

## Litcham School Drama Curriculum Implementation

| Knowledge   | KS1 and 2   | KS3   | KS3  | KS3   | Knowledge                | KS4   | KS4   |
|---|---|---|--|---|--------------------------|---|---|
| Complementing English Language KS2/3 – Speaking and Listening | Year – Reception to year 6  | Year 7  | Year 8   | Year 9  | Preparing for GCSE Drama | Year 10   | Year 11   |
| Mediums   | Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.<br><br>Practise possible conversations between characters | Focus: Developing skills<br><b>Autumn 1</b><br>Character and voice<br>Describing Ozymandias<br><br>Introducing Mime, gesture and movement.  | Focus: Developing skills<br><b>Autumn 1</b> – short stories/modern fiction World and pre 20C<br>Resources – Lamb to the Slaughter/ Hey You Down There.<br>Using speech, mime, movement and gesture | Focus: Developing skills<br>Autumn 1 – Power of the spoken word –Writing and performing speeches.<br>Resources: I have a dream speech/Henry V St. Crispin’s Day speech<br>Using voice and gesture |                          | Focus: Developing and consolidating skills for success at GCSE and widening subject knowledge<br><b>Autumn 1</b><br>Preparation for Component 1 – Devising.<br>Rehearsing and creating group and solo pieces in response to stimuli such as: textual, visual, aural and abstract. Knowing, using and developing skills introduced in KS3 such as voice, physicality, vocal and physical skills, characterisation, communication with other performers and the audience, understanding style, genre and theatrical conventions | Focus: Developing and consolidating skills for success at GCSE and widening subject knowledge<br><b>Autumn 1</b><br>Preparation for mock exam for component 3<br>Know how to answer exam questions for <b>DNA</b> . Look at exemplars.  |
| Elements  | Tell each other stories they have heard, or to visitors.  | Introducing creating characterisation   | Using characterisation   |   |                          |   |   |
| Strategies  | Learn rhymes, poems and repeated refrains in stories.<br><br>Use open-ended resources in imaginative play, pretending these are a range of objects in storytelling.   | Knowing how to use freeze-frame and speech<br><br><b>Autumn 2</b><br>Victorian and modern- A Christmas Carol – Charles Dickens – How Drama pieces can be devised to show contrast<br>Use visual and written stimuli | Introducing Forum Theatre<br><br><b>Autumn 2</b><br>Gothic genre – using texts as stimuli – Frankenstein/Dracula   | Knowing how to write and deliver an effective speech<br><br>Autumn 2<br>Modern Novel-Of Mice and Men<br>Exploring a text and documentary images as a dramatic stimulus                            |                          |   | Revisit Performance text in preparation for visiting examiner: Too Much Punch For Judy – Learn lines, create character, use a variety of skills to perform scenes in front of the examiner, in either monologue, duologue or group situations. Explore and learn artistic intent. |
| Mediums   | Develop confidence to perform in front of a group (songs/story telling/poems)   | Use developing skills in speech, mime, gesture and movement.  | Use mime, gesture, speech and movement to create a scene   | Use mime, gesture, voice and movement to create a court scene   |                          | Introduction to text studied in Component 2 – Performance text- Too Much Punch For Judy – Mark Wheeler - consolidating skills used in above-consolidating understanding of genre. A series of lessons focusing on whole class exploration, small group improvisation, freeze frames, hot seating, soundscapes, physical and forum theatre. <b>PSE –issues concerning alcohol abuse</b>  | Theatre visit – practice of writing answers to the live theatre questions in the exam- skills to consolidate include set design, lighting and sound.  |
| Elements  | Visit real-life examples of drama e.g., pantomime.  | Use developing skills in characterisation   | Use characterisation   | Use characterisation to create characters from the book-empathetic role play<br>Given circumstances (court scene)   |                          |   | Visiting examiner to visit and mark performances for Component 2  |
| Strategies  | During personal, social and health education (PSHE/PATHS) sessions, children use role play to explore everyday situations and as a basis for discussion.              | Introduce and know how to role play and hot seating.  | Explore the role of the narrator in a drama – soundscape   | Spring 1 Conflict – modern and ww1 poetry/Non-fiction writing from the period.<br>Using anthology poems as a dramatic stimuli-War Photographer<br>Use mime, speech, gesture and movement          |                          |   | Visiting examiner to visit and mark performances for Component 2  |
| Mediums   |   | <b>Spring</b> – Horror<br>Haunted House scenario/The Listeners – interview with a ghost   | <b>Spring</b> – Writing with a purpose – Argument/Travel Writing – Resources – texts, brochures, images. Using a blog as a dramatic stimulus<br>Use mime, speech, gesture and movement             | Spring 1 Conflict – modern and ww1 poetry/Non-fiction writing from the period.<br>Using anthology poems as a dramatic stimuli-War Photographer<br>Use mime, speech, gesture and movement          |                          |   | <b>Spring</b><br><b>Component 3 – Theatre makers in practice</b><br>Practise of questions relating to component 3. Looking at differentiated exemplars.<br>Know how to answer questions to achieve target grade.  |
| Elements  |   | Use speech, mime, gesture and movement  | Use mime, speech, gesture and movement   | Use mime, speech, gesture and movement  |                          | <b>Autumn 2 – Spring</b><br><b>Component 2</b><br>Devised piece – students create their own piece choosing from a series of stimuli. Keep a journal of notes based on their learning in the lesson. Rehearse piece in order to be filmed for exam. Know how to write portfolio for written part of  |   |
| Gesture   |   | Use characterisation skills<br><br>Introduce soundscape and physical theatre  | Use characterisation skills<br><br>Use Freeze-frame  | Use characterisation skills<br><br>Introduce levels and use of space. Use gesture, mime, physical theatre and voice   |                          |   | <b>Spring 2 – Exam- Component 3 – Theatre Makers in practice.</b>   |
|   |   | <b>Summer</b>   | <b>Summer</b>  |   |                          |   |   |

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| <p>Mediums</p> <p>Elements</p> <p>Strategies</p> |  | <p>Adventure Fiction<br/>Resources: spyfile/oral work-extracts Stormbreaker or Treasure Island – film trailers<br/>Create a film trailer<br/>Use speech, mime, gesture and movement<br/>Use characterisation</p> <p>Introduce narration and use role play and physical theatre.</p> <p><b>Summer:</b> Modern Novel<br/>Resources: Skellig – costume design-photos and film<br/>Create a scene from a given scenario with costume design</p> | <p>Powerful poetry<br/>Resources – examples of performance poetry of John Agard- Explore a poem as a dramatic stimulus<br/>Use voice, gesture, movement</p> <p>Use characterisation</p> <p>Use role play and physical theatre</p> <p><b>Summer</b><br/>Modern novel: Woman in Black<br/>Book and play as stimulus studying a play text</p> | <p>Summer Pre 20<sup>th</sup> Centruy Lit canon. – Short stories – A Study in Scarlet- Hound of the Baskervilles/Tell Tale Heart -using a text as a stimulus to explore setting as character.</p> <p>Use mime, voice, gesture and movement<br/>Use characterisation<br/>Introduce basic lighting techniques-soundscape and physical theatre<br/>Summer – Visions of the future<br/>War of the Worlds – create a radio programme</p> |  | <p>component via exemplars and practice. Pupils write portfolio. <b>RS and PSE - Images which reflect diversity of culture and religion</b></p> <p><b>Summer</b><br/><b>Introduce Component 3 Theatre makers in practice. Text – DNA</b><br/>Explore plot, characters, themes and ideas. Use skills to explore work in regards to the function of actor, director, set and lighting design.<b>PSE - Issues relating to dangers of disenfranchised youth and gang culture.</b></p> |  |
| <p>Mediums</p> <p>Elements</p> <p>Strategies</p> |  | <p><b>Use speech, mime, gesture and movement</b><br/><b>Using characterisation</b></p> <p><b>Role play, introduce given circumstances. Use physical theatre and design costumes on paper/computer</b></p>   | <p>Use speech, mime, gesture and movement and props<br/>Use characterisation</p> <p>Use soundscape, role play</p>  | <p>Use speech, props and sound effects<br/>Use characterisation</p> <p>Introduce cross cutting-use narration, role play.<br/>Introduce the rules of scriptwriting for radio.</p>  |  |   |  |
| <p>Mediums</p> <p>Elements</p> <p>Strategies</p> |  | <p><b>Summer 2:</b> What is a poem?<br/>Stimuli – the Poison Tree – discuss depiction of feelings<br/>Create a scene/s from the poem<br/>Use mime, gesture and movement<br/>Use Characterisation</p> <p>Adapt given circumstances – use freeze-frame and any other of the strategies used during the year.</p>  | <p><b>Summer 2:</b> I am a survivor<br/>Stimuli – The Tempest-Life of Pi<br/>Using a text as a dramatic stimulus</p> <p>Use mime, gesture, voice and movement<br/>Use characterisation (know how to perform Ariel and Caliban)</p>   | <p>Summer 2: Macbeth<br/>The supernatural- The three witches. Act 1, scene 1 and 3 for stimuli<br/>Use mime, gesture, voice and movement<br/>Use characterisation to create characters from the play</p> <p>Use of soundscape, costume, setting, role play, script</p>  |  |   |  |

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|  |  |  | Use of sound/soundscape –<br>introduce the use of setting-<br>Costume design | interpretation.<br>Introduce/Know how to<br>apply iambic pentameter<br>and trochaic rhythm when<br>speaking the lines |  |  |  |  |
|  |  |  |  |   |  |  |  |  |