

Drama

Year 8

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Introduction to drama	<ul style="list-style-type: none"> Understanding how drama communicates meaning Knowledge of key performance skills Awareness of ensemble work Understanding how drama is created, rehearsed and refined 	Proxemics Chorus Narration Freeze frames Status Facial Expressions Gesture	Vocal Skill Physical Performance Critical Engagement SMSC	English: Poem as creative stimulus. Dance: Chorus, story through movement	Collaboration and ensemble practice Rehearsal, reflection and refinement BTEC – C1,2,3	SMSC- Respect Developing kind and courteous behaviours Think Careers – workshop facilitator Big Think - Is talent the starting point of acting, or the result of hard work? Earthshot by fostering respect, teamwork and shared responsibility	This unit provides students with their first experience of Drama, introducing the basic skills and techniques needed to create and perform simple pieces of theatre. Students explore key concepts such as freeze frames, narration and expression, while developing core physical and vocal skills and an understanding of how drama is rehearsed and shared with an audience
2	Introduction to Script (Alice: Laura Wade Sheffield Theatres)	<ul style="list-style-type: none"> Understanding how dialogue and stage directions inform performance Knowledge of character motivation and interpretation Awareness of blocking and staging decisions Understanding how text is shaped for performance 	Blocking Interpreting stage directions Interpreting character choices Motivation Projection Articulation Pace Pause Tone	Vocal Skill Physical Performance Critical Engagement SMSC	PSHE – Dealing with grief and reading emotions English – understanding script	Progression of physical and vocal performance skills. Use of drama terminology to analyse and evaluate work Exposure to practitioners and professional theatre styles BTEC – C2	SMSC Developing and understanding of the wider world around them. Think Careers Playwright, Actor, Director. Big Think Is pretending the same as lying? Earthshot students consider how stories and dialogue reflect lived experience and human behaviour	This unit develops students' ability to interpret a play text, using dialogue and stage directions to inform character and performance choices. It strengthens rehearsal discipline and introduces the skills needed to bring written drama to life.
3	Developing a character. Practitioner: Stanislavski Kindertransport: Diane Samuels	<ul style="list-style-type: none"> Knowledge of key Stanislavski techniques Understanding how actors create believable characters Understanding how rehearsal techniques deepen character development 	Magic if Given Circumstances Belief Hot Seat Objective Sense Memory	Vocal Skill Physical Performance Critical Engagement SMSC	History – Kindertransport and pre war German. PSHE – Understanding the lives and experiences of other people RS – Persecution of Jewish people	Exposure to practitioners and professional theatre Styles Personal development and empathy C BTEC – C2	SMSC- Responding emotionally to the world around them. Think Careers Actor, dramaturg Big Think Can theatre ever present truth or is it always and illusion?	This SOL deepens students' understanding of character creation through structured rehearsal techniques. It develops intentional performance skills and introduces professional acting methods that support believable and sustained character work.

Drama

Year 8

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
4	Physical Theatre Practitioner: Frantic Assembly	<ul style="list-style-type: none"> Understanding of movement-based storytelling Knowledge of ensemble techniques and physical control Awareness of safe practice in lifts and physical sequences Understanding how meaning can be communicated without dialogue 	Building blocks Movement Round, By Thought, Lifts Walk the grid Warm Ups Contact , Weight placement Body language Posture Stamina Strength Posture Dynamics	Vocal Skill Physical Performance Critical Engagement SMSC	PE: Physical warm ups to prepare the actors body for performance, movement, strength and control Music: Using music as stimulus and to emphasis the tone of the scene. Dance: SEND: How people with hidden disabilities are treated.	Exposure to practitioners and professional theatre styles Collaboration and ensemble practice Creating Performing Reflecting BTEC – C3	SMSC: How people with hidden disabilities are treated. Exploring family relationships. Think Careers: Physical Theatre performer, artistic director, Big Think: Are we quick to judge the actions of others? Earthshot: focus on wellbeing and community care.	This unit expands students' performance vocabulary through movement-based storytelling. It develops physical control, ensemble trust and safe rehearsal practice while exploring how meaning can be communicated without reliance on text. This is taught through Frantic Assembly's techniques and stylistic qualities.
5	Shakespeare Play: A Midsummer Night's Dream. Bridge Theatre	<ul style="list-style-type: none"> Understanding of Shakespearean language and performance style Knowledge of comedic and dramatic conventions Awareness of historical and contemporary staging approaches Understanding how actors communicate meaning through verse 	Aside, Comedy Acting Duologues Speech Physical Comedy Style/genre Timing Body language Posture Gesture	Vocal Skill Physical Performance Critical Engagement SMSC	English: Practical exploration of Studied Shakespearian technique sand language History: Elizabethan era and original performance conditions.	Exposure to practitioners and professional theatre styles Progression of physical and vocal performance skills Creating Performing Reflecting BTEC – C1	SMSC: Engaging in traditional forms of theatre to broaden cultural knowledge Think Careers: set designer, sound designer Big Think: Should traditional theatre be preserved or should it evolve? Earthshot: Original performance conditions – Globe theatre light by candles. Links to big think question	Practically exploring Shakespeare using Bridge Theatres A Midsummer Nights Dream introduces students to classical theatre conventions and performance style. It develops vocal clarity, interpretation skills and understanding of how language shapes character and storytelling.
6	Devising Practitioner: Company Three.	<ul style="list-style-type: none"> Understanding how personal experiences can inform performance Knowledge of devising techniques and audience address Awareness of collaboration in creating original work Understanding how structure shapes devised performance 	Youth voice Audience Address Non acting Devising Co-creation Narration Blocking Tone Diction Accent	Vocal Skill Physical Performance Critical Engagement SMSC	Geography: Exploring the local community through students lives. Science: Young people development from birth to puberty.	Exposure to practitioners and professional theatre styles Personal development and empathy Creating Performing Reflecting BTEC – C3	SMSC: Discuss topics that and create work that means something personal to them on their path to courageous advocacy Think Careers: Facilitator Youth worker. Big Think: Big Question Who tells your story? Earthshot: students choose topics that matter to them, which can include environmental,	This unit encourages students to create original work using personal experience as stimulus. It develops collaboration, structure and audience awareness while strengthening creative decision-making.

Drama

Year 9

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Shakespeare Donmar Warehouse: Julius Ceasar	<ul style="list-style-type: none"> Knowledge of soliloquy, aside and speech conventions Understanding how text reveals character and theme Awareness of modern interpretations of classical texts Understanding how performance choices influence audience response 	Aside Speech Soliloquy Iambic Pentameter Hot seating In the round Tone Diction Articulation	Vocal Physical Performance Critical Engagement SMSC	English: Practical exploration of Studied Shakespearean technique and language History: Elizabethan era and original performance conditions. Roman politics and leadership	Progression of physical and vocal performance skills Exposure to practitioners and professional theatre styles Creating Performing Reflecting BTEC – C1	SMSC: Students learn about getting things wrong and the will to put things right again. Think Careers: Freelance performance artists, Devising facilitator. Big Think: Should theatre be accessible to everyone? Earthshot	This unit builds on prior Shakespeare study by deepening textual interpretation and performance of complex language. It develops analytical thinking and purposeful performance choices.
2	Verbatim Come from Away	<ul style="list-style-type: none"> Understanding how real-life events are shaped for performance Knowledge of multi-role and ensemble storytelling Awareness of ethical responsibility in portraying real stories Understanding how performance communicates historical context 	Verbatim Acting through song Movement Ensemble Multi role Body language Posture Gesture	Vocal Physical Performance Critical Engagement SMSC	History: Set against the backdrop of 9/11 Geography – Knowledge of Newfoundland and the cultures and traditions.	Progression of physical and vocal performance skills Collaboration and Exposure to practitioners and professional theatre styles ensemble practice Creating Performing Reflecting BTEC – C2	SMSC: Students will look at the social, historical and political events of 9/11 and Newfoundland. Think Careers: Actor, Director Big Think: Does knowing something is staged make it less powerful Earthshot: Multi use props – sustainable set design	This SOL introduces theatre based on real events, developing understanding of ethical storytelling and ensemble performance. It strengthens research-informed performance and awareness of social context.
3	Contemporary theatre Bristol Old Vic: A Monster Calls	<ul style="list-style-type: none"> Knowledge of ensemble storytelling techniques Understanding use of symbolism and multi-role performance Awareness of how practitioners communicate theme and mood Understanding how creative choices shape audience interpretation 	Ensemble Physical Theatre Movement Multi role Devising Stimulus Multi use prop Storytelling	Vocal Physical Performance Critical Engagement SMSC	Music: Live band and sound used to create tone and atmosphere. Dance: Choreographed physical movements to represent the nightmare performed by the ensemble. English: Source material is a novel – available in the school library.	Collaboration and ensemble practice Progression of physical and vocal performance skills Exposure to practitioners and professional theatre styles Creating Performing Reflecting BTEC – C2,	SMSC: understanding other people's circumstances and what they may be thinking feeling Think Careers: Drama Teacher, Youth Theatre Director. Big Think: What would you do if you had more time? Earthshot: Multi use props – sustainable set design	A Monser Calls explores modern theatrical storytelling and symbolism. It develops ensemble skills, creative interpretation and the ability to communicate complex emotional themes

Drama

Year 9

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
4	Acting for Camera Stimulus: DNA Dennis Kelly	<ul style="list-style-type: none"> Understanding differences between stage and screen acting Knowledge of naturalistic performance techniques Awareness of camera angles and storytelling methods Understanding how subtle performance communicates meaning 	Camera angles Acting for camera Narrative Realism Naturalism Continuity	Vocal Physical Performance Critical Engagement SMSC	English: GCSE set text (on some boards) Creative media – Camera angles and editing.	Collaboration and ensemble practice Creating Performing Reflecting BTEC – C3	SMSC: Exploring themes of peer pressure, right and wrong and morals Think Careers: Actor, Film Director, Editor, Big Think: Will live theatre survive the digital age? Earthshot:	Throughout this unit the aim is to introduce the differences between stage and screen performance. It develops naturalistic acting skills and understanding of how camera techniques influence storytelling.
5	Live Theatre Review National Theatre: One Man 2 Guvnors	<ul style="list-style-type: none"> Knowledge of production elements such as lighting, set and sound Understanding how to analyse performance style and intention Awareness of audience experience in live theatre Understanding how to evaluate creative choices 	Lights Set Sound Costume Acting styles Genre Props Audience participation Analyse Evaluation Style Intention Influences Review	Vocal Physical Performance Critical Engagement SMSC	English: analytical writing and evaluation Media Studies: audience interpretation Art & Design: visual aesthetics	Exposure to practitioners and professional theatre styles Use of drama terminology to analyse and evaluate work Communication of meaning to an audience Creating Performing Reflecting BTEC – C1	SMSC: What is right and wrong? Difference in time. Think Careers: Theatre critic, producer Big Think: Are improvisation and scripted performance equally authentic? Earthshot: consider sustainability in set, costume and prop decision	his unit develops students' ability to analyse and evaluate professional theatre. It strengthens critical vocabulary and understanding of production elements. This introduces a written element preparation for KS4 Btec Tech Award
6	Production design	<ul style="list-style-type: none"> Understanding the role of design in performance Knowledge of research and planning processes Awareness of how visual elements support storytelling Understanding collaboration between designers and performers 	Moodboards Cue sheets Sketches Models Plotting Editing Research Design Technical drawing Budgets	Vocal Physical Performance Critical Engagement SMSC	Art & Design: set and costume design DT: model making and technical drawing Maths: scale, measurement and budgeting	Exposure to practitioners and professional theatre styles Use of drama terminology to analyse and evaluate work Communication of meaning to an audience Creating Performing Reflecting BTEC – C1	SMSC: Developing respect for others creative work and ideas Think Careers: Set designer, lighting technician, costume designer, props maker. Big Think Do actions speak louder than words? Earthshot: resource awareness and intentional design choices — consider sustainability in set, costume and prop decisions,	This unit expands students' understanding of theatre as a collaborative art form. It develops research, planning and design thinking, showing how visual elements shape performance.

Drama

Year 10

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Component 1: <i>Exploring the Performing Arts</i>	<ul style="list-style-type: none"> •Understanding how a chosen practitioner or repertoire communicates meaning through stylistic qualities •Knowledge of how movement, structure and performance choices reflect practitioner influence •Understanding how rehearsal and practical exploration reveal performance methods •Knowledge of how performers interpret source material to create character and narrative 	Style, genre, theme, narrative, stimulus, context, purpose, creative intention, audience, repertoire, practitioner, collaboration, rehearsal, refinement, evaluation, production process, interpretation, projection, pace, timing, expression, ensemble, communication, development, exploration, structure, influence, response, technique, approach, performance material,	Internal assessment Pearson-set Assignment (PSA) Centre-marked, externally moderated Approximately 12 hours supervised assessment 60 marks ELOA: <i>Investigate how professional performance or production work is created</i> LOB: <i>Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</i>	English: analysing themes, narrative and intention in professional repertoire History: understanding context and cultural influences on performance styles Citizenship: exploring social purpose and how theatre reflects real issues	Progression of performance skills. Exposure to practitioners and styles. Collaboration and ensemble practice. Use of subject terminology. Communication of meaning to an audience. Creating Performing Reflecting	SMSC- promote team work, cooperation, communication and respect among new students Think Careers: Actor, Director, Voice Coach, Movement Director, Playwright. Production designer, costume designer, lighting technician. Earthshot: Students choose topics that matter to them, which can include environmental, social justice or community-focused themes central to Earthshot value	Component 1 introduces students to the study of professional performing arts work, focusing on how performances are created, the roles involved and the skills and techniques used by practitioners. Through practical exploration of repertoire and stylistic qualities, students build foundational knowledge of rehearsal processes, creative intention and audience communication. This component embeds the performance skills developed in KS3 by strengthening subject terminology, analytical understanding and reflective practice, preparing students to apply these skills with greater independence at KS4.
2								
3								
4								
5								

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
6	Component 2: Skills and Techniques	<ul style="list-style-type: none"> •Understanding rehearsal and production processes used to develop performance work Knowledge of how physical, vocal and design techniques communicate style and intention •Understanding how interpretative and technical choices shape audience meaning •Knowledge of how feedback and collaboration refine creative work •Understanding professional working discipline in performance and production 	rehearsal process, production process, repertoire, interpretation, physical skills, vocal skills, design skills, technique, refinement, feedback, collaboration, ensemble, characterisation, projection, timing, pace, expression, stylistic qualities, genre, intention, audience, rehearsal discipline, professional practice, evaluation, development, technical skills, communication, realisation	Internal assessment Pearson-set Assignment (PSA) LOA: <i>Use rehearsal or production/design processes</i> LOB: <i>Apply skills and techniques in performance or realisation</i> LOC: <i>Review own development and application of performance or design skills</i> Completed in ~15 hours of supervised assessment Marked out of 60 marks Assessed using a marking grid (application of skills + reflection) Externally moderated by Pearson	PE: physical control, coordination and body awareness in performance English: interpretation of text and expressive communication PSHE : teamwork, discipline, resilience and responding to feedback	Progression of performance skills. Exposure to practitioners and styles. Collaboration and ensemble practice. Use of subject terminology. Communication of meaning to an audience. Creating Performing Reflecting	SMSC Think Careers Big Think Earthshot	Component 2 focuses on developing and applying performance or production skills through rehearsal and realisation of repertoire. Students build technical, practical and interpretative skills while strengthening professional rehearsal behaviours, collaboration and reflective practice. This component extends the practical foundations established in KS3 by embedding disciplined rehearsal processes, responding to feedback and reviewing progress, preparing students to apply skills with increasing precision and independence at KS4.

Drama- Acting

Year 11

Ter m	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Component 2: Skills and Techniques	Understanding rehearsal and production processes used to develop performance work Knowledge of how physical, vocal and design techniques communicate style and intention Understanding how interpretative and technical choices shape audience meaning Knowledge of how feedback and collaboration refine creative work Understanding professional working discipline in performance and production	Rehearsal process, production process, repertoire, interpretation, physical skills, vocal skills, design skills, technique, refinement, feedback, collaboration, ensemble, characterisation, projection, timing, pace, expression, stylistic qualities, genre, intention, audience, rehearsal discipline, professional practice, evaluation, development, technical skills, communication, realisation	Internal assessment Pearson-set Assignment (PSA)LOA: Use rehearsal or production/design processes LOB: Apply skills and techniques in performance or realisation LOC: Review own development and application of performance or design skills Completed in ~15 hours of supervised assessment Marked out of 60 marks Assessed using a marking grid (application of skills + reflection) Externally moderated by Pearson Sample 15 students including highest and lowest learners	PE: physical control, coordination and body awareness in performance English: interpretation of text and expressive communication PSHE : teamwork, discipline, resilience and responding to feedback	Progression of performance skills. Exposure to practitioners and styles. Collaboration and ensemble practice. Use of subject terminology. Communication of meaning to an audience. Creating Performing Reflecting	SMSC: understanding other people’s circumstances and what they may be thinking feeling Think Careers Producer, director, actor, light designer, costume designer, make up artist Earthshot: Use of digital scripts	Component 2 focuses on developing and applying performance or production skills through rehearsal and realisation of repertoire. Students build technical, practical and interpretative skills while strengthening professional rehearsal behaviours, collaboration and reflective practice. This component extends the practical foundations established in KS3 by embedding disciplined rehearsal processes, responding to feedback and reviewing progress, preparing students to apply skills with increasing precision and independence at KS4.
2								

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
3	Component 3: Responding To A Brief	<ul style="list-style-type: none"> •Understanding how to respond to a brief by generating and developing creative ideas •Knowledge of how skills and techniques are selected to suit audience, style and purpose •Understanding how performance and design choices communicate intention •Knowledge of ensemble collaboration in creating a workshop performance •Understanding how creative work is refined through rehearsal and adaptation •Knowledge of how performances are evaluated to inform future development 	Brief, stimulus, target audience, creative intention, workshop performance, ensemble, collaboration, rehearsal process, development, interpretation, performance skills, design skills, style, genre, structure, narrative, intention, communication, evaluation, refinement, realisation, rehearsal discipline, professional practice	External assessment - SET TASK: RESPONDING TO A BRIEF Supervised assessment window Jan – May Activity 1: Ideas Log (15 marks) Activity 2: Skills log (15 marks) Activity 3: Performance workshop/ Presentation (18 marks) Activity 4 Evaluation 60 marks Externally marked	English : interpreting a brief, shaping narrative, and evaluating creative work through structured written reflection PSHE: collaboration, teamwork, decision-making and responding responsibly to social themes Media Studies: communicating ideas to an audience, understanding intention, and constructing meaning through performance	Progression of performance skills. Exposure to practitioners and styles. Collaboration and ensemble practice. Use of subject terminology. Communication of meaning to an audience. Creating Performing Reflecting	SMSC- drawn through discussions and sharing viewpoints about themselves and others. Responding emotionally to the world around them. Think Careers: Producer, director, actor, light designer, costume designer, make up artist Earthshot: Students choose topics that matter to them, which can include environmental, social justice or community-focused themes central to Earthshot value	Component 3 acts as the culmination of the course, requiring students to draw together the performance, rehearsal and evaluative skills developed in Components 1 and 2. By responding to a professional brief and stimulus, students apply their technical, interpretative and collaborative skills in a realistic performance context. This component reinforces independent decision-making, ensemble practice and reflective evaluation, ensuring students use the full range of knowledge and skills built throughout the programme in a purposeful, industry-aligned task.
4								
5								