

Subject: Drama		Year Group: 7
Term 1 Key Focus/Topic(s): <ul style="list-style-type: none"> • Introduction and set play – Our Day Out (Mirrors GCSE Component 1 and 3) 	Term 2 Key Focus/Topic(s): <ul style="list-style-type: none"> • Set play – Our Day Out (Mirrors GCSE Component 1 and 3) 	Term 3 Key Focus/Topic(s): <ul style="list-style-type: none"> • Live theatre project (Mirrors GCSE Component 1- Section C)
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • Performance and assessment of scenes from the play – focusing on interpretation of character. 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Performance and assessment of scenes from the play – focusing on interpretation of character. 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Performances of scenes from a longer piece of devised drama, based on ideas from the live theatre production.
Term 4 Key Focus/Topic(s): <ul style="list-style-type: none"> • Live theatre project (Mirrors GCSE Component 1- Section C) 	Term 5 Key Focus/Topic(s): <ul style="list-style-type: none"> • Theory and acting skills presentations (Mirrors GCSE Component 1- Section A and B) 	Term 6 Key Focus/Topic(s): <ul style="list-style-type: none"> • Devised drama based on a stimulus (Mirrors GCSE Component 2)
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • Performances of scenes from a longer piece of devised drama, based on ideas from the live theatre production. 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> • Presentations of research findings - assessment of both content of presentations and quality of delivery. 	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> • Performances of devised pieces – work in progress and completed, final performance.

Rationale

- The Key Stage 3 curriculum has been planned to mirror the three areas of the GCSE drama course: working from a script, devising drama based on a stimulus and understanding the theory of acting and performing.
- By planning in this way, students will be more prepared for the rigour of the GCSE course, as well as taking a better understanding of how meaning is presented through performance, which aids English and the learning of Shakespeare and other drama texts.
- Incorporating a presentation into the course, develops students' skills in researching and presenting, which aids their studies in numerous subjects, not least drama.

Evaluation:

- Each term culminates in an assessed performance – from a script, devised pieces and a presentation to inform – to demonstrate ability of students to present information in a variety of ways.
- Students will build on previous work, using the assessment booklets as a source of technical terms to use when feeding back on performances.
- There should be a longer term improvement in GCSE grades
- There should be an improvement in students' ability to present information orally – English Spoken Language task/MFL/etc.