

Henlow Academy Drama Curriculum Information

Intent	Implementation	Impact
At Henlow Academy, we provide our pupils with a broad and varse 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.	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.	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. 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.

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	• Practical Skills • Vocal Skills • Still Images • Slow Motion • Mime • Narrating Understanding and practicing key skills Learning how to value them alongside fundamental drama skills, dramatic devices which are applied to group work	• Connecting emotions • Working from a script • Character Development • Stage Configuration	• Demonstrate status through vocal and physical skills • Stage configurations • Split Scene to show different viewpoints • Explore Forum Theatre • Theatre in Education	• Exploring Melodrama • Charlie Chaplin • Slapstick Comedy • Comedic Timing	• Stanislavski • Naturalistic Theatre • Subtext within a script
SMSC and British Values	• Tolerance • Honesty • Respect • Democracy	• Respect • Honesty • Tolerance	• Tolerance • Honesty • Respect • Democracy	• British Heritage • Respect • Cultural • Historical	• Respect • Cultural • Historical
Parental Support	Encouraging your child to be an independent and resilient learner Increase confidence	Talk to your child about the importance of channelling different emotions and how to deal with certain situations	Encourage your child to read more non-fiction stories about war related topics	Encourage your child to watch more comedic genres Encourage your child to learn more about British culture and broaden their understanding on their culture	Encourage your child to research more information on Stanislavski and the naturalistic methods

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	• Practical Skills • Vocal Skills • Still Images • Slow Motion • Mime • Narrating Understanding and practicing key skills Learning how to value them alongside fundamental drama skills, dramatic devices which are applied to group work	Understanding social class and inequality • Applying characterisation, mannerisms, physical and vocal skills • Soundscape and Hot Seating • Improvisation • Acting from a script	• Political theatre • Brechtian techniques • Breaking the Fourth Wall • Monologues • Multirole	• Stock Characters • Comedic Timing • Improvisation • Commedia dell'arte insults • Cross talking	• Hot Seating • Flackback • Develop an murder investigation • Multirole
SMSC and British Values	• Tolerance • Honesty • Respect • Democracy	• Social class • Welfare system • Religion • Superstition • Social class and pressure on society	• Political themes • Loyalty • Societies • Respect	• Culture • Diversity • Historical	• Tolerance • Honesty • Respect • Democracy
Parental Support	Encouraging your child to be an independent and resilient learner Increase confidence	Social class Nature VS nurture Friendship & loyalty Growing up Fate & superstition Violence	Read articles based from the war Gain an insight into world war and the social impact	Take your child to the theatre Explore the italian renaissance Read plays written in the 1600-1700s	Encourage students to be independent learners Use research to gather information and come up with own predictions

Year 9 Curriculum Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Introduction to Drama Knowledge & Understanding of drama Naturalism - start study of DNA	Naturalism - study of DNA Characteristics of performance Dramatic conventions Sharing performances	Non - Naturalism Study of second play (possibly Girls Like That)	Ensemble work (Joyriding unit)	Blood Brothers	Mask and Mime
Key Concepts	Characteristics of performance & dramatic works How meaning is interpreted & communicate Drama & theatre terminology	Continue to develop exploring vocal and physical skills and applying this to part of a text How comedy is interpreted by characters in certain parts of the play	Developing knowledge and skills to create effective soundscapes and choral speaking Dynamics of peer and friendship groups through a focus on physical theatre	Improvisation Police investigation exploring narrative storylines Peer pressure and how to create theatre for a target audience Applying dramatic devices to devised theatre	Exploring social class and its significance to a performance Applying prior knowledge to successfully block a script and create a meaningful performance	Understanding archetype characters and maintaining illusion through physicality Commedia dell'arte Exploring comedy through mask
SMSC and British Values	• Power • Conflict • Relationships • Violence • Loyalty • Morality	• Power • Conflict • Relationships • Violence • Loyalty • Morality	• Peer pressure • Gender equality • Acceptance	• Peer pressure • Distinguishing right from wrong	• Social class • Welfare system • Religion • Superstition • Social class and pressure on society	• Different cultures • Cultural and historical topics relevant in society
Parental Support	Talk to your child on the disadvantages on gang violence and power 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? Importance of loyalty	Talk to your child on the disadvantages on gang violence and power 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? Importance of loyalty	Importance on gender equality and the pressures on today's digital generation	How crime can impact a life The dangers of joyriding violence, and social peer pressure	Social class Nature VS nurture Friendship & loyalty Growing up Fate & superstition Violence	Encourage your child to explore further styles of drama Read a variety of fiction texts together

Year 10 Curriculum Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Introduction to Drama Component 1, Section A Knowledge & Understanding of drama	Component 1, Section B: Set Play: Things I Know to Be True	Performance skills mini mock assessment	Component 2: Devising Drama - Research form a stimulus	Component 2: Devising Development	Component 2: Filmed performance and devising logs - to complete
Key Concepts	Characteristics of performance & dramatic works Social, cultural & historical contexts How meaning is interpreted & communicated Drama & theatre terminology Roles & responsibilities in professional theatre Staging forms	Characteristics & content of whole play Ideas from perspective as performer Link design & context & theatrical conventions	Monologues & duologues as dramatic devices Committing lines to memory Performing in character Develop range of vocal & physical skills Establish performer/audience relationship	Carry out research Develop own ideas Collaborate Rehearse, refine and amend work in progress Analyse & evaluate own process of devising	Analyse & evaluate own process of devising Monologues & duologues as dramatic devices Committing lines to memory Performing in character Develop range of vocal & physical skills Establish performer/audience relationship	Analyse & evaluate own process of devising Monologues & duologues as dramatic devices Committing lines to memory Performing in character Develop range of vocal & physical skills Establish performer/audience relationship
SMSC and British Values	Social, cultural and historical context	- Relationships - Time period - Gender reassignment - Tolerance/acceptance	- Culture - Diversity - British heritage	- Tolerance - Honesty - Respect - Democracy	- Tolerance - Honesty - Respect - Democracy	- Tolerance - Honesty - Respect - Democracy
Parental Support	Use BBC Bitesize AQA to explore more on staging, live theatre roles Physical and Vocal Skills	Purchase the set text 'The Things I Know to Be True' Watch adaptations of set text Discuss themes, context, characters and setting Encourage child to add content to their black scrap book on revision material for set text	Encourage to watch famous actors monologues/ use bitesize to look at performance techniques Committing lines to memory	Use BBC Bitesize AQA Drama to research more information on practitioners and styles of drama	Encourage creativity Extra rehearsals Line Learning	Encourage students to anaylse and evaluate their work for the devising logs Using key terminology

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	Interpretation of play & messages company is trying to communicate Skills demonstrated by performers Success of communication of meaning to audience Design skills demonstrated & link to meaning	Interpretation of play & messages company is trying to communicate Skills demonstrated by performers Success of communication of meaning to audience Design skills demonstrated & link to meaning	Monologues & duologues as dramatic devices Committing lines to memory Performing in character Develop range of vocal & physical skills Establish performer/audience relationship	Staging Form Costume/Set Design Exploration on the set text 'The Things I Know To Be True' Live Theatre Evaluation	Staging Form Costume/Set Design Exploration on the set text 'The Things I Know To Be True' Live Theatre Evaluation
SMSC and British Values	- Democracy - Respect - Tolerance	- Resilience - Tolerance - Honesty	- Resilience - Tolerance - Respect	- Context - Culture - Historical	- Tolerance - Resilience
Parental Support	Learn lines of memory Explore the whole play as a whole Further research on context Research on style	Learn lines of memory Explore the whole play as a whole Further research on context Research on style Re read 'The Things I Know to Be True' preparation for mock	Supporting extra rehearsals Going over lines off memory	Revising the set text Use flashcards to highlight relationships between characters Costume ideas Staging Physical and Vocal Skills	Revision flash cards for Live Theatre review Revision on 'The Things I Know to Be True' Use of flashcards Use of black scrapbook