

Broomfield School Curriculum Overview Year 7 – Drama



| | Curriculum Content | Suggested Reading or Extension Activities |
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| Half Term 1 (Sept-Oct) | <p>Introduction to Drama</p> <p>An introduction to the subject, focusing on: team work, trust, the rules of the drama space, how to create a piece of drama, how to evaluate a piece of drama, vocal and physical skills, and the techniques of still image and mime.</p> | <p>Research the following drama techniques:</p> <ul style="list-style-type: none"> - Still Image - Mime - Physical Theatre |
| Half Term 2 (Nov-Dec) | <p>Our Day Out</p> <p>A scheme on work that focuses on a script written by Willy Russel about the ‘progress class’ going on a day trip to Conwy Castle. This scheme of work focuses on role play, characterisation and skill work.</p> | <p>Research the following drama techniques:</p> <ul style="list-style-type: none"> - Characterisation - Split-Scene - Role-Play <p>Read The play Our Day Out by W.Russell</p> |
| Half Term 3 (Jan-Feb) | <p>Darkwood Manor</p> <p>A scheme of work that is centred around the genre of horror and suspense using the fictitious story of ‘Darkwood Manor’ as a stimulus.</p> | <p>Research the following drama techniques:</p> <ul style="list-style-type: none"> - Physical Theatre - Soundscape - Teacher-in-role |
| Half Term 4 (Feb-Mar) | <p>Starbeast</p> <p>A scheme of work using the science fiction novella ‘The Starbeast’ by Robert A. Heinlein as a stimulus. The story explores themes of acceptance, discrimination, abuse of power and bullying.</p> | <p>Research the following drama techniques:</p> <ul style="list-style-type: none"> - Whole class Role-Play - Improvisation <p>Read the story of ‘The Starbeast’ by Robert A. Heinlein</p> |
| Summer Term (Apr-Jul) | <p>Tempest</p> <p>A scheme of work that is exploring the play text The Tempest by famous British playwright William Shakespeare. We will be looking into the themes of the play as well as the characters involved in the plot using many explorative strategies such as soundscape, physical theatre, narration and mime.</p> | <p>Research historical facts of Elizabethan theatre.</p> <p>Rehearsal and development of exaggerated voice and movement skills</p> <ul style="list-style-type: none"> - Line learning - Costume, sound and prop development <p>Read the play (and watch the film version of) ‘the Tempest by William Shakespeare.</p> |

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| Examples of Home Learning Tasks | Drama is a practical subject, therefore home learning will be largely practical in nature, focusing on: reading (Play-texts, newspaper articles, theatre reviews and other printed stimuli), line learning, monologue development/script development, watching performances online and rehearsal and refinement of script work. |
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| Assessment Tasks, Methods & Frequency | <p>Students will complete a performance at the end of each unit of work which will be focused on specific Drama techniques and skills. Students will also complete a written self evaluation or peer evaluation, based on their final assessed performance.</p> <p>Students are provided with a Drama Learning Booklet for each unit undertaken, which will include: assessment criteria for the unit, lesson by lesson learning objective, assessment objective and resources, a key words and vocabulary glossary, evaluation sentence starters (to be used within lesson time) and a written assessment template.</p> |
| Equipment that Students Need | <ul style="list-style-type: none"> ● Learning Booklet (which will mostly be retained by the teacher) ● Pens (black and Green) |

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| Parent / Carers can help their child by: | <ul style="list-style-type: none"> ● Joining their child's Drama Google Classroom ● Taking them to watch live theatre performances frequently ● Encouraging their child to join an extra-curricular drama club |
| Useful Websites | <p>http://youtube.com http://www.bbc.co.uk/schools/gcsebitesize/drama/ http://www.bbc.co.uk/learningzone/clips/topics/secondary.shtml#drama</p> |
| Extra-Curricular Activities & Career Opportunities | <ul style="list-style-type: none"> ● KS3 Drama Club ● Opportunities to take part in workshops provided by professional actors/directors/playwrights ● Opportunities to attend theatre trips |

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| Who Can I Contact? | Head of Drama | Mrs Fox |
| | Teachers of Year 7 Drama | Miss Gordon |

Broomfield School Curriculum Overview Year 8 – Drama



| | Curriculum Content | Suggested Reading or Extension Activities |
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| Half Term 1 (Sept-Oct) | <p>Skills in Drama.</p> <p>A scheme of work that recaps and builds on the drama skills that students were taught in Year Seven. They will be looking at how they can use skills they have learnt such as mime, soundscape and physical theatre. But they will also be learning about new skills and genres such as Melodrama, Comedy/slapstick and Pantomime.</p> | <p>Research genres and practitioners of theatre and performance such as:</p> <ul style="list-style-type: none"> - Melodrama - Charlie Chaplin <p>Research the following drama techniques:</p> <ul style="list-style-type: none"> - Physical Theatre - Soundscapes - Comedic timing |
| Half Term 2 (Nov-Dec) | <p>Holocaust</p> <p>A Scheme of work which focuses on the historical event of the Holocaust. Through using explorative strategies students are encouraged to create stylized performances to reflect how the Jewish community felt during the holocaust and the discrimination they had to endure.</p> | <p>Research the following historical events: WWII Holocaust.</p> <p>Research the following drama techniques:</p> <ul style="list-style-type: none"> - Mime - soundscapes - split scene |
| Half Term 3 (Jan-Feb) | <p>Romeo and Juliet</p> <p>An introduction to Shakespeare, focusing on one of his most famous plays. Students will learn how to approach and interpret the Shakespearean text and develop and devise performance work around the themes and issues of the plays explored.</p> | <p>Read extracts from the plays 'Romeo and Juliet'.</p> <p>Rehearsal and development of voice and movement skills</p> <ul style="list-style-type: none"> - Line learning - Staging |
| Half Term 4 (Feb-Mar) | <p>Mugged</p> <p>Mugged is an exciting play for pupils at KS3/4, focusing on issues that are both gripping and relevant to young people. This scheme will practically explore extracts from the play and also devise off-text work.</p> | <p>Rehearsal and development of voice and movement skills</p> <ul style="list-style-type: none"> - Line learning - Costume, sound and prop development <p>Read extracts of the play 'Mugged' by Andrew Payne</p> |
| Summer Term Apr-Jul | <p>Let Him Have It!</p> <p>Students explore the true story of Derek Bentley and Christopher Craig and the justice system of Britain in the 1950's. Themes include: crime, death, capital punishment, love, family and forgiveness.</p> | <p>Research the historical facts of the 'Let Him Have it' true story.</p> <p>Read/listen to the lyrics of the song 'Let Him Dangle' by Elvis Costello.</p> |

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| | <p>students will have the opportunity to be involved in whole class improvisation, create their own devised work based on given historical facts.</p> | <p>Develop, plan, write and rehearse a monologue written from the perspective of one of the main characters of the story.</p> <p>Develop the skills of:</p> <ul style="list-style-type: none"> - devising skills - whole class improvisation - Line learning - Rehearsal - Costume and prop design, sound and lighting design |
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| Examples of Home Learning Tasks | <p>Drama is a practical subject, therefore home learning will be largely practical in nature, focusing on: reading (Play-texts, newspaper articles, theatre reviews and other printed stimuli), line learning, monologue development/script development, watching performances online and rehearsal and refinement of script work.</p> |
| Assessment Tasks, Methods & Frequency | <p>Students will complete a performance at the end of each unit of work which will be focused on specific Drama techniques and skills. Students will also complete a written self evaluation or peer evaluation, based on their final assessed performance.</p> <p>Students are provided with a Drama Learning Booklet for each unit undertaken, which will include: assessment criteria/foci for the unit, lesson by lesson learning objective, assessment objective and resources, a key words and vocabulary glossary, evaluation sentence starters (to be used within lesson time) and a written assessment template.</p> |
| Equipment that Students Need | <ul style="list-style-type: none"> ● Learning Booklet (which will mostly be retained by the teacher) ● Pens (black and Green) |

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| Parent / Carers can help their child by: | <ul style="list-style-type: none"> ● Joining their child's Drama Google Classroom ● Taking them to watch live theatre performances frequently ● Encouraging their child to join an extra-curricular drama club |
| Useful Websites | <p>http://youtube.com</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/drama/</p> <p>http://www.bbc.co.uk/learningzone/clips/topics/secondary.shtml#drama</p> |
| Extra-Curricular Activities & Career Opportunities | <ul style="list-style-type: none"> ● KS3 Drama Club ● Whole School Production ● Opportunities to take part in workshops provided by professional actors/directors/playwrights ● Opportunities to attend theatre trips |

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| Who Can I Contact? | Head of Drama | Mrs Fox |
| | Teachers of Year 8 Drama | Miss Gordon and Mrs Fox |

Broomfield School Curriculum Overview Year 9 – Drama



| | Curriculum Content | Suggested Reading or Extension Activities |
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| Half Term 1 (Sept-Oct) | <p>Practitioners</p> <p>Berkoff Brecht Artaud Frantic Assembly</p> | <p>Research on Brecht and the genre of Epic Theatre.</p> <p>Research Brechtian techniques:</p> <ul style="list-style-type: none"> - Social Gestus - Placards - Breaking the Fourth Wall - Montage - Narration (using song) - Direct Address |
| Half Term 2 (Nov-Dec) | <p>Historical discrimination</p> <p>The unit of work has been created to be part of Black History Month. Students will explore the historical story of Rosa Parks and the start of the Human Rights Movement in America. The unit requires students to create historically accurate pieces of drama in a documentary style. The class will be required to complete their own research into the topic and to use the information they find to enforce their drama work. A lot of the drama work will be based around thoughts and feelings through the use of Narration, Thought tracking and Hot Seating.</p> <p>Rosa Parks Muhammed Ali</p> | <p>Research:</p> <ul style="list-style-type: none"> ● Still Image ● Thought Tracking ● Forum Theatre <p>Research:</p> <ul style="list-style-type: none"> - Rosa Parks - Muhammed Ali |
| Half Term 3 (Jan-Feb) | <p>Macbeth</p> <p>This Unit of work revolves around 'Macbeth' students explore the themes of power, revenge and tragedy. It gives them the opportunity to develop their ability to perform using Shakespearean language through script work. This unit also gives students the opportunity to interpret characters from within a text in new and original performances. They will be able to evaluate famous performances of characters such Macbeth and Lady Macbeth to help them with their own unique interpretations.</p> | <p>Research:</p> <ul style="list-style-type: none"> ● Macbeth ● Elizabethan Theatre ● Globe Theatre <p>Research: character interpretation</p> |
| Half Term 4 (Feb-Mar) | Exploring play Texts - | Learn Line |

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| | <p>Heroin Lies</p> <p>In this unit of work Students will explore the text “Heroin Lies” by Wayne Denfhy. They must show an understanding of the issue of the text, through a range of explorative strategies. This is based on the GCSE specifications. Students will also have to self-evaluate each lesson setting targets in a specific drama area to improve upon the following lesson. Students will also peer assess each other’s work at different stages within the lesson.</p> | <p>research: stage positions vocal skills physical skills</p> |
| <p>Summer Term Apr-May</p> | <p>I don’t like Mondays</p> <p>In this unit of work Students will learn about the dramatic events surrounding a school shooting in 1970’s America using the lyrics of the song ‘I Don’t Like Mondays’ as a stimulus. This unit focuses around working as part of a group with a number of tasks involving everyone in the same performance. Students will explore the reasons behind the shootings through character analysis, thought tracking, and flashbacks. This unit ends with a final performance set in a parole hearing where students must make the decision as to whether or not to release Brenda Ann Spencer. They must show both sides to the argument through a sequence of cross cutting scenes using a range of drama techniques. Students will also have to self evaluate each lesson setting targets in a specific drama area to improve upon the following lesson.</p> | <p>Research:</p> <ul style="list-style-type: none"> ● Gun law in America ● Physical theatre |
| <p>Summer term 6 May - July</p> | <p>Fame and Celebrity</p> <p>In this unit pupils will explore the themes of fame and media. This unit also begins to introduce the students to GCSE drama devising skills. The unit asks the class to consider the impact of social media. Students are asked to create a piece of drama that explores this theme. The unit develops the student’s ability to create a character through the use of cross cutting, hot seating, flashbacks and thought tracking.</p> <p>Students will also develop their evaluative skills; both written and oral.</p> | <p>Research:</p> <ul style="list-style-type: none"> ● Devising ● Narration ● Staging ● Theatre in Education |

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| <p>Examples of Home Learning Tasks</p> | <p>Drama is a practical subject, therefore home learning will be largely practical in nature, focusing on: reading (Play-texts, newspaper articles, theatre reviews and other printed stimuli), line learning, monologue development/script development, watching performances online and rehearsal and refinement of script work.</p> |
| <p>Assessment Tasks, Methods & Frequency</p> | <p>Students will complete a performance at the end of each unit of work which will be focused on specific Drama techniques and skills. Students will also complete a written self evaluation or peer evaluation, based on their final assessed performance.</p> |

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| | Students are provided with a Drama Learning Booklet for each unit undertaken, which will include: assessment criteria/foci for the unit, lesson by lesson learning objective, assessment objective and resources, a key words and vocabulary glossary, evaluation sentence starters (to be used within lesson time) and a written assessment template. |
| Equipment that Students Need | <ul style="list-style-type: none"> • Learning Booklet (which will mostly be retained by the teacher) • Pens (black and Green) |

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| Parent / Carers can help their child by: | <ul style="list-style-type: none"> • Joining their child's Drama Google Classroom • Taking them to watch live theatre performances frequently • Encouraging their child to join an extra-curricular drama club |
| Useful Websites | http://youtube.com http://www.bbc.co.uk/schools/gcsebitesize/drama/ http://www.bbc.co.uk/learningzone/clips/topics/secondary.shtml#drama |
| Extra-Curricular Activities & Career Opportunities | <ul style="list-style-type: none"> • KS3 Drama Club • Whole School Production • Opportunities to take part in workshops provided by professional actors/directors/playwrights • Opportunities to attend theatre trips |

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| Who Can I Contact? | Head of Drama | Miss Fox |
| | Teachers of Year 9 Drama | Ms Gordon |

Broomfield School Curriculum Overview Year 10 – Drama (GCSE)



| | Curriculum Content | Suggested Reading or Extension Activities |
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| Half Term 1 (Sept-Oct) | <p>Component 1 - Section A and B- Blood Brothers</p> <p>During this first half term students will begin to work on Section A and B and of Component 3, which is the final written exam for GCSE Drama (that will take place in the Summer of Year 11). Students will:</p> <p>Explore the play Blood Brothers by W. Russell. The play will be explored practically and will develop the student's knowledge of how to:</p> <ul style="list-style-type: none"> • Develop character for performance • How to direct and stage the play • How to use a range of techniques to direct extracts of the play • How lights, sound, music, costume and set can be used to develop an interpretation for the play • Approach specific questions in the exam, looking at exemplar materials, past papers, marking criteria, timings and key drama vocabulary. | <p>Read the play Blood Brothers Watch a version of Blood Brothers on Youtube</p> <p>Drama GCSE Handbook Blood Brothers the play guide for AQA Drama by Annie Fox</p> |
| Half Term 2 (Nov-Dec) | <p>Component 1 and 3 - Section B -</p> <p>Students will work on different sections of the play and perform them.</p> <p>Students will develop their knowledge and understanding of:</p> <ul style="list-style-type: none"> • character interpretation • interaction on stage • how to create a given atmosphere • staging • vocal and physical skills • lighting • set design • costume design | <p>Read the play Blood Brothers Watch a version of Blood Brothers on Youtube Drama GCSE Handbook Blood Brothers the play guide for AQA Drama by Annie Fox</p> |
| Half Term 3 (Jan-Feb) | <p>Component 2 - Devising</p> <p>Students will begin work on their devised performance.</p> <ul style="list-style-type: none"> • Be presented with a stimulus material as a source of inspiration for developing devised work | <p>Keep a diary log of rehearsals Research into theme of devised performance Attend extra rehearsals</p> |

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| | <ul style="list-style-type: none"> • Work in groups to research and develop ideas for performance • Begin devising an original piece of theatre to perform to a visiting audience • Create a character/characters for the performance • Begin to complete a written portfolio that discusses their process of developing their work and that evaluates the final performance | |
| Half Term 4 (Feb-Mar) | <p>Component 2 - Devising</p> <p>Students will complete and perform their devised performances. For this students will:</p> <ul style="list-style-type: none"> • Rehearse, refine and perform • Consider lighting, sound and costume for their performance • Perform to a selected audience • Be recorded and marked by their teacher • Complete their portfolio | <p>Keep a diary log of rehearsals</p> <p>Research into theme of devised performance</p> <p>Attend extra rehearsals</p> |
| Half Term 5 (Apr-May) | <p>Component 2 - Devising</p> <p>Students will complete all coursework elements:</p> <p>section a section b section c</p> | |
| Half Term 6 (Jun-Jul) | <p>Component 1 - Section a and c - Theatre roles and theatre Evaluation</p> <p>Students will visit a theatre to watch a live performance.</p> | <p>Drama GCSE Handbook</p> <p>Blood Brothers the play guide for AQA Drama by Annie Fox section on theatre reviews.</p> |

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| Examples of Home Learning Tasks | <p>Exam practice questions</p> <p>Character profiles</p> <p>Line learning</p> <p>Researching a topic or historical context of a play</p> |
| Assessment Tasks, Methods & Frequency | <p>Practical assessments on going</p> <p>Verbal feedback in all lessons</p> <p>Exam practice questions included with feedback</p> |
| Equipment that Students Need | <p>Pen</p> <p>Blood Brothers playtext</p> |

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| Parent / Carers can help their child by: | |
| Useful Websites | <p>https://www.bbc.co.uk/bitesize/examspecs/zrnjwty</p> <p>http://youtube.com</p> |
| Extra-Curricular Activities & Career Opportunities | <ul style="list-style-type: none"> • Support KS3 Drama Club • Whole School Production • Opportunities to take part in workshops provided by professional actors/directors/playwrights • Opportunities to attend theatre trips |

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| Who Can I Contact? | Head of Drama | Ms Fox |
| | Teachers of Year 10 Drama | Ms Gordon |



Broomfield School Curriculum Overview Year 11 – Drama (GCSE)

| | Curriculum Content | Suggested Reading or Extension Activities |
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| Half Term 1 (Sept-Oct) | Component 2 devising unit and coursework | Attend rehearsals keep notes on all devising process to assist in coursework writing. |
| Half Term 2 (Nov-Dec) | Component 1 written exam mock preparation During this first half term students will revise work on Section A, B and C of Component 3, which is the final written exam for GCSE Drama in preparation for mock exam | Blood Brothers Read through past exam questions. |
| Half Term 3 (Jan-Feb) | Component 3 play text | Learn lines Attend rehearsals. |
| Half Term 4 (Feb-Mar) | Component 1 - Section A and B- Blood Brothers and C Theatre During this first half term students will begin to work on Section A and B and of Component 3, which is the final written exam for GCSE Drama (that will take place in the Summer of Year 11). Students will: Explore the play Blood Brothers by W. Russell. The play will be explored practically and will develop the student's knowledge of how to: <ul style="list-style-type: none"> • Develop character for performance • How to direct and stage the play • How to use a range of techniques to direct extracts of the play • How lights, sound, music, costume and set can be used to develop an interpretation for the play • Approach specific questions in the exam, looking at exemplar materials, past papers, marking criteria, timings and key drama vocabulary. | Read the play Blood Brothers Watch a version of Blood Brothers on Youtube Drama GCSE Handbook Blood Brothers the play guide for AQA Drama by Annie Fox |

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| Half Term 5 (Apr-May) | Exam preparation | |
| Half Term 6 (Jun-Jul) | | |

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| Examples of Home Learning Tasks | Exam practice questions Character profiles Line learning Researching a topic or historical context of a play |
| Assessment Tasks, Methods & Frequency | Practical assessments on going Verbal feedback in all lessons Exam practice questions included with feedback |
| Equipment that Students Need | Pen Blood Brothers playtext |

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| Parent / Carers can help their child by: | |
| Useful Websites | https://www.bbc.co.uk/bitesize/examspecs/zrnjwty http://youtube.com |
| Extra-Curricular Activities & Career Opportunities | <ul style="list-style-type: none"> ● Support KS3 Drama Club ● Whole School Production ● Opportunities to take part in workshops provided by professional actors/directors/playwrights ● Opportunities to attend theatre trips |

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| Who Can I Contact? | Head of Drama | Mrs Fox |
| | Teachers of Year 11 Drama | Ms Gordon and Mrs Fox |