



# William Edwards School Drama Department Curriculum Journey

The purpose of the curriculum:

1. To inspire and motivate pupils to think creatively.
2. To build confidence and self-esteem.
3. To prepare pupils in the work place when working in small groups and to develop empathy and tolerance.
4. To expose pupils to different cultures when exploring different plays and studying genres/practitioners.
5. To enrich pupils knowledge when experimenting with a range of stimuli

Throughout your Drama journey at William Edwards School you will use a range of skills to develop your social and emotional intelligence. They will enable you to work with others, develop your communication and your resilience. The golden threads throughout the journey show how you will develop the skills throughout each unit.

Teamwork, Listening, Co-operation, Reading, Confidence, Leadership, Communication, Decision Making, Collaboration, Organisation, Time Management, Problem Solving, Presentation, Creativity Responsibility and Self-esteem.

**Next Steps: A-LEVEL Drama and BTEC Drama at college, or sixth form.**  
**Technical Design courses**

**University Study: Degree in Theatre Arts, Drama, Performing Arts, Technical Theatre Arts**

**Careers in Drama: Actor/Actress, Arts administrator, broadcast journalist, copywriter, teacher. Drama has many transferable skills (communication, teamwork, listening that would support many jobs)**

Pupils will continue to develop their devising skills and create a performance based on a chosen stimuli. They will perform a play influenced by a practitioner. **KS3/4 Links: Brecht.** Pupils will complete a theory paper based on a play studied.



Revise for and sit your Y11 mock exams.

**KS5**

**Revision for DNA and the professional show seen on the course**

**Year 11 Assessments**  
**Component 2:** Mock examination Christmas and January. Final practical scripted piece in February Year 11.  
**Component 3:** End of topic tests each half term

**Exam preparation Theory paper**



**Analysing a professional production**

**Component 2 External Assessment Live Performance**

**Component 3 Internal Assessment Interpreting Theatre**

**Component 2 External Assessment Performing from a Text**

**Responsibility**

Pupils will explore a range of pre 2000 plays. They will study the characters, language and performance genre.  
**Progression:** accents, physical/vocal skills and props.

The political and social context.  
**Progression:** Analysing the playwrights intentions.

Importance of rehearsing. Rehearsal techniques and line learning.  
**Progression:** Extra-curricular rehearsals. Demonstrating rehearsals.

Studying the conventions of a production: lights, sound, costume, set design and characters/themes.  
**Progression:** Keywords and being a 'director',

**YEAR 11**

Exploring all the characters within DNA  
**Progression:** Pupils will discuss the characters motivation, physical and vocal skills.

**Component 1: Internal Assessment Portfolio & Self Evaluation**

**Component 3 External Assessment Interpreting Theatre**

**Component 2 External Assessment Performing from a Text**

**Component 1: Internal Assessment Devising Theatre**

**Presentation**

**Creativity**

**YEAR 10**

**Year 10 Assessments**  
**Component 1:** Final practical examination (40% year 10-June)  
**Component 2:** Scripted mock examination year 10-October  
**Component 3:** End of topic tests each half term.

Understanding the 4 types of staging within drama.  
**Progression:** Explore 4 types of staging that can be used to perform.

Structuring a portfolio and identifying strengths and weaknesses.  
**Progression:** Development of self-evaluation using physical and vocal skills.

Analysing the play DNA-Dennis Kelly  
Social and context  
Rehearsal techniques  
**Progression:** Studying a play in detail focusing on performance conventions

Exploring extracts from Blood Brothers and understanding vocal and physical skills.  
**Progression:** In year 10 you will explore multiple extracts.

Exploring the practitioner Brecht and the genre Theatre in Education.  
**Progression:** In year 10 you will use a range of Brechtian/ TIE devices in combination.

**Autumn 1 +2 Devising Theatre**  
News Articles, Images, Prose & Performance

**Spring 1 & 2 Blood Brothers**  
Extracts, Themes, Past Performances

**Summer 1 & 2 Theatre in Education**  
Techniques, Story telling, current news reports

**Organisation**

**Time Management**

**Problem Solving**

**YEAR 9**

**Links to KS3 Drama Year 7:** -Building on year 7 performance/stimulus skills and techniques.  
**Links to KS4:** Introducing a range of stimuli for component 1 devising theatre.

**Links to KS4:** Learners explore a range of stimuli and apply performance techniques.  
**Links to KS3 Spoken English:** Speaking confidently and classroom discussions.

**Links to KS2:** Using a script to perform.  
**Links to KS3 Spoken English:** Using a play script to generate language.  
**Links to KS4:** Component 2 exploring a play and performing an extract to a live examiner.

**Links to KS4:** Using a stimulus to create a performance and using TIE Techniques/ target audience.  
**Links to KS3 Spoken English:** Expressing their own ideas and keeping to the point.  
**Links to KS2:** Understand a range of audiences.

**Autumn 5 + 6 Gothic Literature**  
Woman in Black, Stimuli

**Autumn 3 + 4 Too Much Punch for Judy**  
Extracts, Consequences of alcohol

**Autumn 2 Abstract Theatre**  
Dreams, Theorists, Imagination

**Links to:** -All key stages as it is introducing a new performance style.  
**Links to KS3 Spoken English:** Using standard English confidently.  
**Links to KS2:** Sharing performance work

**Autumn 1 Street Theatre**  
Location, Selling, Adverts & Story telling

**Leadership**

**Decision Making**

**Communication**

**YEAR 8**

**Year 8 Assessments**  
**Unit 1:** Devising a practical piece and a written evaluation.  
**Unit 2:** Devising a piece using abstract techniques and a written evaluation  
**Unit 3 & 4:** Performance from a Text and a written evaluation  
**Unit 5 & 6:** Devising a practical piece using Gothic techniques and a written evaluation

**Links to KS4:** Working with a range of stimuli and reviewing a live piece of theatre (Woman in Black).  
**Links to KS2:** Responding thoughtfully to drama performances.  
**Links to KS3 Spoken English:** Expressing own ideas and discussing language.

**Links to KS4:** Develop scripted performance skills into Performing a Text exam.  
**Links to KS4 English:** Exploring a text for a prose/text written question.  
**Links to KS3 Spoken English:** Giving short presentations.

**Links to:** All key stages as it is introducing a new performance style with links to art, poetry, film, PSHE and it is a performance style which can be incorporated at GCSE exam level.  
**Links to KS3 Spoken English:** Expressing their own ideas.

**Unit 2 Melodrama**  
Pantomime & Stock Characters

**Unit 3 Greek Theatre**  
Ancient Greek Life, Trojan War & Oedipus

**Unit 4 Elizabethan Theatre**  
William Shakespeare & Crime

**Unit 5 Alice in Wonderland**  
Characters, Comparison & extracts



**Unit 6 Alice in Wonderland**  
Context, Themes and story telling

**Links to KS2:** Responding to a play/scripted piece thoughtfully.  
**Links to KS4:** reflect as learners to make informed choices.  
**Links to KS3 Spoken English:** Classroom discussions.

**Links to KS2:** studying a play and using a script.  
**Links to KS4:** explore performance texts and apply theatrical conventions  
**Links to KS3 Spoken English:** Improvising and rehearsing with a role.

**Listening**

**Co-operation**

**Reading**

**Confidence**

**YEAR 7**



**KS2 PRIMARY SCHOOL**

We will speak to you and your Primary schools to find out what topics you have covered

Attend WES Transition week

Apply for a place at WES

Respond thoughtfully to drama and theatre performances.

Improvise, devise and script drama performances.

Responding appropriately to others in role

Begin your KS2 Drama curriculum and develop a lifelong love of learning

Builds on KS2 social and teamwork skills.  
**Links to KS4:** Working collaboratively and applying theatrical skills.  
**Links to KS3 Spoken English:** Improvising, rehearsing and performing.

Develops performance skills (voice projection).  
**Links to KS4:** understanding a performance style.  
**Links to KS3 Spoken English:** Generate language using tone, volume, silence and stillness.

Introduction to the time period of Ancient Greece.  
**Links to KS3 History:** Pupils to understand British and World history.  
**Links to KS4:** Explore social, cultural and historical context. Discussing theatre in the round staging.  
**Links to KS3 Spoken English:** Working collaboratively with peers.

**Cross Curricular Links:** History and English: Shakespeare and historical context.  
**Links to KS4:** theatrical conventions of the period in which they were created  
**Links to KS3 Spoken English:** Performing play scripts

Rehearse, refine and share drama performances.

Understand the range of audiences and respond appropriately

Adopt, create and sustain a range of roles

