

Drama Progression Plan

Vision Statement:

Drama promotes imagination, curiosity, and creativity through a variety of theatrical performances and themes. These experiences will contribute to developing well-rounded individuals who are confident and respectful members of society who value the Arts.

Our curriculum within Drama aims to ensure that all pupils can:

1. Develop ideas and apply a range of skills to enhance their performance and communicate dramatic meaning.
2. Perform using a range of vocal and physical skills.
3. Be able to evaluate their own and others work effectively
4. Use a broad range of vocabulary and terminology
5. Be able to apply Drama conventions to their performances.

Domains of knowledge:

- Group performing
- Monologue / duologue performing
- Devising Theatre
- Drama conventions
- Evaluating Theatre
- Fictional plays and characters
- Non – Fiction scripts and characters

Core units; Devising Drama, Presenting and performing texts, performance and response.

Key Concepts KS3:

Vocal ranges
 Accents
 Intonation
 Devising
 Life scenarios and situations
 Drama conventions
 Stimuli creating
 Character building
 Presenting and performing texts
 Physical theatre
 Political and class divide
 Performing skills
 Naturalistic characters
 Problem Solving
 Evaluation of Performance
 Directing of performances
 Solo creating
 Directing
 Story making
 Creating fictional characters

Key Concepts KS4/5:

Theatre practitioners
 Stage Management
 Semiotics
 Proxemics
 Verbatim theatre
 Devising Drama
 Frantic Assembly physical theatre
 Live theatre analysis
 Performance and Response
 Practical performance
 Creating non- fiction characters
 Playwrights intentions

Curriculum End Points Explained:

Develop ideas and apply a range of skills to enhance their performance and communicate dramatic meaning.

Students will learn how to portray a character when taught characterisation skills such as vocal, physical and movement. Students will learn about vocal projection, facial expressions, posture, body language and movement skills throughout a variety of topics. Students will then apply their skills to a range of characters, genres, and styles of theatre throughout their studies.

Perform using a range of vocal and physical skills.

Students will be able to perform to their peers with a strong vocal skill and be able to demonstrate a physical change in their body to portray a variety of characters. We want students to embrace one another and recognise their own and others strengths and weaknesses to positively impact participation whether that be as a director, drama technician or performer.

Be able to evaluate their own and others work effectively.

Students will assess a wide range of theatre evaluating the theatre domains with how they created and communicated meaning to an audience. Students will develop British Values such as courage, resilience, and teamwork and how this creates meaning within a performance.

Use a broad range of vocabulary and terminology

Throughout the study of drama students are taught a range of dramatic terminology as well as stage types and characterisation skills. In KS4 students are taught a range of Theatre Practitioners to understand the theory behind the text and the meaning in which it can be portrayed to engage and audience. The curriculum is broad and diverse which includes cross curricular links with English and History studying topics that look at culture, equality, and British values.

Be able to apply Drama conventions to their performances.

Throughout KS3 and KS4 students are taught a variety of Drama conventions such as Freeze Frames, Slow Motion, Thought Tracking, Mime, Cross cutting and a variety of Character skills such as Vocal, movement, gestures, posture and body language. These Dramatic conventions and skills create meaning throughout a performance that is effectively communicated to an audience.

Progression Map

		Year 7	Year 8	Year 9
Curriculum end points	Develop ideas and apply a range of skills to enhance their performance and communicate dramatic meaning.	By the end of year 7 a student will be able to demonstrate performing skills such as a clear vocal range, a variety of movement skills, blocking, confidence and character creation with their taught Drama conventions to enhance their theatrical performances within class. Within	Within year 8 students build on the skills taught in year 7 but in addition are taught about intonation and accents, elements of physical theatre and new Drama conventions such as cross cutting. Topics taught within year 8 have cross curricular links with their English studies such as Charles Dickens ' A Christmas Carol' and Ethics links with a topic about	Year 9 consists of students exploring non – fiction topics such as Theatre in Education, BLM and real life events or tragedies. Students at this stage have an array of performing skills and are able to articulate their characters emotions through vocal and physical performance skills.

	year 7 students study topics teaching them the Drama conventions and a variety of fictional and non-fiction plays such as Charlie and the Chocolate factory to explore characterisation. Students are also given plenty of opportunities learning how to perform and develop a character ready for performance.	school worries and truanting. Students also study a variety of Fictional and non – fiction throughout year 8 to teach them a range of Genre and Styles within Theatre.	
Perform using a range of vocal and physical skills.	By the end of year 7 a student will be able to demonstrate their performance skills through their verbal and physical skills of what a character would look and act like for their drama piece.	In year 8 Students will study thrillers, murder mysteries and naturalistic pieces of theatre to convey a variety of genre and styles to their designated audiences.	A year 9 student will be able to successfully communicate meaning to their audience through verbal and non – verbal communication. Students through the use of scenarios and events are able to empathise with real life situations and be able to physically explore the demands of the text.
Be able to evaluate their own and others work effectively.	By the end of year 7 students are able to give feedback to their own and other performances that create meaning for performance detailing what went well and better if.	By the end of year 8 students are able to give feedback to their own and other performances that create meaning for performance of what went well and better if with using subject specific vocabulary.	By the end of year 9 students can articulate constructive feedback to their own and other performances that create meaning for performance of what went well and better if with using a range of subject specific vocabulary.
Use a broad range of vocabulary and terminology	In year 7 students can articulate drama specific terminology such as the dramatic conventions taught throughout the year which are freeze frames, mime, vocal projection, slow motion, blocking, projection, character traits and how these are effective within a performance.	As well as the subject specific vocabulary taught in year 7 students are also now able to effectively identify the genre of the drama piece being studied and how a particular character can change throughout the duration of the topic taught.	By the end of year 9 students can articulate the drama subject specific terminology with their dramatic conventions, character skills, movement skills and how to articulate these throughout their work. Students can also analyse and evaluate their character with justification on the decisions they made and how they communicate a meaning to the audience .

	Be able to apply Drama conventions to their performances.	By the end of year 7 students can utilise a range of dramatic conventions to mark the moment within their drama performances.	Students in year 8 can utilise all the skills and conventions taught in year 7 and can effectively communicate meaning to their audience sharing their characters feelings through thought tracking.	Students can utilise a range of dramatic conventions to convey meaning to an audience and what influenced their style of theatre with the broad range of set texts, playwrights and themes taught over the KS3 curriculum.
Curriculum End Points	Year 10/11			
	Develop ideas and apply a range of skills to enhance their performance and communicate dramatic meaning.	A GCSE Drama student will be able to confidently articulate their character choices made when creating their Devising work in year 10 and their Scripted in year 11. Devising allows students to create and use their skills, creativity and imagination to devise a piece of theatre from a given stimulus from the exam board giving students the freedom to create freely a dramatic piece of work. Students can evaluate and appreciate a theatrical performance with a range of technical aspects that enhance a dramatic performance and confidently communicate the impact they have overall to an audience.		
	Perform using a range of vocal and physical skills.	GCSE Drama teaches students to communicate meaning to their audience through verbal and non – verbal communication. Students are also taught physical theatre through a practitioner’s perspective and how to interpret this throughout their performance. Students study a wide range of playwrights throughout their GCSE Drama course.		
	Be able to evaluate their own and others work effectively.	By the end of year 11 students will be able to effectively analyse and evaluate their work which contributes to the overall vision for performance. Students have the opportunity to evaluate their own and others work through numerous playwrights, directors, actors and designers.		
	Use a broad range of vocabulary and terminology	Throughout GCSE Drama students will embed the theory taught within KS3 Drama as well as broaden their knowledge with theatre practitioners, stage types, and live theatre evaluations and how this creates meaning and impact for their intended audience using Drama vocabulary.		
	Be able to apply Drama conventions to their performances.	Throughout their practical units’ students will study and embed practitioners and conventions into their performance to communicate meaning to their intended audience. Students will reflect on their stimuli and how this can be used throughout their work to interpret their overall vision for performance.		