

# Henlow Academy Drama Curriculum Information

## Intent

At Henlow Academy, we provide our pupils with a broad and varied curriculum in Drama across both KS3 and KS4. We are committed to ensuring all students gain a passion for the arts and to be confident individuals inside and outside the classroom. We actively promote different styles of drama as well as exploring a wide range of plays.

Confidence & Communication - A command over their vocal and physical skills to allow them to approach a wide range of public speaking with confidence  
Concentration - Working on intricate projects over extended periods of time  
Empathy and sensitivity - Understanding the viewpoints and emotions of a range of characters.  
Co-operation and team-work skills - Getting the best out of each other when striving towards a common goal  
Commitment and self-discipline - Encouraged and helped to excel when challenged, developing resilience and grit  
Creativity - An understanding of the benefits of participation in the arts, performance and creativity.  
Evaluation and appreciation - An appreciation of the ways in which playwrights achieve their effects and communicate their intentions to an audience and an ability to evaluate their own and others' work.  
Extra-curricular activities

Students should enjoy and achieve in Drama. They should be challenged and engaged. They should be supported to develop key, transferable skills which prepare them for making a positive contribution in society and to the workplace. Ensure they leave feeling more confident and happier as individuals from when they first started.

## Implementation

To plan our curriculum, we use National Curriculum for the Arts. Students are given the opportunity to engage with a range of stimuli to develop critical and creative thinking skills, adopt a role, take part in improvisation, devise scripts and use drama forms and strategies effectively to explore and present ideas. They will experience live and recorded drama, and respond to a variety of texts, and will begin to develop an appreciation of theatre styles and vocabulary. They can explore characterisation through the use of masks, costume, props, puppets and electronic media and learn to evaluate their own and others' work. Using students EHCP we identify areas for students to make progression through Drama. The subject is cross-curricular linking to what classes are studying in other classes, using subject specific vocabulary.

Our KS3 curriculum is planned to build confidence and corner stone skills sets in Drama which will allow learners to develop transferable skills. The curriculum covers the key components of Drama techniques and builds physical, vocal, communication, ensemble and creative skills. As students progress through the school, the curriculum can become more skill and knowledge based, depending on the individual student and the best approach to suit their development.

## Impact

How do we know if we have a successful curriculum? Students should enjoy and achieve in Drama. They should be challenged and engaged. They should be supported to develop key, transferable skills which prepare them for making a positive contribution in society. Ensure they leave feeling more confident and happier as individuals from when they first started. Students will have knowledge of Dramatic techniques, plays and playwrights. Links to National Curriculum can be observed. Skills will be transferred to other lessons and in the real world.

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# Year 7 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Theme	Introduction to Drama	Inside Out	Refugee Boy	Silent Movie	Spy School
Key Concepts	<ul style="list-style-type: none"> <li>• Practical Skills</li> <li>• Vocal Skills</li> <li>• Still Images</li> <li>• Slow Motion</li> <li>• Mime</li> <li>• Narrating</li> </ul> <p>Understanding and practicing key skills Learning how to value them alongside fundamental drama skills, dramatic devices which are applied to group work</p>	<ul style="list-style-type: none"> <li>• Connecting emotions</li> <li>• Working from a script</li> <li>• Character Development</li> <li>• Stage Configuration</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate status through vocal and physical skills</li> <li>• Stage configurations</li> <li>• Split Scene to show different viewpoints</li> <li>• Explore Forum Theatre</li> <li>• Theatre in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring Melodrama</li> <li>• Charlie Chaplin</li> <li>• Slapstick Comedy</li> <li>• Comedic Timing</li> </ul>	<ul style="list-style-type: none"> <li>• Stanislavski</li> <li>• Naturalistic Theatre</li> <li>• Subtext within a script</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Honesty</li> <li>• Respect</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Honesty</li> <li>• Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Honesty</li> <li>• Respect</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• British Heritage</li> <li>• Respect</li> <li>• Cultural</li> <li>• Historical</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Cultural</li> <li>• Historical</li> </ul>
Parental Support	<p>Encouraging your child to be an independent and resilient learner</p> <p>Increase confidence</p>	<p>Talk to your child about the importance of channelling different emotions and how to deal with certain situations</p>	<p>Encourage your child to read more non-fiction stories about war related topics</p>	<p>Encourage your child to watch more comedic genres</p> <p>Encourage your child to learn more about British culture and broaden their understanding on their culture</p>	<p>Encourage your child to research more information on Stanislavski and the naturalistic methods</p>

# Year 8 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Theme	Introduction to Drama	Blood Brothers	Brecht	Commedia dell'arte	Charlie Dimone
Key Concepts	<ul style="list-style-type: none"> <li>Practical Skills</li> <li>Vocal Skills</li> <li>Still Images</li> <li>Slow Motion</li> <li>Mime</li> <li>Narrating</li> </ul> <p>Understanding and practicing key skills Learning how to value them alongside fundamental drama skills, dramatic devices which are applied to group work</p>	<p>Understanding social class and inequality</p> <ul style="list-style-type: none"> <li>Applying characterisation, mannerisms, physical and vocal skills</li> <li>Soundscape and Hot Seating</li> <li>Improvisation</li> <li>Acting from a script</li> </ul>	<ul style="list-style-type: none"> <li>Political theatre</li> <li>Brechtian techniques</li> <li>Breaking the Fourth Wall</li> <li>Monologues</li> <li>Multirole</li> </ul>	<ul style="list-style-type: none"> <li>Stock Characters</li> <li>Comedic Timing</li> <li>Improvisation</li> <li>Commedia dell'arte insults</li> <li>Cross talking</li> </ul>	<ul style="list-style-type: none"> <li>Hot Seating</li> <li>Flackback</li> <li>Develop an murder investigation</li> <li>Multirole</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>Tolerance</li> <li>Honesty</li> <li>Respect</li> <li>Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Social class</li> <li>Welfare system</li> <li>Religion</li> <li>Superstition</li> <li>Social class and pressure on society</li> </ul>	<ul style="list-style-type: none"> <li>Political themes</li> <li>Loyalty</li> <li>Societies</li> <li>Respect</li> </ul>	<ul style="list-style-type: none"> <li>Culture</li> <li>Diversity</li> <li>Historical</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance</li> <li>Honesty</li> <li>Respect</li> <li>Democracy</li> </ul>
Parental Support	<p>Encouraging your child to be an independent and resilient learner</p> <p>Increase confidence</p>	<p>Social class</p> <p>Nature VS nurture</p> <p>Friendship &amp; loyalty</p> <p>Growing up</p> <p>Fate &amp; superstition</p> <p>Violence</p>	<p>Read articles based from the war</p> <p>Gain an insight into world war and the social impact</p>	<p>Take your child to the theatre</p> <p>Explore the italian renaissance</p> <p>Read plays written in the 1600-1700s</p>	<p>Encourage students to be independent learners</p> <p>Use research to gather information and come up with own predictions</p>

# Year 9 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p><b>Introduction to Drama</b></p> <p><b>Knowledge &amp; Understanding of drama</b></p> <p><b>Naturalism - start study of DNA</b></p>	<p><b>Naturalism - study of DNA</b></p> <p><b>Characteristics of performance</b></p> <p><b>Dramatic conventions</b></p> <p><b>Sharing performances</b></p>	<p><b>Non - Naturalism</b></p> <p><b>Study of second play (possibly Girls Like That)</b></p>	<p><b>Ensemble work (Joyriding unit)</b></p>	<p><b>Blood Brothers</b></p>	<p><b>Mask and Mime</b></p>
Key Concepts	<p>Characteristics of performance &amp; dramatic works</p> <p>How meaning is interpreted &amp; communicate Drama &amp; theatre terminology</p>	<p>Continue to develop exploring vocal and physical skills and applying this to part of a text</p> <p>How comedy is interpreted by characters in certain parts of the play</p>	<p>Developing knowledge and skills to create effective soundscapes and choral speaking</p> <p>Dynamics of peer and friendship groups through a focus on physical theatre</p>	<p>Improvisation Police investigation exploring narrative storylines</p> <p>Peer pressure and how to create theatre for a target audience</p> <p>Applying dramatic devices to devised theatre</p>	<p>Exploring social class and its significance to a performance</p> <p>Applying prior knowledge to successfully block a script and create a meaningful performance</p>	<p>Understanding archetype characters and maintaining illusion through physicality</p> <p>Commedia dell'arte Exploring comedy through mask</p>
SMSC and British Values	<ul style="list-style-type: none"> <li>Power</li> <li>Conflict</li> <li>Relationships</li> <li>Violence</li> <li>Loyalty</li> <li>Morality</li> </ul>	<ul style="list-style-type: none"> <li>Power</li> <li>Conflict</li> <li>Relationships</li> <li>Violence</li> <li>Loyalty</li> <li>Morality</li> </ul>	<ul style="list-style-type: none"> <li>Peer pressure</li> <li>Gender equality</li> <li>Acceptance</li> </ul>	<ul style="list-style-type: none"> <li>Peer pressure</li> <li>Distinguishing right from wrong</li> </ul>	<ul style="list-style-type: none"> <li>Social class</li> <li>Welfare system</li> <li>Religion</li> <li>Superstition</li> <li>Social class and pressure on society</li> </ul>	<ul style="list-style-type: none"> <li>Different cultures</li> <li>Cultural and historical topics relevant in society</li> </ul>
Parental Support	<p>Talk to your child on the disadvantages on gang violence and power</p> <p>Do some people do things that they never would have done alone because they are led by others? Are the morals of a group different to individual interpretations of morality?</p> <p>Importance of loyalty</p>	<p>Talk to your child on the disadvantages on gang violence and power</p> <p>Do some people do things that they never would have done alone because they are led by others? Are the morals of a group different to individual interpretations of morality?</p> <p>Importance of loyalty</p>	<p>Importance on gender equality and the pressures on today's digital generation</p>	<p>How crime can impact a life</p> <p>The dangers of joyriding violence, and social peer pressure</p>	<p>Social class Nature VS nurture Friendship &amp; loyalty Growing up Fate &amp; superstition Violence</p>	<p>Encourage your child to explore further styles of drama</p> <p>Read a variety of fiction texts together</p>

# Year 10 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Introduction to Drama Component 1, Section A Knowledge &amp; Understanding of drama</b>	<b>Component 1, Section B: Set Play: Things I Know to Be True</b>	<b>Performance skills mini mock assessment</b>	<b>Component 2: Devising Drama - Research form a stimulus</b>	<b>Component 2: Devising Development</b>	<b>Component 2: Filmed performance and devising logs - to complete</b>
<b>Key Concepts</b>	<p>Characteristics of performance &amp; dramatic works</p> <p>Social, cultural &amp; historical contexts</p> <p>How meaning is interpreted &amp; communicated</p> <p>Drama &amp; theatre terminology</p> <p>Roles &amp; responsibilities in professional theatre</p> <p>Staging forms</p>	<p>Characteristics &amp; content of whole play</p> <p>Ideas from perspective as performer</p> <p>Link design &amp; context &amp; theatrical conventions</p>	<p>Monologues &amp; duologues as dramatic devices</p> <p>Committing lines to memory</p> <p>Performing in character</p> <p>Develop range of vocal &amp; physical skills</p> <p>Establish performer/audience relationship</p>	<p>Carry out research</p> <p>Develop own ideas</p> <p>Collaborate</p> <p>Rehearse, refine and amend work in progress</p> <p>Analyse &amp; evaluate own process of devising</p>	<p>Analyse &amp; evaluate own process of devising</p> <p>Monologues &amp; duologues as dramatic devices</p> <p>Committing lines to memory</p> <p>Performing in character</p> <p>Develop range of vocal &amp; physical skills</p> <p>Establish performer/audience relationship</p>	<p>Analyse &amp; evaluate own process of devising</p> <p>Monologues &amp; duologues as dramatic devices</p> <p>Committing lines to memory</p> <p>Performing in character</p> <p>Develop range of vocal &amp; physical skills</p> <p>Establish performer/audience relationship</p>
<b>SMSC and British Values</b>	<ul style="list-style-type: none"> <li>Social, cultural and historical context</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Time period</li> <li>Gender reassignment</li> <li>Tolerance/acceptance</li> </ul>	<ul style="list-style-type: none"> <li>Culture</li> <li>Diversity</li> <li>British heritage</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance</li> <li>Honesty</li> <li>Respect</li> <li>Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance</li> <li>Honesty</li> <li>Respect</li> <li>Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance</li> <li>Honesty</li> <li>Respect</li> <li>Democracy</li> </ul>
<b>Parental Support</b>	<p>Use BBC Bitesize AQA to explore more on staging, live theatre roles</p> <p>Physical and Vocal Skills</p>	<p>Purchase the set text 'The Things I Know to Be True'</p> <p>Watch adaptations of set text</p> <p>Discuss themes, context, characters and setting</p> <p>Encourage child to add content to their black scrap book on revision material for set text</p>	<p>Encourage to watch famous actors monologues/ use bitesize to look at performance techniques</p> <p>Committing lines to memory</p>	<p>Use BBC Bitesize AQA Drama to research more information on practitioners and styles of drama</p>	<p>Encourage creativity</p> <p>Extra rehearsals</p> <p>Line Learning</p>	<p>Encourage students to analyse and evaluate their work for the devising logs</p> <p>Using key terminology</p>

# Year 11 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Theme	Component 3: Rehearsals and work-in progress performance	Component 3: Rehearsals and work-in progress performance  Component 1 - Recap on prior knowledge for mock preparation	MOCKS- January Component 1  Component 3: Visiting Examiner Performance (March?)	Component 1: Revision of Sections A, B and C	Component 1: Summer Examination
Key Concepts	<p>Interpretation of play &amp; messages company is trying to communicate</p> <p>Skills demonstrated by performers</p> <p>Success of communication of meaning to audience</p> <p>Design skills demonstrated &amp; link to meaning</p>	<p>Interpretation of play &amp; messages company is trying to communicate</p> <p>Skills demonstrated by performers</p> <p>Success of communication of meaning to audience</p> <p>Design skills demonstrated &amp; link to meaning</p>	<p>Monologues &amp; duologues as dramatic devices</p> <p>Committing lines to memory</p> <p>Performing in character</p> <p>Develop range of vocal &amp; physical skills</p> <p>Establish performer/audience relationship</p>	<p>Staging Form</p> <p>Costume/Set Design</p> <p>Exploration on the set text 'The Things I Know To Be True'</p> <p>Live Theatre Evaluation</p>	<p>Staging Form</p> <p>Costume/Set Design</p> <p>Exploration on the set text 'The Things I Know To Be True'</p> <p>Live Theatre Evaluation</p>
SMSC and British Values	<ul style="list-style-type: none"> <li>Democracy</li> <li>Respect</li> <li>Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Tolerance</li> <li>Honesty</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Tolerance</li> <li>Respect</li> </ul>	<ul style="list-style-type: none"> <li>Context</li> <li>Culture</li> <li>Historical</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance</li> <li>Resilience</li> </ul>
Parental Support	<p>Learn lines of memory</p> <p>Explore the whole play as a whole</p> <p>Further research on context</p> <p>Research on style</p>	<p>Learn lines of memory</p> <p>Explore the whole play as a whole</p> <p>Further research on context</p> <p>Research on style</p> <p>Re read 'The Things I Know to Be True' preparation for mock</p>	<p>Supporting extra rehearsals</p> <p>Going over lines off memory</p>	<p>Revising the set text</p> <p>Use flashcards to highlight relationships between characters</p> <p>Costume ideas</p> <p>Staging</p> <p>Physical and Vocal Skills</p>	<p>Revision flash cards for Live Theatre review</p> <p>Revision on 'The Things I Know to Be True'</p> <p>Use of flashcards</p> <p>Use of black scrapbook</p>