

Drama

Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Drama through the below:

Knowledge, skills and understanding to be gained at each stage:

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge Introduced	Introduction to building a character, starting with posture, gesture and facial expressions then moving onto the vocal skills. Students will then be asked to implement these skills into a comedy script.	Using the physical skills to create a physical theatre performance. Students will also study different physical theatre groups and activities including Chair Duets and Hymn Hands.	Commedia Dell Arte
	Knowledge Revisited	Physical and vocal skills, as well as their definitions. How to write using the S.E.E structure.	Chair duets and Hymn Hands. Students will watch and critique online performances to enable and support them to make their own.	18th Century mime and techniques
	Skills Introduced	Physical and vocal skills. Spatial awareness and characterisation.	Devising their own performance using physical skills, non-verbal communication and mime to show a story. Personification, symbolism, abstract concepts.	Performance skills Exaggerated movement Mime
	Skills Revisited	Formative and peer assessment of practical tasks, as well as going over S.E.E structure and meanings of the performance skills through Do Now, revision and written activities.	Formative and peer assessment of practical tasks where students will receive and improve on feedback. Students will self-assess their performances and also use these to improve.	Weekly peer assessment S.E.E structure on character understanding
Year 8	Knowledge Introduced	Exploring the work from different practitioners and using different scripts to explore the use of the performance skills that were introduced in Year 7: Physical and vocal skills Stanislavski and Brecht	Introduction of a new practitioner and different style of theatre: Stephen Berkoff Exaggerated movement Mime Total theatre	Theatre In Education Charlie and the Chocolate Factory
	Knowledge Revisited	Physical and vocal skills, as well as their definitions. S.E.E structure. Techniques and definitions for each practitioner: 1. The Magic If 2. Emotion Memory 3. Given Circumstances 4. Third Person Narration 5. Placards	Do Now tests from homework revision tasks.	Weekly Do Now tests S.E.E structure on character understanding
	Skills Introduced	Naturalistic techniques Performance skills	Mime Exaggerated movement Total theatre	Performance skills
	Skills Revisited	Using numeracy skills to measure the proportions of the face. Using numeracy skills to measure the proportions of a figure. Application of tone to the face and the figure.	Creating tonal gradients of colour. Using numeracy skills to measure the proportions of a figure. Mixing and blending colours. Using their knowledge of negative space to create a balanced composition.	Using a drawing grid. Creating tonal gradients of colour. Mixing colours. Stages of a Graffiti letter.
Year 9	Knowledge Introduced	Component 1: Students study three key texts and explore the following: An Inspector Calls Creative intention Purpose Roles, responsibilities and skills Interrelationships	Component 1: Students study three key texts and explore the following: Blood Brothers Creative intention Purpose Roles, responsibilities and skills Interrelationships	Component 1: Students study three key texts and explore the following: Teechers Creative intention Purpose Roles, responsibilities and skills Interrelationships



	Knowledge Revisited	Weekly tasks set on Power point which asks students to continually research. Weekly Do Now's to recite and memorise knowledge and context of the plays.	Weekly tasks set on Power point which asks students to continually research. Weekly Do Now's to recite and memorise knowledge and context of the plays.	Weekly tasks set on Power point which asks students to continually research. Weekly Do Now's to recite and memorise knowledge and context of the plays.
	Skills Introduced	Research skills Critical and evaluation skills	Research skills Critical and evaluation skills	Research skills Critical and evaluation skills
	Skills Revisited	Weekly presentations tasks set Peer assessment	Weekly presentation tasks set Peer assessment	Weekly presentation tasks set Peer assessment
Year 10	Knowledge Introduced	Component 1: Filling in the gaps Students study three key texts and explore the following: Creative intention Purpose Roles, responsibilities and skills Interrelationships	Component 1: Microsoft word document / Work Book Students compare three plays and their stylistic qualities.	Component 2: Written document on development of performance skills Practical exploration of skills
	Knowledge Revisited	Weekly presentation tasks set Extended learning/homework	Weekly presentation tasks set Extended learning/homework	
	Skills Introduced	Research skills Critical and evaluation skills Skills and techniques, such as: o physical o vocal o musicality o interpretative o stylistic o interaction with the group o interaction in performance o refining ideas o communicating design ideas e.g. pitch, presentation	Research skills Critical and evaluation skills Skills and techniques, such as: o physical o vocal o musicality o interpretative o stylistic o interaction with the group o interaction in performance o refining ideas o communicating design ideas e.g. pitch, presentation	Research skills Critical and evaluation skills physical skills relevant to the performance discipline such as: actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of breath, use of weight. o vocal and musical skills relevant to the performance discipline such as: clarity and articulation, projection, breath control, remembering lines, pitch, inflection and modulation, tone and vocal colour, phrasing, pace, use of pause, tuning, rhythm, timing, following an accompaniment, communicating the meaning of a song, learning songs, projection and placing of the voice, interpreting lyrics, phrasing, musicality, characterisation, expression.
	Skills Revisited	Weekly presentations tasks set	Weekly presentations tasks set	Weekly presentations tasks set
Year 11	Knowledge Introduced	Component 2: Written document on development of performance skills Practical exploration of skills	Component 2: Written document on development of performance skills Practical exploration of skills	Component 3: Discussion of key requirements and parameters for the workshop performance: <ul style="list-style-type: none"> Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus: <ul style="list-style-type: none"> a theme: concept such as distance or a key word such as discovery an issue: social, health or safety issues a prop: an umbrella, an apple, a dustbin time and place: a beach in winter, night time in a hospital, early morning in the park existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response. The development of ideas for the work will be informed by: <ul style="list-style-type: none"> structure of the work style and genre of the work skills required creative intentions. Working effectively as a member of the group: <ul style="list-style-type: none"> making an individual contribution responding to the contributions of others.
	Knowledge Revisited	Weekly presentation tasks set Extended learning/homework	Weekly presentation tasks set Extended learning/homework	Weekly intervention, practical sessions, Do Nows and extended learning homework tasks.



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A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.

