



Drama Curriculum Overview

[From KS3 to KS5, the Drama Curriculum is supported by an array of live theatre opportunities (particularly in KS4/KS5), and the extracurricular provision of annual productions, including a Lower-School, Sixth Form & Whole School Production]

KS3 Drama: 'Developing a Love for Theatre; Finding your Creative Voice'

In KS3, we recognise that students come to Tiffin with a real range of Drama experience, and so Years 7-9 are used to both develop key performance skills and an understanding of wider theatrical process (such as set, costume and technical design). This includes learning how to work as part of a team, particularly within the 'creative' process, and other skills important beyond Drama of confidence, communication and problem solving. Through a combination of practical activities, performance opportunities and evaluative feedback, the students are able to refine these skills and find their own creative 'voice'. The curriculum interweaves opportunities to work with pre-existing scripts (including both contemporary and Shakespearian texts), as well as opportunities to create original devised drama.

- In Years 7 & 8, students develop their foundational skills through a combination of workshop and performance tasks, alongside written evaluation and homework tasks. Each year, they will explore a traditional/historical style (e.g. Shakespeare's 'Romeo and Juliet' or 'Commedia Dell'Arte'), alongside contemporary script (e.g. 'A Monster Calls'). They will also study 'Costume' in Year 7, and 'Lighting/Sound' in Year 8.
- In Year 9, students will have at this stage chosen to study Drama, so the expected standard rises and the students are introduced to more abstract dramatic techniques and symbolism onstage, developing their repertoire of skills beyond naturalism/exaggerated movement. The curriculum also supports the development of understanding of set/stage space, including new terminology (e.g. stage configurations/design components)

KS4 Drama: 'Applying an Enthusiasm for Theatre; Developing your Creative Voice'

In KS4, students have chosen to study Drama for GCSE, so we work to apply this enthusiasm in a challenging, developmental curriculum. For the GCSE, the students need to complete three components (written exam, devised and scripted performance, as well as the relevant coursework/documentation), and the curriculum/schemes of work are designed to accompany these, developing the relevant necessary skills. To prepare for the written exam, the students' understanding of both the set text (Noughts & Crosses), and how to evaluate their own performances (as well as their peers and live theatre) is developed. For each performance unit, the students do a 'mock' version of the process in Year 10, designed to be a learning opportunity, to refine for the 'final' equivalent in Year 11 - this is accompanied by practical workshops to develop the relevant skills. For their final C3 Performance, the students are offered a selection of playtexts, to ensure all students have the opportunity for creative expression through a text that appeals to/suits them, with an overarching scheme of work developing their performances. Though Tiffin students are overwhelmingly 'performance candidates', our curriculum accommodates and supports design candidates.

KS5 Drama: 'Refining a Passion for Theatre; Exploring your Creative Voice'

By KS5, students will have a natural passion for and perspective in Drama, and we use the A-Level course as a chance to widen the students' horizons, exposing them to new practitioners, styles and influences. Just like in KS4, the students need to complete three components (a written exam, as well as devised and scripted performance, with the relevant coursework/documentation), and the curriculum/schemes of work accompany these. For their written exam, the students will explore two set-texts, Jerusalem by Jez Butterworth & Our Country's Good by Timberlake Wertenbaker. The curriculum supports the students in developing their understanding of these plays' overall plot, characters and themes, as well as the social/cultural/historical context. Throughout the exam, the students are expected to write as directors, performers and designers, so the curriculum is structured to work on students' confidence in all these areas. Across Components 2 and 3, the students are assessed on their ability to apply a practitioner's style and methodologies - practical workshops throughout the course (especially in Year 12) are designed to widen the students repertoire of practitioners, including Kneehigh, Artaud, Headlong & Berkoff. For Component 3, the first two performances are used to challenge students and expand their skill set (e.g. group performances of 'Metamorphosis in Year 12'). However, we work with students to select play texts for their final performance that work for their skillset and empower them, with an overarching scheme of work that supports students with their final performances. Though Tiffin students are overwhelmingly 'performance candidates', our curriculum accommodates and supports design candidates.

KS3 Drama Curriculum

	Year 7 <i>'Confidence, Communication & Collaboration'</i>	Year 8 <i>'Engagement, Ensemble & Exaggeration'</i>	Year 9 <i>'Symbolism, Subtext & Staging'</i>
Autumn Term 1	Haunted House	Commedia Dell'Arte	Blood Brothers
Autumn Term 2	Roald Dahl's 'Little Red Riding Hood'		A Monster Calls
Spring Term 1	Greek Theatre & 'Myths'	Treasure Island	Physical Theatre
Spring Term 2	Lord of the Flies		Theatre Design
Summer Term 1	A Midsummer Nights' Dream	Murder Mystery	Julius Caesar
Summer Term 2	The Princes in the Tower		Windrush



KS4 Drama Curriculum - AQA

	Year 10	Year 11
Autumn Term 1	<p style="text-align: center;">Course Introduction & Performance Skills</p> <ul style="list-style-type: none"> - Development of Stage Terminology - Introduction to Noughts & Crosses & Epic Theatre - Characterisation/Practical Workshops (incl. Laura Wade's 'Posh' & Roy Williams' 'Sucker Punch') 	<p style="text-align: center;">Devising Rehearsal/Development and Assessment Prep</p> <ul style="list-style-type: none"> - Development of C2 Devised Performances, for assessment in Autumn 2 - Assessment Preparation on C1, and Noughts & Crosses
Autumn Term 2	<p style="text-align: center;">Mock Devising & Exam Development</p> <ul style="list-style-type: none"> - Mock Devising Unit from Stimuli - Component 1: Exam Technique (4/8/12 Markers) 	<p style="text-align: center;">Devising Assessment and Introduction of Component 3</p> <ul style="list-style-type: none"> - Devising (C2) Assessment Performances - Completion of Devising 'Log Book' - Introduction to play/extract options for C3 (workshop/exploration of monologues)
Spring Term 1	<p style="text-align: center;">Noughts & Crosses & Live Theatre</p> <ul style="list-style-type: none"> - Noughts & Crosses Act 1, with developed understanding of character/themes/dystopian genre - Live Theatre Review 	<p style="text-align: center;">Component 3 & Mock Exam Preparation</p> <ul style="list-style-type: none"> - Retrieval Practice/Exam Preparation for January Mock Exams - C3 Monologue Preparation - Live Theatre Visit/Opportunities
Spring Term 2	<p style="text-align: center;">Noughts & Crosses Stage/Theatre Design</p> <ul style="list-style-type: none"> - Noughts & Crosses Act 2, with developed understanding of stage design, including costume, set and technical design 	<p style="text-align: center;">Live Theatre & Stage Design</p> <ul style="list-style-type: none"> - C3 Performance Exam (External Assessment) - Revision/Recap of Stage Design (including Tech, Set & Costume) - Live Theatre Visit & Review Consolidation
Summer Term 1	<p style="text-align: center;">Mock C3 Performance & Exam Preparation</p> <ul style="list-style-type: none"> - Mock 'Component 3' performances, typically from Nick Dear's 'Frankenstein' (primarily The Monster, Frankenstein & De Lacey) - Exam Revision/Preparation for EoY Exams 	<p style="text-align: center;">GCSE Exam</p> <ul style="list-style-type: none"> - Final preparation for GCSE exam, going over exam technique, Noughts & Crosses and theatrical terminology
Summer Term 2	<p style="text-align: center;">C2 Devising</p> <ul style="list-style-type: none"> - Development of 'C2' devised pieces, in preparation for exam performances in Autumn of Year 11 	

KS5 Drama Curriculum - AQA

	Year 12	Year 13
Autumn Term 1	Performance Skills & Practitioner Workshops <i>(including Berkoff, Kneehigh & Artaud)</i> C1 Drama and theatre - Section A, Jerusalem	C1 Drama and theatre - Section B, Our Country's Good C2 Creating original drama - Initial development
Autumn Term 2	C3 Making theatre - Performance of extract 1 & Reflective Report C1 Drama and theatre - Section A, Jerusalem	C1 Drama and theatre - Section B, Our Country's Good & Section C, Live Theatre C2 Creating original drama - Refinement & internally assessed performance
Spring Term 1	C2 Creating original drama - Mock Devising Practitioner/Performance Skills Workshops <i>(including Stanislavski, Headlong, Frantic Assembly)</i>	C3 Making theatre - Examined performance of extract 3 (Initial Development) Reflective Report
Spring Term 2	C1 Drama and theatre - Section B, Our Country's Good C3 Making theatre - Performance of extract 2 & Reflective report development	C3 Making theatre - Examined performance of extract 3 (Externally assessed) C3 Reflective Report
Summer Term 1	C1 Drama and theatre exam prep: Our Country's Good, Jerusalem and Live Theatre	C1 Drama and theatre exam revision (Jerusalem, Our Country's Good & Live Theatre)
Summer Term 2	Post Exam Feedback & Review (including the consolidation of identified knowledge gaps, Teacher directed and supported project work and/or progressing to learn new material)	