

## Drama at Meols Cop

Our vision is for all students to experience drama as a powerful tool to explore and question the world by stepping into others' shoes. This core belief aims to instil a passion for Drama and Theatre. Our lessons foster respect, encouraging students to take risks, ask questions, and develop empathy. Through issue-based units, students cultivate compassion, patience, understanding, generosity, and resilience, becoming lifelong learners.

Our curriculum enables students to understand drama as an art form, use performance skills independently, and become reflective practitioners. They gain cultural capital by studying practitioners, playwrights, staging, history, styles, and genres. Analytical and evaluative skills are developed both practically and in writing, preparing students for further study at GCSE.

Our mission is to nurture students' creativity and ensure progress in both practical and academic aspects of drama. Beyond studying plays and performing, drama teaches responsibility, empathy, problem-solving, risk-taking, and resilience. It explores society, history, relationships, and communication, helping students understand each other and the wider world

### Year 7

**The focus for each unit in Year 7 is for students to develop a their understanding of key drama skills and techniques. They will look at creating their own performances within a framework of an existing story, develop performance skills in different genres and explore a well known play text. Through these units students will build their self-confidence, resilience and be able to express themselves creatively.**

#### Autumn Term 1

##### **Matilda**

The scheme is based on a well known story. It uses the structure of Matilda to guide learners through a shared creation of their own dramatic versions of key scenes. Students will be using a range of strategies that will enable them to explore and respond to different situations, convey action, atmosphere and tension.

Students will explore:

- That negotiating ideas, co-operating and building effective working relationships are essential skills in drama
- How drama conventions and techniques can be used to explore a story and characters.
- Still Image
- Hot Seating
- Body as Props
- Using Dialogue
- Physical and Vocal performance skills

#### Spring Term 1

##### **Mime & Slapstick Comedy**

The scheme introduces learners to the genre of Mime and the skills and techniques to create comedic mime sequences.

Students will explore:

- How to develop their own scenes
- Mime & Invisible Objects
- Fast & Slow Reactions
- Slapstick and Choreography
- Rule of Three
- Using music to enhance atmosphere
- Physical performance skills

#### Summer Term 1

##### **Blood Brothers**

Students will be introduced to script work, how a script looks and performing from one. Students will explore extracts from the play Blood Brothers studying the context around the story and the skills of characterisation.

Students will explore:

- What a script is and its conventions.
- How to perform a script.
- How to analyse characters.
- Page to Stage using stage directions
- Creating Atmosphere
- Blocking a scene
- Rehearsing a scene.
- Physical and Vocal skills

## Year 8

Drama in Y8 builds on the foundation skills in performance that students developed in Y7. Students will further explore their performance skills through different genres including a social drama, physical theatre and a devising unit based around consequences of risky behaviours. In year 8 we take a deeper look at approaching a text from an interpretation and rehearsal process in addition to what makes a performance effective. Students will develop their analytical and evaluative language through self and peer evaluation.

| Autumn Term 1  | Spring Term 1  | Summer Term 1  |
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| <p><b>Interpreting Scripts</b><br/>Students will explore:</p> <ul style="list-style-type: none"><li>• How to interpret scripts scenes and characters for performance</li><li>• To revisit the conventions of a script and its structure.</li><li>• Introduction to the Theatre Practitioner Stanislavski.</li><li>• Context</li></ul> <p>They will understand and apply:</p> <ul style="list-style-type: none"><li>• Given Circumstances.</li><li>• Blocking and Stage Directions.</li><li>• Vocal Skills and Characterisation.</li><li>• Non-Verbal Communication to demonstrate tension.</li><li>• Rehearsal and feedback</li><li>• Physical and Vocal performance skills.</li></ul> | <p><b>Physical Theatre</b><br/>Students will explore:</p> <ul style="list-style-type: none"><li>• Physical Theatre as a genre</li><li>• Techniques used within Physical Theatre</li><li>• Working as an ensemble</li></ul> <p>They will understand and apply:</p> <ul style="list-style-type: none"><li>• Sequencing and Choreography</li><li>• Mime and Pace, Unison and Canon</li><li>• Add-On Technique</li><li>• Stage combat skills</li><li>• Combining Dialogue and Physical Theatre</li></ul> | <p><b>Consequences</b><br/>Students will explore:</p> <ul style="list-style-type: none"><li>• The implications of alcohol misuse</li><li>• Plan their own scenes with a brief stimulus</li><li>• Use of the techniques studied</li><li>• Plan for a target audience</li></ul> <p>They will understand and apply:</p> <ul style="list-style-type: none"><li>• Character Motivations</li><li>• Still Images and Transitions</li><li>• Using flashback</li><li>• Naturalistic and Non-Naturalistic performance techniques</li><li>• Planning a piece with a message for a target audience</li><li>• Physical and Vocal performance skills</li></ul> |

## Year 9

In year 9 students will apply their knowledge and understanding of what makes effective performances by developing their knowledge of dramatic techniques and applying them to an issue based devised performance. They will explore extracts from a previous GCSE play and consider how the context and themes are presented throughout. Towards the end of their KS3 drama journey students will look at Drama within the wider context of Theatre Industry, learning about careers and professional theatre.

### Autumn Term 1

#### DNA – Dennis Kelly

Students will explore:

- Key themes within a text through contextual knowledge and understanding.
- How to use a script, what the term blocking means and how to apply this practically.
- Developing character profiles using rehearsal techniques (off text improvisation, hot-seating) and gain an understanding of character motivation etc
- How to improve and develop practical work through rehearsals with specific focus on: Use of Voice, Body/Space, Movement, Character Interaction.
- To refine performance through teacher feedback, self and peer evaluation.
- To combine learning and perform from memory a section of text.
- To analyse and evaluate the effectiveness of their work

### Spring Term 1

#### Devising from a Stimulus

Students will explore:

- How to devise and plan original drama.
- How to work together in a group and use rehearsal time effectively.
- To evaluate their own work, with respect to personal aims.

They will understand and apply:

- *Devising using Still Images and Thought Tracking*
- *Devising using Flashbacks*
- *Devising using Cross-Cutting*
- *Developing Character*
- *Structure*
- *Giving Effective Feedback*
- *Performing a Devised Performance*
- *Evaluating a Devised Performance*

### Summer Term 1

#### The Theatre Industry

Students will explore:

Where and how to find information on careers within the performing arts industry  
A range of job roles  
What the skills and qualifications are needed for specific job roles and how much they could expect to earn.

They will understand and apply:

Research skills  
Response to questioning  
Transferable skills gained in KS3  
Analysis of professional work

**Year 10**

**In Year 10 students develop their learning from KS3 at a deeper level. They begin the study of their GCSE set text and experience all three components of the GCSE in both practical and theory mocks.**

**At KS4 students will actively engage in the process of dramatic study to become effective independent critical thinkers with enquiring minds. They will work imaginatively, creatively and collaboratively to generate, develop and communicate ideas. Students will consider and explore the impact of social, cultural, historical and political influences of drama texts and activities.**

**They will further develop and demonstrate competence in a range of practical and creative performance skills including analysis and evaluation of their own work and that of others including professional live productions.**

**Autumn Term 1**

Further exploration of the Devising process and dramatic techniques. Students work through devising a performance in a mock of Component 1 based on a given stimulus. This includes both practical and written assessments of their pieces.

**Spring Term 1**

Students are given free choice of texts to explore and work in pairs or small groups to plan, rehearse and perform an extract from their chosen play in a mock version of their component 2 exam.

**Summer Term 1**

Students learn about the different styles and genres of practitioners and theatre companies. They will develop short performances in their chosen style in preparation for Component 1.

**Autumn Term 2**

Students are introduced to the set text they will complete their written exam on at the end of KS4. They will learn about the key themes, character analysis and style of the play and practically explore key scenes from it. This will be assessed in a mock written exam.

**Spring Term 2**

Students are introduced to the live performance they will analyse and evaluate for Section B of their Component 3 exam. They will practically explore the play and learn how to respond to a question based around the performance skills they have studied from the production.

**Summer Term 2**

Students begin to explore the stimulus released by the exam board for their Component 1 exam in term 1 of Y11.

**Year 11**

**Students will complete 3 Components of the course this year.**

**Component 1: Devising Theatre**

**Component 2: Performance from a text**

**Component 3: Interpreting Theatre**

**Autumn Term 1**

In groups students will develop a performance in response to the stimuli set by the exam board. They will maintain a portfolio of notes which evidence the creation process. The performance is finalised through rehearsals and performed to an invited audience.

**Spring Term 1**

A portfolio of evidence for C1 and an evaluation will be submitted once completed under controlled conditions.  
Students begin to explore and select texts for their Component 2 exam.  
Students will continue their preparation for their Component 3 exam.

**Autumn Term 2**

A full Component 3 mock exam will be completed

**Spring Term 2**

Students will prepare 2 extracts from a published text. This text will contrast to the text studied for component 3. They will prepare for this performance through structured rehearsals and perform this to a visiting examiner.