

Drama Curriculum Overview



Subject Curriculum Intent Statement

Our drama curriculum vision is to create a supportive, engaging and inspiring environment in which to unlock every individual's creative potential.

Our ambition is to ignite a passion for drama and theatre and equip students with valuable transferable life skills and a creative mindset.

This will be achieved through:

- Delivering an exciting, dynamic and diverse drama curriculum that celebrates the history of drama and theatre in other cultures
- Exploring a range of drama texts and developing students' ability to create their own performance work
- Ensuring consistently high levels of challenge and expectation
- Encouraging confidence in oracy with opportunities to develop teamwork, presenting and leadership skills
- Providing high quality teaching which inspires students to reach their full potential
- Offering a range of opportunities for all students to participate in whole school performances that create unforgettable memories of their time at school

Drama Curriculum Offer at SNA

- **Year 7 Drama** – All students have one period a week
- **Year 8 Drama** – All students have two periods a week
- **Year 9 Drama** – All students have two periods a week

In addition, we offer the following optional courses:

Key Stage 4- Years 10-11

- GCSE Drama

Key Stage 5- Years 12-13

- A-Level Drama and Theatre Studies



Drama Curriculum Map

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	300 Minutes 'Millions' An introduction to drama techniques and skills using Frank Correll Boyce's play 'Millions'	Life During WW1 <i>Cross-curricular link with English and History</i> An exploration of life as a world war 1 soldier using a variety of techniques and stimuli including poetry.	Blood Brothers An exploration of the plot, themes and characters in 'Blood Brothers' by Willy Russell	Mini Devising Project 'DNA' by Dennis Kelly <i>Practical exploration of the play text from the point of view of a performer, director and designer with reference to the context of the play.</i> <i>Component 2 Section B</i>	Devising Drama Portfolio completion/ Live Theatre Evaluation Devising drama from a stimulus. Reflecting on the process in the component 1 portfolio/ Analysis and evaluation of a live theatre <i>Component 1</i>
Autumn 2	Greek Theatre An exploration of the history of drama and where it all began.	Meet the Practitioners <i>An introduction to some of the practitioners who have influenced the world of Drama and Theatre including Stanislavski, Brecht, Artaud and Berkoff.</i>	Blood Brothers Continued... Detailed exploration of the characters culminating in an assessed performance of a duologue.	DNA' by Dennis Kelly continued Practical exploration of the play text from the point of view of a performer, director and designer with reference to the context of the	Preparation for Component 2/ DNA Devising drama from a stimulus. Reflecting on the process in the component 1 portfolio <i>Component 1</i>
Spring 1	Victorian Melodrama ★ How Victorian England influenced the world of the theatre through the creation of melodrama and stock characters.	Comedy: A Midsummer Night's Dream Practical exploration of the play bringing the characters, scenes and relationships to life.	Meet John Godber Revisiting visual physical comedy through an introduction to John Godber including the use of stylised movement.	DNA' by Dennis Kelly continued Practical exploration of the play text from the point of view of a performer, director and designer with reference to the context of the <i>Component 2 Section B</i>	Performance from Text Preparing monologue/duologue & small group scripted drama for practical exam <i>Component 2</i>
Spring 2	'The Tempest' Page to Stage <i>Cross-curricular link with English</i> Practical exploration of the play bringing the scenes and characters to life.	Refugee Boy by Benjamin Zephaniah ★ An exploration of what happens to Alem in Refugee Boy and the challenges he faces.	Verbatim Theatre <i>Inspired by the techniques used by The Paper Birds a verbatim piece of theatre is created.</i>	Devising Drama Devising drama from a stimulus. Reflecting on the process in the component 1 portfolio	DNA' by Dennis Kelly/ Theatre Evaluation Revision Revision of the play text from the point of view of a performer, director and designer with reference to the context of the play. <i>Component 2 Section A/B</i>
Summer 1	Arabian Nights An exploration of scripted drama through a storytelling play text 'Arabian Nights' by Dominic Cooke	Gothic Horror <i>Revisiting and embedding a range of Dramatic skills and applying them to the genre of Gothic Horror.</i>	Hamilton Developing the use of stylised movement and physical theatre through the exploration of the plot, themes and characters in Hamilton.	Devising Drama Devising drama from a stimulus. Reflecting on the process in the component 1 portfolio <i>Component 1</i>	DNA' by Dennis Kelly/ Theatre Evaluation Revision of the play text from the point of view of a performer, director and designer with reference to the context of the play. <i>Component 2 Section A/B</i> GOSSIP START
Summer 2	'The Twits' and Berkoff Exploration of drama practitioner Stephen Berkoff's style using 'The Twits'.	Sweeney Todd <i>An exploration of the plot, characters and themes in 'Sweeney Todd'</i>	Everybody's Talking About Theatre Exploration of the themes and characters in 'Everybody's Talking About Jamie' with a focus on achieving drama and aspirations with an introduction to theatre criticism.	Devising Drama Devising drama from a stimulus. Reflecting on the process in the component 1 portfolio <i>Component 1</i>	<i>Extra-Curricular/Tris Opportunity</i>

Assessment Approach

Within our curriculum, we look at a variety of methods to assess our students. Below is the assessment plan which gives an overview of our assessment approaches with each year group.

Assessment Approach	Description	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Low stakes quizzing	Short answer questions from previous or current topics through Forms or in class.							
Personal Reflection	Evaluations on personal performance, contribution and verbal feedback through Forms.							
Scripted performance	Practical live performance, monologues, duologues or groups scenes.							
Devised performance	Practical live performance of original work devised from a stimulus.							
Knowledge Organisers	Detailed maps completed with topic/ component knowledge.							
Individual exam style questions	Specific questions used in class to practise and assess exam technique- students reflect on and improve their responses.							
Practice Papers	Past exam papers and question booklets to mirror the format of the exam papers.							

Cross Curricular links

Within our Drama curriculum, we offer a variety of opportunities for cross curricular links, that benefit students at all levels. Our cross curricular links are as follows:

- **Literacy** - Students explore a range of challenging, exciting and engaging play texts. Through effective oracy students develop their use of drama vocabulary and the way they articulate their ideas. In year 7 and 8 students write explanations and evaluations of their work. In year 9-13 students write extended responses from the point of view of a performer, director and designer and evaluate their work and the work of others.
- **English**- In year 7 and year 8 students explore the plot, characters and themes of 'The Tempest' and 'A Midsummer Night's Dream' deepening their knowledge and understanding of these play texts in English.
- **Numeracy**- students learn about forced perspective and designing to scale.
- **History**- In year 8 students use their knowledge of World War I to help create their performance work.
- **PSHE**- Through the exploration of topics in Drama students have the opportunity to discuss and learn about marriage and relationships, other cultures, the moral compass, decision making and the acceptance of others and other peoples' beliefs

Preparing for Life

At SNA, our Drama curriculum supports and further develops the following skills to prepare students for life beyond school in the world of work.

- **Creativity** – Students use drama and performance to respond imaginatively to a range of stimuli. They are encouraged to think 'outside the box' and produce work that is original. Students develop their improvisation and problem-solving skills.
- **Team work** – In Drama students work collaboratively to create performance work. Students develop their listening and responding skills through the creative and rehearsal process. Students also have the opportunity to direct and demonstrate emerging leadership skills.
- **Staying positive**- In Drama a nurturing, encouraging and supportive environment is created so students are able to step outside their comfort zone, take risks and try something new. Particularly throughout the devising process, resilience is an essential skill in order to continue developing material. Students also enjoy the positive feedback and praise from the audience after every performance.

Extra-Curricular

Our Drama Club is called SNA Youth Theatre. We produce an annual whole school production, perform at Christmas and at the SNA showcase. Previous whole school productions include 'Bugsy Malone' 2018, 'Me and My Girl' 2019, 'Charlie and the Chocolate Factory' 2020, 'Matilda' 2022, 'The Addams Family' 2024 and 'Legally Blonde the Musical' 2025.

Key Stage 4 Scene Surgery- GCSE and A-Level Drama students also have the opportunity to rehearse and develop

