



## Drama Overview – Year 7

Drama is taught within the Performing Arts Department, offering students the opportunity to explore a range of exciting disciplines, both historical and contemporary. Key Stage 3 students receive two hours of drama lessons per fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Safety and Spatial/Personal Awareness	“Soldier soldier”	Audience Awareness and Performance Spaces
Topic Objectives	Students learn basic drama vocabulary, develop understanding of personal space and awareness, and understand how to perform choreographed actions safely.	A theme-based unit. Students develop skills of improvisation, characterisation and structure.	Students will begin to understand stage directions and the different parts of a stage, as well as learning about different types of stages. They will apply acting skills and use of space to different types of stage.
Acquired Knowledge/Skills	Students learn safety and spatial awareness through: <ul style="list-style-type: none"> <li>• Drama Games</li> <li>• Safe rules of conduct</li> <li>• Choreographed actions – trips and falls</li> <li>• Understanding the difference between a tableau and a still image</li> <li>• Creating both prepared and spontaneous improvisation work</li> </ul>	Students develop their skills and improvisation and characterisation through: <ul style="list-style-type: none"> <li>• Use of voice and intonation</li> <li>• The creation of split scenes</li> <li>• Learning key words and skills – forum theatre, gesture, juxtaposition</li> <li>• Structuring more extended prepared improvisations</li> <li>• Developing characters and stories</li> </ul>	Students demonstrate their knowledge of audience aware and performance spaces through: <ul style="list-style-type: none"> <li>• Understanding and writing stage directions using abbreviations</li> <li>• Labelling and using different areas of the stage</li> <li>• Learning the names and designs for a Thrust Stage, Proscenium Arch or Open Stage, Traverse Stage and Theatre-in-the-Round</li> <li>• Learning and using key terms – aside, sightlines, informative dialogue, and audience awareness.</li> <li>• Applying audience awareness and use of space to different stages.</li> </ul>
Assessments	Type: Performance based assessment Format: Improvisation Timing: End of half term Assessment Focus Students create an improvised work as a pair or ensemble, ready for performance. They will showcase different techniques they have learnt throughout the half term.	Type: Performance based assessment Format: Improvisation Timing: End of half term Assessment Focus: Students create a structured improvised work as a pair or ensemble, ready for performance	Type: Performance based assessment Format: Scripted and improvisation Timing: End of half term Assessment Focus: Students create performances through both scripted and improvised work, showcasing their knowledge of different types of stages.
Citizenship	<p><b>PSHE Development:</b>            Builds empathy – stepping into different roles helps students understand other people’s feelings, backgrounds, and perspectives.            Improves communication skills – students practise speaking clearly, listening actively, and using body language effectively.            Develops confidence and self-esteem – performing or contributing in drama activities encourages students to take safe risks and believe in themselves.            Encourages emotional literacy – exploring characters’ emotions helps students recognise, name, and manage their own feelings.            Supports teamwork and cooperation – drama relies on collaboration, trust, and shared responsibility.</p> <p><b>Careers Education:</b></p>		

Develops communication and presentation skills needed for interviews, meetings, and the workplace.  
 Builds confidence and self-belief, helping students perform under pressure.  
 Encourages teamwork and leadership, mirroring real workplace collaboration.  
 Improves problem-solving and adaptability through role-play and scenario work.  
 Helps students explore different job roles and career pathways in a practical, engaging way.

**Fundamental British Values:**

Democracy – students share ideas, take turns, and make group decisions during performances.  
 Rule of Law – drama activities require clear rules, structure, and mutual respect.  
 Individual Liberty – students are encouraged to express ideas, opinions, and creativity safely.  
 Mutual Respect – working in role builds understanding and respect for others.  
 Tolerance of Different Faiths and Beliefs – exploring diverse characters and stories promotes understanding and inclusion.

**SMSC Development:**

Spiritual – encourages reflection on identity, beliefs, emotions, and meaning through role, imagination, and storytelling.  
 Moral – helps students explore right and wrong, consequences, and ethical dilemmas in a safe, structured way.  
 Social – develops communication, teamwork, cooperation, and respect when working with others.  
 Cultural – exposes students to different cultures, traditions, and perspectives through characters, scripts, and scenarios.

	Spring 2	Summer 1	Summer 2
Topic(s)	The Flood	Creativity and Imagination	Devised Performance
Topic Objectives	Students are given scripted work. They learn how to direct a script, characterise a role within 'The Flood'. They will be applying appropriate skills to naturalistic and non-naturalistic forms of drama whilst learning and applying key vocabulary	Students explore how to use space, props, scenery and narration to create an environment for drama.	Students will be exploring ideas related to stimuli to create an extended improvisation. They will be creating their own plan for rehearsal and structuring their own piece, helping develop their independence.
Acquired Knowledge/Skills	Students develop their understanding in scripted work through: <ul style="list-style-type: none"> <li>• Characterisation (Voice, Posture &amp; Walk)</li> <li>• Directing and blocking movements for a scene</li> <li>• Learning about the style of delivery required for a chorus</li> <li>• Using synchronised speech and movement</li> <li>• Understanding how naturalistic and non-naturalistic styles of drama were presented in the text</li> </ul>	Students develop their skills in creativity and imagination through: <ul style="list-style-type: none"> <li>• Using objects to create a variety of props</li> <li>• Using materials to create scenery</li> <li>• Using narration and mime to create a quest</li> <li>• Using physical theatre to journey inside a giant</li> <li>• Creating soundscapes and sound effects to enhance the drama</li> </ul>	Students develop their skills devising through: <ul style="list-style-type: none"> <li>• Exploring and responding to a variety of stimulus to gather ideas for their devised performance.</li> <li>• Working independently, planning their own rehearsals and structuring their devised performance through improvisation.</li> </ul>
Assessments	Type: Performance based assessment Format: Scripted work Timing: End of half term Assessment Focus: Students rehearse and perform a script as an ensemble, ready for performance	Type: Performance based assessment Format: Improvisation Timing: End of half term Assessment Focus: Students use space, props and scenery to create an improvised piece of drama, ready for performance	Type: Performance based assessment Format: Extended improvisation - Devising Timing: End of half term Assessment Focus: Students devise an extended improvised piece of drama in an ensemble, ready for performance

Citizenship	<p><b>PSHE Development:</b>  Builds empathy – stepping into different roles helps students understand other people’s feelings, backgrounds, and perspectives.  Improves communication skills – students practise speaking clearly, listening actively, and using body language effectively.  Develops confidence and self-esteem – performing or contributing in drama activities encourages students to take safe risks and believe in themselves.  Encourages emotional literacy – exploring characters’ emotions helps students recognise, name, and manage their own feelings.  Supports teamwork and cooperation – drama relies on collaboration, trust, and shared responsibility.</p> <p><b>Careers Education:</b>  Develops communication and presentation skills needed for interviews, meetings, and the workplace.  Builds confidence and self-belief, helping students perform under pressure.  Encourages teamwork and leadership, mirroring real workplace collaboration.  Improves problem-solving and adaptability through role-play and scenario work.  Helps students explore different job roles and career pathways in a practical, engaging way.</p> <p><b>Fundamental British Values:</b>  Democracy – students share ideas, take turns, and make group decisions during performances.  Rule of Law – drama activities require clear rules, structure, and mutual respect.  Individual Liberty – students are encouraged to express ideas, opinions, and creativity safely.  Mutual Respect – working in role builds understanding and respect for others.  Tolerance of Different Faiths and Beliefs – exploring diverse characters and stories promotes understanding and inclusion.</p> <p><b>SMSC Development:</b>  Spiritual – encourages reflection on identity, beliefs, emotions, and meaning through role, imagination, and storytelling.  Moral – helps students explore right and wrong, consequences, and ethical dilemmas in a safe, structured way.  Social – develops communication, teamwork, cooperation, and respect when working with others.  Cultural – exposes students to different cultures, traditions, and perspectives through characters, scripts, and scenarios.</p>
-------------	---

## Drama Overview – Year 8



Drama is taught within the Performing Arts Department, offering students the opportunity to explore a range of exciting disciplines, both historical and contemporary. Key Stage 3 students receive two hours of drama lessons per fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Physical Theatre	‘Running Away’	Understanding Scripts
Topic Objectives	Students will be learning about and practice the physical theatre techniques used in ‘Poor Theatre’. They will aim to improve use of space and physicality in drama.	Students will focus on developing naturalistic acting skills, as well as their ability to create extended scenes with complex structures. They will consider the use of theatrical devices to enhance mood.	Students will further their learning of the scripted format, interpreting the writer’s intention. They will also work on rehearsing and directing a script, as well as creating their own ideas.
Acquired Knowledge/Skills	Students will demonstrate their physical theatre skills through:	Students will develop skills in naturalistic acting through: <ul style="list-style-type: none"> <li>• Developing the use of naturalistic acting</li> </ul>	Students will demonstrate their skills in understanding scripts through:

	<ul style="list-style-type: none"> <li>Using the imagination and the skills of Mime Concrete to transform the body into the body prop.</li> <li>Exploring the skills of pantomime blanche, to create characters.</li> <li>Experimenting with the use of a universal prop, within a scene.</li> <li>Demonstrating the physicality required to jump role.</li> <li>Creatively exploring the dramatic possibilities of jump role.</li> <li>Learning basic mask skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating empathy with realistic characters and situations</li> <li>Creating stories through prepared and spontaneous improvisation</li> <li>Juxtaposing a diary entries and flashback scenes</li> <li>Using music and lighting to enhance the mood of a scene</li> </ul>	<ul style="list-style-type: none"> <li>Knowing main features of the layout of a script</li> <li>Directing appropriate movements for script using gestures, levels, and proxemics.</li> <li>Writing your own scripts with stage directions</li> <li>Using physical theatre to interpret 'Sparkleshark.'</li> <li>Using actor/narrator to interpret 'Sparkleshark.'</li> <li>Directing scripts, manipulating use of space.</li> </ul>
Assessments	Type: Performance based assessment Format: Improvisation based off a stimulus Timing: End of half term Assessment Focus: Students rehearse and perform a script as an ensemble, ready for performance	Type: Performance based assessment Format: Extended improvisation through a stimulus Timing: End of half term Assessment Focus: Students rehearse and perform an extended improvisation as an ensemble, ready for performance	Type: Performance based assessment Format: Scripted work with an extended improvisation Timing: End of half term Assessment Focus: Students rehearse and perform a scripted piece as an ensemble, ready for performance

	Spring 2	Summer 1	Summer 2
Topic(s)	West Side Story	Greek Theatre	Devised Performance
Topic Objectives	Students will be demonstrating a sensitive response to the themes within 'West Side Story', using appropriate characterisation. They will be directing and organising large group scenes and perform action scenes.	Students will develop an understanding of the historical context of Greek Theatre, practising the skills required to create a performance in a Greek theatre Style.	Students will explore ideas related to stimuli to create an extended improvisation, known as devising.
Acquired Knowledge/Skills	<p>Students will be learning about the themes of the musical format through</p> <ul style="list-style-type: none"> <li>Dramatic exploration</li> <li>Creating a gang rap and using appropriate posture and body language in performance</li> <li>Organising and presenting large group scenes with understanding of space, character, body language and timing</li> <li>Developing the performance techniques to present an action scene with carefully choreographed moves</li> <li>Directing and creating an action scene, following direction in the script and to predict a scene taking clues from the story.</li> </ul>	<p>Students will be demonstrating their skills through:</p> <ul style="list-style-type: none"> <li>Create scenes with exaggerated movement</li> <li>Learn Key facts about Greek Theatre</li> <li>Explore a scripted extract from 'Oedipus the King' by Sophocles</li> <li>Apply the skill of chorus to improvisation and script</li> <li>Explore the story of King Oedipus through improvisation and mime</li> <li>Make simple Greek Style Masks</li> <li>Explore the concept of reported tragedy</li> <li>Devise a modern improvisation incorporating reported tragedy.</li> </ul>	<p>Students will demonstrate their devising ability through:</p> <ul style="list-style-type: none"> <li>Exploring and responding to a variety of stimulus to gather ideas for their devised performance.</li> <li>Working independently, planning their own rehearsals and structuring their devised performance through improvisation.</li> </ul>

<b>Assessments</b>	Type: Performance based assessment Format: Scripted performance Timing: End of half term Assessment Focus: Students rehearse and perform a script as an ensemble, ready for performance	Type: Performance based assessment Format: Scripted performance Timing: End of half term Assessment Focus: Students rehearse and perform a script as an ensemble, ready for performance	Type: Performance based assessment Format: Improvised performance through devising Timing: End of half term Assessment Focus: Students rehearse and perform their extended improvisation as an ensemble, ready for performance
<b>Citizenship</b>	<p><b>PSHE Development:</b>          Builds empathy – stepping into different roles helps students understand other people’s feelings, backgrounds, and perspectives.          Improves communication skills – students practise speaking clearly, listening actively, and using body language effectively.          Develops confidence and self-esteem – performing or contributing in drama activities encourages students to take safe risks and believe in themselves.          Encourages emotional literacy – exploring characters’ emotions helps students recognise, name, and manage their own feelings.          Supports teamwork and cooperation – drama relies on collaboration, trust, and shared responsibility.</p> <p><b>Careers Education:</b>          Develops communication and presentation skills needed for interviews, meetings, and the workplace.          Builds confidence and self-belief, helping students perform under pressure.          Encourages teamwork and leadership, mirroring real workplace collaboration.          Improves problem-solving and adaptability through role-play and scenario work.          Helps students explore different job roles and career pathways in a practical, engaging way.</p> <p><b>Fundamental British Values:</b>          Democracy – students share ideas, take turns, and make group decisions during performances.          Rule of Law – drama activities require clear rules, structure, and mutual respect.          Individual Liberty – students are encouraged to express ideas, opinions, and creativity safely.          Mutual Respect – working in role builds understanding and respect for others.          Tolerance of Different Faiths and Beliefs – exploring diverse characters and stories promotes understanding and inclusion.</p> <p><b>SMSC Development:</b>          Spiritual – encourages reflection on identity, beliefs, emotions, and meaning through role, imagination, and storytelling.          Moral – helps students explore right and wrong, consequences, and ethical dilemmas in a safe, structured way.          Social – develops communication, teamwork, cooperation, and respect when working with others.          Cultural – exposes students to different cultures, traditions, and perspectives through characters, scripts, and scenarios.</p>		

## Drama Overview – Year 9



Drama is taught within the Performing Arts Department, offering students the opportunity to explore a range of exciting disciplines, both historical and contemporary. Key Stage 3 students receive two hours of drama lessons per fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Dramatic Tension	Brecht	“Bouncers”

<b>Topic Objectives</b>	Students will be exploring how tension in drama can be created through character and circumstance, timing, voice, pace and lighting.	Students will be learning to define and demonstrate a range of non-naturalistic techniques, developing an understanding of the influence of the director Bertolt Brecht on modern theatre.	Students will explore non-naturalistic techniques used in the play 'Bouncers by John Godber.
<b>Acquired Knowledge/Skills</b>	Students will demonstrate the skills acquired through: <ul style="list-style-type: none"> <li>• Creating scary tension through intonation and acting skills</li> <li>• Creating comic tension through situation, character and circumstance</li> <li>• Creating tension and embarrassment through character and circumstance</li> <li>• Using timing, entrances and exits, space &amp; direct-audience address</li> <li>• Using lighting, music, torch light and blackouts to enhance the effect of the scene.</li> </ul>	Students will demonstrate the skills acquired through: <ul style="list-style-type: none"> <li>• Using non-naturalistic techniques such as: <ul style="list-style-type: none"> <li>○ Voice Overs</li> <li>○ Captions</li> <li>○ Silent Movies</li> <li>○ Multiple role-playing</li> <li>○ Direct Audience Address</li> </ul> </li> <li>• Exploring the Verbatim story of Derrick Bentley using non-naturalistic techniques; mime, voice-over, captions, actor/narrator, multiple role-playing</li> </ul>	Students will demonstrate the skills acquired through: <ul style="list-style-type: none"> <li>• Exploring the non-naturalistic techniques used in 'Bouncers' by John Godber; jump-role, actor/narrator, direct audience address, synchronised speech and movement.</li> <li>• The interpretation of comedic elements from Bouncers using appropriate non-naturalistic techniques and exaggerated characterisation.</li> </ul>
<b>Assessments</b>	Type: Performance based assessment Format: Improvisation Timing: End of half term Assessment Focus: Students create an improvisation as an ensemble, ready for performance	Type: Performance based assessment Format: Scripted performance Timing: End of half term Assessment Focus: Students rehearse and perform a script as an ensemble, ready for performance	Type: Performance based assessment Format: Scripted performance Timing: End of half term Assessment Focus: Students rehearse and perform a script as an ensemble, ready for performance

	Spring 2	Summer 1	Summer 2
<b>Topic(s)</b>	Blood Brothers	Spontaneous Improvisation	Devised Performance
<b>Topic Objectives</b>	Students will explore the play text 'Blood Brothers,' to create and develop characterisation with emotional impact. They will use the play text to develop an appreciation of the themes and style of performance. They will practice the skills of directing with the play text incorporating the use of theatrical devices.	Students will develop the skills necessary to create and sustain an effective spontaneous improvisation. They will develop an appreciation of spontaneous improvisation as a tool for creating unusual and imaginative drama.	Students will explore ideas related to the theme 'Visions of the Future' to create an extended improvisation.
<b>Acquired Knowledge/Skills</b>	Students will showcase their understanding of Blood Brothers through: <ul style="list-style-type: none"> <li>• Using appropriate acting skills to interpret a scene of persuasion.</li> <li>• Exploring the themes of the text through drama.</li> <li>• To explore the concept of centres of weight, tone and pace to aid characterisation.</li> </ul>	Students will demonstrate their improvisational skills acquired through: <ul style="list-style-type: none"> <li>• Games to improve thinking skills</li> <li>• A 'yes' attitude – accepting ideas offered</li> <li>• Sustaining the drama – keeping the improvisation going</li> <li>• Spontaneously improvising a range of characters and situations</li> </ul>	Students will further develop their devising skills through: <ul style="list-style-type: none"> <li>• Pupils explore and respond to a variety of stimulus to gather ideas for their 'Visions of the Future' drama.</li> <li>• Pupils work independently, planning their own rehearsals and structuring their devised performance through improvisation.</li> </ul>

	<ul style="list-style-type: none"> <li>• To practise blocking movement and directing.</li> <li>• To demonstrate the use of proxemics, facial expression and body language to interpret relationships.</li> <li>• To consider the use of space and lighting to interpret a scene</li> <li>• To attempt to show real emotion in a polished performance.</li> </ul>		
Assessments	Type: Performance based assessment Format: Scripted performance Timing: End of half term Assessment Focus: Students rehearse and perform a script as an ensemble, ready for performance	Type: Performance based assessment Format: Spontaneous Improvisation Timing: End of half term Assessment Focus: Students create a spontaneous improvisation as an ensemble, ready for performance	Type: Performance based assessment Format: Improvised performance through devising Timing: End of half term Assessment Focus: Students rehearse and perform their extended improvisation as an ensemble, ready for performance
Citizenship	<p><b>PSHE Development:</b>  Builds empathy – stepping into different roles helps students understand other people’s feelings, backgrounds, and perspectives.  Improves communication skills – students practise speaking clearly, listening actively, and using body language effectively.  Develops confidence and self-esteem – performing or contributing in drama activities encourages students to take safe risks and believe in themselves.  Encourages emotional literacy – exploring characters’ emotions helps students recognise, name, and manage their own feelings.  Supports teamwork and cooperation – drama relies on collaboration, trust, and shared responsibility.</p> <p><b>Careers Education:</b>  Develops communication and presentation skills needed for interviews, meetings, and the workplace.  Builds confidence and self-belief, helping students perform under pressure.  Encourages teamwork and leadership, mirroring real workplace collaboration.  Improves problem-solving and adaptability through role-play and scenario work.  Helps students explore different job roles and career pathways in a practical, engaging way.</p> <p><b>Fundamental British Values:</b>  Democracy – students share ideas, take turns, and make group decisions during performances.  Rule of Law – drama activities require clear rules, structure, and mutual respect.  Individual Liberty – students are encouraged to express ideas, opinions, and creativity safely.  Mutual Respect – working in role builds understanding and respect for others.  Tolerance of Different Faiths and Beliefs – exploring diverse characters and stories promotes understanding and inclusion.</p> <p><b>SMSC Development:</b>  Spiritual – encourages reflection on identity, beliefs, emotions, and meaning through role, imagination, and storytelling.  Moral – helps students explore right and wrong, consequences, and ethical dilemmas in a safe, structured way.  Social – develops communication, teamwork, cooperation, and respect when working with others.  Cultural – exposes students to different cultures, traditions, and perspectives through characters, scripts, and scenarios.</p>		