

Curriculum Intent**Key Stage 3****Year 7**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
DEVISED Physical theatre – linked to a text (exploring storytelling and atmosphere)	SCRIPT Melodrama and Pantomime – links to theatre design	DEVISED Slapstick and Silent Movie	DEVISED WW 2 Evacuation linked to Goodnight Mr Tom	Summer Exams – Revision and exam prep	SCRIPT 'Romeo and Juliet'

Year 8

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
DEVISED- issue based Drama- Anti Bullying	SCRIPT- The Terrible Fate of Humpty Dumpty	DEVISED 'Titanic' / 'Suffragettes'	SCRIPT 'Our Day Out'	Summer Exams – Revision and exam prep	SCRIPT- Greek Theatre and stage combat

Key Stage 4 – Unknown at present as introductions a new course RSL Acting

- **These are just suggestions and will be developed and amended**

Year 9

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Script work (Blood Brothers)	Script Work Surreal/ Stylised 'Curious..'	Mask	Puppetry	Monologue and duologue	Summer performance
Devising work- Drama techniques and ensemble work	Devising Work 2- using a stimulus	Vocal techniques	Theatre in the community	Physical theatre and Frantic Assembly	Summer Performance

Year 10

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Teacher 1</u> Comp 3 Blood Brothers	<u>Teacher 1</u> Comp 3 Blood Brothers	<u>Teacher 1</u> Comp 3 Blood Brothers	<u>Teacher 2</u> GCSE Devising Comp 1 + portfolio	<u>Teacher 1</u> Summer Exams – Comp 3 Revision and exam prep	<u>Teacher 1</u> Performing Devising Comp 1 Assessment
<u>Teacher 2</u> Comp 2 Script Practice – ‘Teachers’ and ‘Metamorphosis’ And Comp 1 Devising Practice- Using previous ears OCR Stimulus	<u>Teacher 2</u> Comp 3 Live review practice and Comp 1 Devising Practice- Using previous ears OCR Stimulus	<u>Teacher 2</u> Starting GCSE Devising Comp 1	<u>Teacher 2</u> GCSE Devising Comp 1 + portfolio	<u>Teacher 2</u> GCSE Devising Comp 1 + portfolio	<u>Teacher 2</u> Performing Devising Comp 1 Assessment

Year 11

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Teacher 1</u> <u>Comp 3 Blood Brothers 8 Mark Questions</u>	<u>Teacher 1</u> Comp 2 – script exploration	<u>Teacher 1</u> <u>Comp 2 – Teacher Direction of scripts and Supporting document</u>	<u>Teacher 1</u> <u>Comp 2 – Script performance EXAM</u>	<u>Teacher 1</u> <u>Blood Brothers Comp 3 EXAM</u>	<u>Teacher 1</u> <u>N/A</u>
<u>Teacher 2</u> <u>Finishing portfolio Comp 1</u>	<u>Teacher 2</u> Comp 3 Live Review Analysis	<u>Teacher 2</u> Comp 3 Live Review Analysis	<u>Teacher 2</u> <u>Comp2 Script Performance EXAM</u>	<u>Teacher 2</u> <u>Comp 3 Live Review EXAM</u>	<u>Teacher 2</u> <u>N/A</u>

Year 12 RSL Acting

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Teacher 1</u> Frantic Assembly Brecht	<u>Teacher 1</u> Curious Incident	<u>Teacher 1</u> Approaches to acting – Script and practitioner Assessment	<u>Teacher 1</u> <u>Vocal Techniques</u>	<u>Teacher 1</u> <u>Vocal techniques Assessment</u>	<u>Teacher 1</u> Theatre in the community

<u>Teacher 2</u> Kneehigh Stanislavski	<u>Teacher 2</u> <u>Grimm's Tales</u>	<u>Teacher 2</u> Approaches to acting – Script and practitioner Assessment	<u>Teacher 2</u> Mask and Puppetry	<u>Teacher 2</u> Mask and Puppetry Assessment	<u>Teacher 2</u> Theatre in the community
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Year 13 RSL Acting

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Teacher 1</u> Theatre in the community <u>Assessment</u>	<u>Teacher 1</u> Ancient Greek and Roman Theatre Assessment	<u>Teacher 1</u> External	<u>Teacher 1</u> External Brief Assessment	<u>Teacher 1</u> Planning for a Career in the Performing Arts	<u>Teacher 1</u> Planning for a Career in the Performing Arts Assessment
<u>Teacher 2</u> Theatre in the community Assessment	<u>Teacher 2</u> Ancient Greek and Roman Theatre Assessment	<u>Teacher 2</u> <u>External</u>	<u>Teacher 2</u> External Brief Assessment	<u>Teacher 2</u> Planning for a Career in the Performing Arts	<u>Teacher 2</u> Planning for a Career in the Performing Arts Assessment

Drama

We are proud that many ex-students from Hilbre have gained employment in the performing arts, ranging from; theatre designers, stage management, stunt men, lighting technicians, playwrights, directors, Drama teachers, actors and even principle roles in touring West End productions.

However, it is the transferrable life skills that are the most valuable as the skills we nurture in Drama are crucial to most areas of employment and professions. Skills such as team work, creating and developing ideas, focus and commitment, independent research, resilience, meeting deadlines, self - confidence, understanding and sensitivity to others, adapting and amending work are all vital skills that can be translated directly to the workplace.

Drama also offers opportunities for lasting memories such as performing in our school musical productions, Drama club productions, extra-curricular clubs, and theatre visits to local theatres and to further beyond such as London and New York.

Our curriculum also allows our pupils to explore the world around them creatively. For example exploring social issues through drama can be a highly powerful tool in examining different perspectives and can educate or young people in terms of tolerance and acceptance. Delving into historical theatre and the work of contemporary theatre companies the pupils are enriched given opportunities to develop and create original ideas.

Drama can allow pupils to express themselves, their opinions, their ideas and reflect on the world around them using their own unique voices.

Assessments

At KS3 a new project is taught in each half term, focussing on devised theatre or scripted theatre and building the skills up through the key stage. The curriculum has been designed this way to create the building blocks required at GCSE and RSL Acting. A written task and at least one practical assessment per half term will be assessed.

At GCSE the Year 10 students are working towards the completion of three components. At the start of Year 10 they are practicing and developing the skills. The three components are then carefully planned in terms of timing to ensure they are well prepared as they start Year 11. In Year 11 the two teachers will continue to teach different aspects of the course, however coming together to teach when the exams are imminent.

In year 12 and 13 RSL the assessments are strict deadlines that the staff and students must adhere to as they are set out in the IV Plan. Assignments and tasks are spaced out for the students and they are made aware of deadlines as well as being given sufficient time to complete each task.