CURRICULUM ROADMAP - Nursery to Year 13

Drama

BIRKENHEAD HIGH SCHOOL ACADEMY

GDST GIRLS' DAY SCHOOL TRUST

Year 13 (SPR)

TS - Set text -Students will practically explore the play Woyzeck, in the light of a chosen practitioner in order to outline and justify their ideas for a production concept and link it to original performance conditions. **Live theatre review revision and 'That Face 'set text revision.** Component 3 written exam.

Year 12 (SUM)

TS—Continue to practically explore 'That Face' and complete practice essays.
Begin Component 2 scripted work, exploring texts for monologues and group performances in preparation for exam in Year 13.
Live Theatre Review - Watch a live theatre production (dependent upon what is on at the time and appropriateness) - Exploration of Live Theatre makers, review writing skills, analysis and evaluation.

Year 12 (AUT)

TS: Live theatre review , exploration of theatre makers, review writing skills, analysis and evaluation.
TS - Devising drama -Students will create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice. devising; study practitioners; collaborate & create a devised performance and produce a devising log about the process.

Year 11 (SPR)

Live theatre review exam revision - acting skills, genre, style, theatre makers' contribution, analysis , evaluation. Communication and class discussion.
Revisit written exam techniques/revision - skills revisited, timings, key knowledge and understanding, knowledge retrieval.

Year 10 (SUM)

Live theatre trips planned *(depending on what is on that's appropriate)* Writing a live theatre review, theatre makers, discussion work. Students are assessed on their analytical and evaluative skills—Section C GCSE written exam. **Written exam Section A:** theatre makers; role; responsibilities. Stage - use of space; types of staging (careers). **Texts in practice -**Apply theatrical skills to realise artistic intentions in live performance either as a performer, set designer or costume designer. Group piece, monologue or duologue.

Year 10 (AUT)

Key drama skills and practitioners.
Devising process and devising log: style, genre, performance skills and theatrical elements. Design skills; practitioners; writing about drama; evaluative & analytical skills. Collaboration, and refinements, rehearsal strategies, communicating meaning for an audience. Peer and self reflection, discussion work, creativity, creating impact, mood, atmosphere.
.

Year 9 (SPR)

Costume Design: history of fashion and costumes ,research , design and create costumes. History of fashion and costumes, research and design a costume based on an historical genre. Research Shakespeare's A Mid Summer Night's Dream and design and create a costume for a character from the play. Use a limited variety of material and tools to maximise use of imagination and creativity.

Year 8 (SUM)

Physical Theatre- linked to practitioners physical performance skills; interpreting a script; script.
Devising - link to GCSE, this scheme focuses on helping students to develop practical skills in preparation for GCSE, exploring and crating performance or design work from a stimulus..
Collaboration, communication skills and group work. Problem solving and resilience.

Year 8 (AUT)

Silent movies- gestures, simple and visual performances inspired by 1920's silent films. connection to character – Charlie Chaplin, synchronisation, reactions, comic moments
stock characters, villain, hero, damsel in distress, stock plot • Link melodrama in theatre **Children's Theatre**—Students will create their own Christmas Children's theatre piece and perform this to Junior students. Use of the cliff-hanger. Use of signs and captions within performance. Performance skills for a live performance; performance elements. Live theatre review (watch); write an evaluation: GCSE Section C skill development

Year 7 (SPR)

Darkwood Manor - themed project, hot seating, moving from technique into performance ,multi role, character idiosyncrasies , commitment to a role and situation, changing the dynamics of space, creating an atmosphere and a story from character.
Charlie and the chocolate factory– script work, choral speaking and movement, devising split screen silent movies: mime work. Interpreting a text; devising skills; performance skills; collaboration; speaking & listening; mood & atmosphere

Year 6 (SUM)

Use spoken language to develop understanding through speculating, hypothesising and exploring ideas; Consider and evaluate different viewpoints, building on the contribution of others; Select and use appropriate registers for effective communication. Class discussions on a variety of topics, collaborative group work. Y6 end of year production.

Year 6 (AUT)

Listen and respond appropriately to adults, building on prior skills
Ask relevant questions to extend knowledge
Justify answers to arguments and opinions
Give well structured opinions

Year 5 (SPR)

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Class discussions on a variety of topics, collaborative group work.
Participate in Shakespeare Week workshop.

Year 4 (SUM)

Drama techniques: choral poetry; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ; Speak audibly and fluently with an increasing command of Standard English ; Participate in discussions, presentations, performances, role play, improvisations and debates ; Gain, maintain and monitor the interest of the listener(s); Listen and respond appropriately to adults and their peers.

Year 4 (AUT)

Drama techniques: hot seating, role play, freeze frames / Debating ; Listen/respond appropriately to adults and peers; articulate/justify answers, arguments & opinions ; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention & participate actively in collaborative conversations, staying on topic, initiating & responding to comments; develop understanding through speculating, hypothesising, imagining & exploring ideas; speak audibly/fluently with increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations & debates; gain, maintain & monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions of others.

Year 3 (SPR)

Evaluate and expand upon different viewpoints; Build on the contribution of others; Debate - speak audibly; Give explanations and narratives for different purposes.
Group discussions and evaluations.
Drama techniques: hot seating, conscience alley, role on the wall, role play
Participate in Shakespeare Week workshop.

Year 2 (SUM)

English: The King who Banned the Dark and Rosie Revere texts.
PSHE: role play

All year round, Y2 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before writing them. Grammar lessons within Literacy Counts explicitly teach & model standard English.

Year 2 (AUT)

English: A River and The Night Gardener texts. Step inside the scene (front cover) Oracy debate about a scene being the best place to live. Freeze framing. Articulate & justify answers; give well-structured descriptions & explanations.
PSHE - role plays, group learning with roles (manager, motivator, recorder and reporter)
Art - critiquing art work

All year round, Y2 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before writing them. Grammar lessons within Literacy Counts explicitly teach & model standard English.

Year 1 (SPR)

English: Where The Wild Things Are and Hermelin texts. Hot seating Hermelin/Max; posing Qs to him. Character answers in role. Discussion of items & props at beginning of unit in pairs; articulate their predictions/how they think they are related. Performance of their own kenning poem to the class with emphasis on acting out verbs used. Oral practice of extending a sentence using a conjunction (and, so, but, because) before writing to ensure correct conjunction is used in a sentence.
PSHE: thought bubble work to articulate feelings and emotions (guided)
Participate in Shakespeare Week workshop.

Reception (SUM)

Participate in performances and/or presentations; actively participate in role plays.
Create & re-tell stories through role-play & small world resources.
Develop own narratives using imagination & own experiences to create settings and stories.

Reception (AUT)

Listen and respond; Maintain attention; Have collaborative conversations.
All about me - Me and My family
Role play area - home corner, hairdresser's . Storytelling, listening and discussing.
Take part in the Nativity production

Nursery (SPR)

Listen and respond
Participate in discussions
Actively participate in roleplays

Year 13 (SUM)

Revisit 'Woyzeck' and 'That Face'
Exam skills: timings and exam technique revisited
Live performance review revisited

Year 13 (AUT)

TS- Component 2 -Scripted performance/design skills - live exam group extract; monologue - this continues into Spring. Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance.

Year 12 (SPR)

TS - Devising drama, key practitioner exploration, devising process and devising log continued Students will practically explore the performance text 'That Face'. They will make creative decisions and theatrical choices as theatre makers and must explore in depth the ways in which theatre makers collaborate to create theatre by understanding how performers and designers use dramatic elements to communicate meaning and ideas to an audience.

Year 11 (SUM)

Written Exam revision 'Blood Brothers' - study set text; explore practically; develop exam technique.
This scheme addresses GCSE assessment objective A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed .Themes, structure, genre, musical theatre, social, cultural and historical context, motif etc. **Section A** Terminology, roles and responsibilities. Plot, characters, dramatic devices, practical exploration of a set text, creating mood and atmosphere - tension, comedy etc. use of the performance space.
Section C live theatre review
Comp 3 - text in practice exam. Live exam - realise performance or design.

Year 11 (AUT)

Texts in practice -Apply theatrical skills to realise artistic intentions in live performance either as a performer, set designer or costume designer. Group piece, monologue or duologue. Study of text. Context/character exploration. Development of design skills /performance skills and rehearsal strategies. Live theatre review/trip: review, evaluate & analyse acting skills, genre, style & theatre maker's contribution.

Year 10 (SPR)

Devising process and devising log: continued.
Blood Brothers- Study of set text. This scheme addresses GCSE assessment objective A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Practical exploration, theme, genre, characters, context, style, performance and design skills. Written exam skills. Collaboration, comprehension, reading, creativity, discussion, analysis.

Year 9 (SUM)

Script Work: This scheme will explore the play 'Girls Like That' by Evan Placey. Study of a key text. Performance skills, proxemics, character and relationship dynamics, soundscapes, choral movement and speaking, levels. Link with section C live theatre review; Career - director/designer

Year 9 (AUT)

Practitioners - history of theatre through exploring a variety of key practitioners, with a focus on understanding their styles and how to apply them to performance. Exploration; script work - GCSE written skills for questions 2 & 3 and evaluations. Genre; style; Speaking and listening,; discussion work and sharing creative ideas ; Imagination and creativity ; Collaboration; Comprehension, reading peaking and listening, discussion work and sharing creative ideas

Year 8 (SPR)

Shakespeare and 'Stage Combat' - interpreting a text/script, stage combat techniques , understanding the Shakespearean extracts and reading for punctuation ,reading and comprehension., performance skills; collaboration; mood & atmosphere; speaking & listening.
Stage Make up -role of a theatre make-up artist, researching, designing, and applying makeup.

Year 7 (SUM)

Grimms Tales– Script work, narrative and plot, practitioner; performance skills; performance elements; collaboration; mood & atmosphere; speaking & listening; design skills (costume/stage make-up)
War and Evacuees - Performing with sensitivity and maturity, emotive performances, exploration of texts (Rose Blanche, The Chronicles of Narnia and The Boy in the Striped Pyjamas). Characterisation, whole class performances and building on all drama skills learnt so far. Cross curricular links with English and History.

Year 7 (AUT)

Introduction to drama; basic performance skills; drama techniques; rehearsal strategies; evaluative skills; collaboration; speaking & listening; discussion; expressing own ideas
Pantomime and Melodrama -Storytelling and morals, stock characters, Features of the style - audience participation, exaggeration, slapstick comedy and narration
(GCSE written skills question 2) keyword terminology & drama skills.
Features of the style - audience participation, exaggeration, slapstick comedy and narration
Costumes, props, visual gags Stories – traditional / modernised Stock characters

Year 6 (SPR)

Give well structured explanations and narratives; Maintain attention; participate actively
Participate in discussions & performances; Gain, maintain and monitor the interest of the reader/listener.
Class discussions on a variety of topics, collaborative group work.
Participate in Shakespeare Week workshop.

Year 5 (SUM)

Speak audibly and fluently with an increasing command of Standard English
Gain, maintain and monitor the interest of the listener(s)
Participate in discussions, presentations, performances, role play, improvisations and debates
Perform duologues & monologue and create short drama pieces based on Macbeth.

Year 5 (AUT)

Ask relevant questions to extend their understanding and knowledge
Participate in discussions, presentations, performances, role play, improvisations and debates
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Consider and evaluate different viewpoints, attending to and building on the contributions of others

Year 4 (SPR)

Drama: Freeze frames, conscience alley
Ask relevant questions to extend their understanding and knowledge
Participate in discussions, presentations, performances, role play, improvisations and debates
Consider and evaluate different viewpoints, attending to and building on the contributions of others
Listen and respond appropriately to adults and their peers
Articulate and justify answers, arguments and opinions.
Participate in Shakespeare Week workshop.

Year 3 (SUM)

Maintain attention, participate actively in drama, concentrating on tone, pitch & volume when speaking; use a variety of drama techniques. Role play characters such as hot seating, conscious alley, freeze-framing, role-on-the -wall. Dramatise scenes in groups.

Year 3 (AUT)

Articulate and justify answers, arguments and opinions.
Orally rehearse and present to partners.
Role play, role on the wall, hot seating, conscience alley.
Opportunities to audition for and take part in the annual Senior School production.

Year 2 (SPR)

English: Bog Baby and Grandad's Island texts. Conscience Alley, roleplay, freeze frames
PSHE: role play
History: Captain Cooke's adventures - soundscapes

Participate in Shakespeare Week workshop.

Year 1 (SUM)

English: The Secret of the Black Rock and The Last Wolf texts. Hot seating Erin and posing Qs to her. Character to answer in role. Role-on-the-wall activity describing Erin. Little Red and the Wolf posing Qs orally after writing them and then improvising answers. Alliteration activities: describe themselves with a word that starts with the same sound as their name—can they think of an action to match their word and perform it as they say it?
All year round, Y1 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before writing them. Grammar lessons within Literacy Counts explicitly teach & model standard English.

Year 1 (AUT)

English: Rapunzel text. Role play between characters and learning how facial expressions can add impact to a story. Hot seating, posing & answering Qs in role. Acting out scenes from the story; considering how characters move and speak with emphasis on repeated phrases. Acting out instructions of how to catch a witch & performing to class to encourage a logical 4-step plan.
History: pose Qs to visitors sharing the history of their toys
Art/DT: developing the skill of discussing opinions & added reasons for their thoughts
Maths: reasoning explanations using stem sentences to develop ability to structure & explain thought processes.
All year round, Y1 pupils read aloud in class each day. They are encouraged to share their writing aloud and orally rehearse sentences before writing them. Grammar lessons within Literacy Counts explicitly teach & model standard English.

Reception (SPR)

Build on contributions of others; Speak audibly
Actively participate in role plays such as the post office, hairdresser's, vets & home corner.
Recounting/ retelling a familiar story.
Participate in Shakespeare Week workshop.

Nursery (SUM)

Perform confidently

Nursery (AUT)

Listen and respond; Express feelings; Speak audibly
Role play area - home corner
Sensory tuff tray