



# William Edwards School Drama Department Curriculum Journey

The purpose of the curriculum:

- To inspire and motivate pupils to think creatively.
- To build confidence and self-esteem.
- To prepare pupils in the work place when working in small groups and to develop empathy and tolerance.
- To expose pupils to different cultures when exploring different plays and studying genres/practitioners.
- 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.

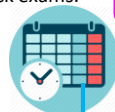
**KS5**

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

Revise for and sit your Y11 mock exams.

**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**

Self-esteem

Responsibility

**YEAR 11**

**PREFECT**

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

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'.

**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**

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

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.

**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.

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

**Autumn 1 +2 Devising Theatre "All on the Board"**  
Images from the book analysed and themes extrapolated for performance purposes. Performance techniques.

**"Spring 1 & 2 "Our Generation" by Alecky Blythe**  
Extracts, Themes, Performances

**Summer 1 & 2 Theatre in Education**  
Presenting, interpreting data, empathy, social themes, TIE techniques

Empathy

**YEAR 9**

Presenting

Organisation

Time Management

Problem Solving

**Year 9 Assessments**

**Term 1:** Practical skills assessed via teacher observations.

**Term 2:** Self evaluation skills assessed via written work.

**Term 3:** Knowledge and understanding assessed via testing.

**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:** Students have to study Shakespeare for English Literature and study scripts for Drama.  
**Links to KS3 Spoken English:** Expressing their own thoughts on Shakespearean themes  
**Links to KS2:** Continuing with Shakespeare.

**Autumn 5 + 6 Stimulus Based**  
Devise, realise, evaluate, performance techniques

**Spring 3 + 4 "Mugged" by Andrew Payne**  
Extracts, Consequences of knife crime

**Autumn 1+2 Gothic Literature**  
Woman in Black, Stimuli, abstract, performance techniques

**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.

**Autumn 1+2 Gothic Literature**  
Woman in Black, Stimuli

**Year 8 Assessments**

**Term 1:** Knowledge and understanding assessed via testing.

**Term 2:** Practical skills assessed via teacher observations.

**Term 3:** Self evaluation skills assessed via written work.

Collaboration

Leadership

Decision Making

Communication

**YEAR 8**

**Links to KS4:** Working with a range of stimuli and reflecting on the process as a whole  
**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.

**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, Abstract



**Unit 1 Introduction**

Listening

Co-operation

Reading

Confidence

Introduction to performance environment /studio. Support primary transition from a social and emotion perspective

**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. Complete CATS test and learn about WRITE WHAT YOU DO IN INDUCTION WEEK

Apply for a place at WES

Rehearse, refine and share drama performances.

Understand the range of audiences and respond appropriately

Adopt, create and sustain a range of roles

What does KS2 look like?

Responding appropriately to others in role

Respond thoughtfully to drama and theatre performances.

Improvise, devise and script drama performances.

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