



**Ridgewood High School – Curriculum Overview.**

**SUBJECT Drama**

Year Group	The Key Skills to be developed are... <i>(Assessment Objectives?)</i>	The Key Knowledge that will be explored is...	This will be assessed by... <i>(Formative or Summative?)</i>
7	<p><b>Approaches to Drama</b></p> <p>Pupils will look at the main approaches to creating drama including Devising, scripting and performing. They will be creating performances, scripts and costume ideas.</p>	<p>How you would create drama through:</p> <ul style="list-style-type: none"> <li>• Devising and improvisation</li> </ul> <ol style="list-style-type: none"> <li>1. Writing scripts</li> <li>2. Performing using the VIPs</li> </ol> <ul style="list-style-type: none"> <li>• Focusing on a quality audience.</li> </ul>	<p>Formative assessment through peer verbal feedback during lessons and buddy groups</p> <p>Summative assessment via group feedback sheet after performances.</p>
	<p><b>Areas of Study</b></p> <p>Pupils will create detailed mind maps and gingerbread character profiles focused on their story and individual character. Students will write down verbal feedback given by peers and teacher using the VIPs from the display board.</p>	<p>Areas of study that will be covered are:</p> <ul style="list-style-type: none"> <li>• How to create detailed character</li> <li>• What is a plot and how to structure one?</li> <li>• What is a Genre</li> <li>• How to use dramatic conventions and techniques</li> <li>• What is the term semiotics?</li> <li>• How to create a drama using a different stage method</li> </ul>	<p>All pupils will write an evaluation at the end of the project. Summative grade out of 10 for their evaluation.</p>
	<p><b>Comedy</b></p> <p>Comedy will be the first Genre pupils will focus on as a whole project as a way of getting them to look at the key and main features of a subject. They will study different elements of the genre and then create a short sketch.</p>	<p>Key knowledge of the genre will be focused around the key features such as:</p> <ul style="list-style-type: none"> <li>• Comic timing</li> <li>• OTT characters</li> <li>• Sketch shows</li> <li>• Satire</li> <li>• Spoof performances</li> </ul>	<p>Verbal feedback given during rehearsal process. Performances will be filmed and a Summative grade given on mark sheet in PS area and students given feedback sheet.</p>
8	<p><b>Horror and Artaud</b></p> <p>Each group will develop a short horror performance using key features of the genre that have</p>	<p>Features of horror</p> <p>What a Naturalistic style performances would look like</p>	<p>Research homework given written formative feedback in books.</p>

<p>been researched and written in their books HW.</p> <p><b>Physical Theatre</b></p> <p>Students will work through different pieces of music creating different physical theatre performances. They will receive verbal feedback in each lesson on what went well and how to improve in relation to their physical skills. Pupils will produce a final performance that will be filmed.</p>	<p>Features of the 'Theatre of Cruelty'</p> <p>Abstract drama and Artaudian features</p> <p>How to evaluate and shape drama</p> <p>To devise drama using the conventions of mime, slow-motion, choral speech/movement and freeze-frames.</p> <p>Controlling body and voice. <b>VIP's</b></p> <p>Features of Physical Theatre</p>	<p>Summative Assessment through written evaluation using component 1 GCSE grading criteria.</p> <p>Summative assessment: Physical theatre performances graded and group feedback sheet given to students.</p>
<p><b>Kitchen Sink and Naturalism</b></p> <p>Pupils will produce research that focuses on Stanislavski and his theories. They will create a short naturalistic performance that they will perform to the rest of the group and get feedback on their Vocal, Interaction and Physical skill.</p> <p><b>Tragedy</b></p> <p>Students will look at different tragedies throughout time and work on a short performance based on the key areas and features of the genre</p>	<p>Features of the kitchen sink drama</p> <p>Features of the style of naturalism</p> <p>Recap appropriate conventions</p> <p>Analyse Stanislavski's 'Method'</p> <p>Develop naturalistic characterisations</p> <p>Develop structure and plot</p> <p>Features of tragedy genre</p> <p>Origins and history of tragedy</p> <p>Analyse needs of script using Historical tragedy script extracts such as Romeo and Juliet</p>	<p>Practitioner research for Homework task- formative written feedback given in books</p> <p>Summative assessment Written feedback sheet given to pupils on their performances focused on VIP's-</p> <p>Summative assessment: Performances recorded and group feedback sheets given to students. Recordings on T Drive-</p>

	<p><b>Performance project</b></p> <p>Pupils will take all they have looked at and focused on in the past year and create a short performance based around the title “The Dolls House”. They will be encouraged to use the different genres such as Horror and Physical Theatre to create a detailed performance to then be filmed and marked as their end of year grade and project.</p>	<p>Exploring Stimuli (Image, sounds and storyline) based on a Dolls House</p> <p>Focussed learning on Movement, proxemics, engagement and facial expression.</p> <p>Recap of physical theatre and horror main features.</p> <p>Developing plot and scary experiences for an audience.</p>	<p>Formative assessment: Midpoint peer feedback written in books.</p> <p>Summative assessment Final project performances filmed and group feedback sheets given to each pupil.</p>
9	<p><b>Brecht</b></p> <p>Brecht is one of the main practitioners that as a school we look at in the GCSE. This unit is designed to help students understand some of his main key features and help them to understand how to perform within his style.</p>	<p>Define the features of the style of non-naturalism</p> <p>Identify conventions that can be used appropriately in this style.</p> <p>Produce a scene in the style of non-naturalism using the features of Epic Theatre</p> <p>Synthesise key information learned and use to produce a fact file on Brecht and Epic Theatre</p> <p>Interpret storyline using Brecht’s ideas to produce non-naturalistic drama</p>	<p>Formative feedback: Brechtian fact file/Mind Map handed in for HW with teacher feedback given. (WWW and TD)</p> <p>Summative assessment: Short Brechtian performances created and group feedback sheets given</p>
	<p><b>Historical</b></p> <p>Pupils will produce versions of act 1 scene 1 and act 2 scene 2 of MacBeth. They will produce character profiles in their books and be marked for their detail.</p> <p>Pupils will create and design a modern version of MacBeth and create a script for their performance.</p>	<p>Understand the plot and themes</p> <p>Explore the characters motivations and attitudes.</p> <p>Explore the language used in the witches speech in the first extract</p> <p>Experiment with presentation of the extract changing body and voice to show character motivation and attitudes</p>	<p>Summative assessment: Live theatre evaluation of MacBeth using GCSE grading criteria out of 15. Assessment will take 2 lessons, first lesson they will watch the performance and make notes on the main characters VIPs, second lesson they will complete the live theatre review question from the component 3 exam.</p>

		<p>To experiment with technical aspects such as, sound, costume and setting</p> <p>Explore proxemics and stage shape.</p>	
	<p><b>Performance project</b></p> <p>Pupils will take all they have looked at and focused on in the past 3 years and create a short performance based around the script “The Lord of the Flies”. This will give them the base and knowledge of working with scripts that they will need when they start back in September and start working on their GCSE Drama components.</p>	<p>How to practically explore a script and analyse key characters and themes.</p> <p>Recap on Genre and Practitioners used during KS3 drama to enable students to add, edit and adapt scripts.</p> <p>Focus on vocal skills including volume, pace and tempo</p>	<p>Summative assessment</p> <p>Final project performances filmed and group feedback sheets given to each pupil.</p>
<b>10</b>	<p>Introduction into the course focussing on all 3 units and the grading break down of each unit</p> <p>Mini component 2 scripted based on DNA during practical lessons. Theory will be based around DNA component 3 exam questions</p> <p>Mini component 1 based on previous years stimuli in practical lessons.</p> <p>Practice and development of mock portfolio in theory lessons</p>	<p>What the course will like and what will be expected.</p> <ul style="list-style-type: none"> <li>• Component by component break down of times, percentage and weighting.</li> <li>• Focus on the text being used in the course.</li> <li>• Detailed and in depth analysis through reading and performing of the set text.</li> <li>• VIP focus</li> <li>• How to use a stimulus</li> <li>• Focus on drama practitioners</li> </ul>	<p>Formative feedback given in way of peer and teacher verbal feedback using the VIPs.</p> <p>Summative feedback for each performance.</p>
	<p>Component 1 final. Stimuli research and practitioner work focused on performances.</p> <p>Theory lessons will be used to focus on Portfolio questions 1 and 2</p>	<ul style="list-style-type: none"> <li>• Practitioner research and in depth theory analysis</li> <li>• Detailed stimulus research and story line work</li> </ul>	<p>Mid point performance filmed and marked using grading criteria for component 1 out of 15, student feedback given and grades recorded on PS area.</p>

		<ul style="list-style-type: none"> <li>• How to create a story recap</li> <li>• What does a portfolio need to have in it</li> </ul>	Portfolio q 1 and 2 handed in for review and suggestions
	<p>Component 1 final performance rehearsals.</p> <p>DNA mock exam questions and how to write an evaluation for component 1 focussed on during theory lessons.</p>	<ul style="list-style-type: none"> <li>• What does a top mark portfolio and evaluation look like</li> <li>• How to write an evaluation</li> <li>• Component 3 exam questions</li> <li>• What are the themes and atmospheres of the set text</li> <li>• How to write a detailed</li> </ul>	<p>Final component 1 performances filmed with end of year feedback.</p> <p>Full portfolio and evaluation completed and handed in.</p> <p>All marks recorded in PS area</p>
<b>11</b>	<p>Component 2 scripted during practical and DNA exam questions focused on in theory lessons.</p> <p>Each theory lesson focused around a different question of the exam including live theatre review. Longer answers teacher marked, shorter answers peer assessed.</p>	<ul style="list-style-type: none"> <li>• How to edit a script to the right times</li> <li>• Focused performance rehearsals</li> <li>• Long answer question review</li> </ul>	<p>Formative assessment and feedback:</p> <p>Midpoint performances filmed and feedback given to students on teacher feedback sheet on how to improve in late November.</p>
	<p>Component 2 final performances (Dates requested for late Jan early Feb)</p> <p>Theory lessons continue for exam questions through script focus and practical exploration. Questions marked in books</p>	<ul style="list-style-type: none"> <li>• Final performances in front of examiner</li> <li>• Long answer question review</li> <li>• Live theatre review questions</li> <li>• How to create a detailed answer using VIPs</li> </ul>	<p>External examiner will assess performances for component 2,</p> <p>Component 3 exam usually mid May</p>