical element of component 1. Completion of portfolio and written evaluation. Component 2: Scripted piece allocated at the end of term.	Practical assessment: using exam criteria.  Portfolio Evaluation Performance <i>Are all used in the assessment of component 1</i>
<b>Spring 1</b>	Completion of Component 1: written elements. Portfolio and Evaluation. Scripted piece rehearsal and develop Component 2: research and presentation of ideas and character to class January.	Written assessment: using exam criteria.  Portfolio Evaluation: has to be written in controlled conditions and is mandatory. Deadline for all written work is mid February.
<b>Spring 2</b>	Rehearsal and performance to a visiting examiner of Component 2: scripted work Visit to theatre in preparation of component 3 exam	Practical assessment: based on exam performance.  Visiting examiner sets a mandatory exam date. Written character intentions also form part of this mark.
<b>Summer 1</b>	Revisiting Component 3 text: exploring past papers. Review writing for component 3 WRITTEN EXAM MID MAY	The written exam is 60% of the total GCSE Grade.  Questions on SET TEXT (DNA) Question on the viewing of a 'live performance': or if theatre's still have restrictions a 'recorded performance' will be used.
<b>Summer 2</b>	Continuation of Devised Component 1 Focus on practical work and portfolio development	Assessment will continue into A2: using GCSE criteria Focus on weekly write ups/log book and draft portfolio. Commitment to attendance and practical work essential