

Drama	
Curriculum core purpose. Intent	
<p>At Old Buckenham High School, the drama curriculum allows students to develop their confidence throughout lessons, collaborate with their peers on performance pieces and become well rounded individuals. It is not just about becoming an actor, lessons build upon resilience, teamwork and taking responsibility for key aspects that help to produce outstanding pieces of work.</p> <p>The curriculum is designed to allow students to develop their skills and learning throughout the course, including key vocabulary and recapping of these throughout lessons. Students are encouraged to work on a variety of subject matters and stimuli whilst exploring their own feelings, beliefs and ideas to find meaning within their work. By learning through effective communication, cooperation and sensitivity, students will take responsibility for their own actions and work with students of all backgrounds.</p>	
Community	
<p>Drama is a key aspect of community at Old Buckenham High School. The curriculum encourages teamwork, cooperation and resilience when working with others. Within lessons and the whole school production, students form close bonds with their peers and build trust and a mutual respect.</p> <p>Collaboration is at the centre of every lesson of Drama involving a mixture of pair work or group work, discussions on various topics or stimuli and creating positive relationships through feedback relating to performances.</p> <p>Community is at the heart of the whole school production as we open our doors to both the local community within the village but also strengthens our ties with the local primary schools showcasing the very best our school has to offer.</p>	
Ambition	
<p>The Drama curriculum is ambitious for all learners regardless of their starting point. Every child has the capacity to succeed in lessons and build on their own resilience and confidence during these. The curriculum is designed to stretch and challenge students to master key elements of performance and perform with flair and accuracy.</p>	

<p>At Old Buckenham High School, we want every student to feel confident in their drama lessons, able to take on different roles within performances whilst also being sensitive to others in group work. From development of key skills to pushing themselves outside of lessons every part of the curriculum allows students to become successful learners and be proud of the progress they make.</p>	
<p><b>Respect</b></p>	
<p>Respect is at the heart of all Drama lessons. Students are taught to respect each other both in group work but in a whole class setting. They learn to listen and communicate to others, both with regards to positive feedback and areas for development, and treat others with dignity regardless of experience, background and ability.</p> <p>The curriculum promotes mutual respect whilst helping to create a safe and supportive environment where students feel valued and empowered to participate.</p>	
Content-Knowledge and Skills.	Subject specific pedagogy
<p>Students at Old Buckenham High School will:</p> <ul style="list-style-type: none"> <li>• Develop competence in practical activities including group work, peer assessment and reflective work</li> <li>• Learn and apply key vocabulary in feedback tasks and reflections of own personal work</li> <li>• Build their understanding of how collaboration is key when creating a performance and the importance of listening to others</li> <li>• Gain insight into the different job roles within theatre and how these contribute to a successful performance as they progress through KS4</li> </ul>	<p>Creativity is behind every lesson in the drama curriculum and the opportunity for students to develop their own ideas. Students are encouraged to use their imagination to create original characters and performances that engage and inform their peers.</p> <p>Lessons are created to scaffold learning from the previous one and encapsulate on previous knowledge through retrieval tasks and key vocabulary. Modelling of examples are provided for students to refer to when creating their own work and giving verbal feedback.</p> <p>Assessment for learning is included in every lesson both through peer and teacher led feedback. Questioning plays a key role in development as students are required to reflect on their work and the choices they have made. Choices of activities are also offered so that all students can engage with the work at a level they feel confident with</p>

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| <ul style="list-style-type: none"><li>• Make cross curricular links especially with English (choice of texts studied) and History (key moments explored through stimuli) to reinforce the understanding of how texts are created and explored</li></ul> |  |
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# Drama Curriculum Content 2025-26

Drama Curriculum Content	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Topic:</b> Storytelling <b>Key concepts:</b> Narration Tone, intonation, volume Still images Chorus work Characterisation Exaggeration	<b>Topic:</b> Storytelling <b>Key concepts:</b> Narration Tone, intonation, volume Still images Chorus work Characterisation Exaggeration	<b>Topic:</b> Darkwood Manor <b>Key concepts:</b> Tension Characterisation Flashbacks Hot seating News report	<b>Topic:</b> Darkwood Manor <b>Key concepts:</b> Tension Characterisation Flashbacks Hot seating News report	<b>Topic:</b> Shakespeare <b>Key concepts:</b> Introduction to Shakespeare Slow motion Tension Chorus	<b>Topic:</b> Shakespeare <b>Key concepts:</b> Introduction to Shakespeare Slow motion Tension Chorus
<b>Year 8</b>	<b>Topic:</b> Non-Naturalism <b>Key concepts:</b> Still image Exaggeration Slow motion Placards Masks Synchronised movement Status Genres	<b>Topic:</b> Non-Naturalism <b>Key concepts:</b> Still image Exaggeration Slow motion Placards Masks Synchronised movement Status Genres	<b>Topic:</b> Rosa Parks <b>Key concepts:</b> Response to a stimulus Bias Still images Slow motion Placards Mime	<b>Topic:</b> Rosa Parks <b>Key concepts:</b> Response to a stimulus Bias Still images Slow motion Placards Mime	<b>Topic:</b> Curious Incident <b>Key concepts:</b> Still images Narration Characterisation Movement Synchronisation Physical theatre	<b>Topic:</b> Curious Incident <b>Key concepts:</b> Still images Narration Characterisation Movement Synchronisation Physical theatre
<b>Year 9</b>	<b>Topic:</b> Physical Theatre <b>Key concepts:</b> Slapstick Mime Melodrama Puppetry	<b>Topic:</b> Physical Theatre <b>Key concepts:</b> Slapstick Mime Melodrama Puppetry	<b>Topic:</b> 'Shane' Devising Unit <b>Key concepts:</b> Characterisation Scripts Still images Slow motion Transitions	<b>Topic:</b> 'Shane' Devising Unit <b>Key concepts:</b> Characterisation Scripts Still images Slow motion Transitions	<b>Topic:</b> Noughts and Crosses <b>Key concepts:</b> Equality Inequality Tension Facial expressions Body language Gestures Tone of voice	<b>Topic:</b> Noughts and Crosses <b>Key concepts:</b> Equality Inequality Tension Facial expressions Body language Gestures Tone of voice
<b>Year 10</b>	<b>Topic:</b> Practitioner work <b>Key concepts:</b> Stanislavski Brecht Berkoff Frantic Assembly	<b>Topic:</b> Component 1 written exam <b>Key concepts:</b> Staging types Performance roles Key characters from play Vocal skills Physical skills Set/costume/lighting design from live theatre	<b>Topic:</b> Component 2 Devising Exam <b>Key concepts:</b> Introduction to stimulus Individual ideas and thoughts Collaboration with group work Rehearsals and key scenes of focus	<b>Topic:</b> Component 2 Devising Exam <b>Key concepts:</b> Individual ideas and thoughts Collaboration with group work Rehearsals and key scenes of focus	<b>Topic:</b> Component 2 Devising Exam <b>Key concepts:</b> Individual ideas and thoughts Collaboration with group work Rehearsals and key scenes of focus	<b>Topic:</b> Component 1 written exam <b>Key concepts:</b> Staging types Performance roles Key characters from play Vocal skills Physical skills Set/costume/lighting design from live theatre

## Drama Curriculum Content 2025-26

			Reflection on rehearsals and performance	Reflection on rehearsals and performance	Reflection on rehearsals and performance	
<b>Year 11</b>	<b>Topic:</b> Component 3 scripted exam <b>Key concepts:</b> Characterisation Vocal skills Body language Memorising scripted piece	<b>Topic:</b> Component 1 written exam <b>Key concepts:</b> Staging types Performance roles Key characters from play Vocal skills Physical skills Set/costume/lighting design from live theatre	<b>Topic:</b> Component 3 scripted exam <b>Key concepts:</b> Characterisation Vocal skills Body language Memorising scripted piece	<b>Topic:</b> Component 1 written exam/Component 2 Devising exam <b>Key concepts:</b> Staging types Performance roles Key characters from play Vocal skills Physical skills Set/costume/lighting design from live theatre	<b>Topic:</b> Component 1 written exam <b>Key concepts:</b> Staging types Performance roles Key characters from play Vocal skills Physical skills Set/costume/lighting design from live theatre	<b>Topic:</b> Component 1 written exam <b>Key concepts:</b> Staging types Performance roles Key characters from play Vocal skills Physical skills Set/costume/lighting design from live theatre