DRAMA

Topics taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 7	**Inside Out** Students begin their Drama journey by learning essential performance skills and key terminology. They develop an understanding of body language, facial expression, voice and basic stagecraft through collaborative practical tasks. **Darkwood Manor** Students extend their core skills through structured storytelling and ensemble performance. They deepen their understanding of dramatic techniques while strengthening teamwork and creative thinking.	**Superheroes** Students consolidate prior learning and are introduced to more focused performance forms, particularly monologues and duologues. Emphasis is placed on character development, vocal expression and audience engagement. **Commedia dell'arte** Students explore this influential theatrical genre, examining stock characters and physical theatre techniques. They learn how historical traditions continue to shape contemporary performance and expand their understanding of key drama terminology, including stimulus, devised scenarios and audience awareness.	**Introduction to Shakespeare** Students are introduced to Shakespeare's plays in an accessible and engaging way. They explore themes, character relationships and language through creative performance activities. **Titanic** Students apply and refine the skills developed throughout the year. They explore more advanced dramatic strategies such as narration, split scene and thought tracking. This unit encourages deeper characterisation, stronger audience awareness and more confident ensemble performance.
Year 8	**Hideaways and Status** Students explore how status can be communicated through voice, movement, levels and proxemics. They examine symbolism and character relationships, applying their understanding to create a performance piece based on studied narratives. **The Island** Students explore theatre design elements, developing their understanding of how lighting, sound, set and staging contribute to atmosphere and storytelling. This enhances their awareness of the collaborative nature of live performance**.**	**Physical Theatre** Students use their bodies creatively to form characters, settings and transitions. They develop ensemble skills through techniques such as slow motion, cannon, mirroring and unison, culminating in a structured Physical Theatre performance. **Silent Movies** Students study Melodrama and Silent Film genres, focusing on exaggerated characterisation and expressive storytelling without dialogue. They develop mime and physical communication skills, building clarity and confidence.	**Political Theatre** Students are introduced to Epic Theatre and the practitioner Bertolt Brecht. They explore how theatre can communicate political and social messages in a stylised and engaging way, developing their devising skills and audience awareness. **Murder Mystery** In this final unit, students apply the skills they have developed throughout the year to create a suspenseful and engaging performance. They focus on tension, characterisation and storytelling, drawing together physical, vocal and devising techniques.

Year 9	**Mondays** Students use the story of Brenda Spencer as a stimulus to create drama. They explore character motivation, context and sensitive themes, developing thoughtful and purposeful performance work. **Iconic** Students draw inspiration from iconic television, theatre, film and literature to create drama. They explore style, audience impact and creative interpretation, developing their ability to respond imaginatively to established works.	**Face** Students explore The Face from the perspective of a performer, applying physical theatre techniques and stylistic approaches to interpret and stage the play creatively. **Naturalism: Monologues and Duologues** Students study the style of Naturalism, focusing on realistic performance techniques. They create monologues, duologues and group scenes from a range of stimuli, refining their ability to portray believable characters with depth and authenticity.	**Noughts and Crosses** Students rehearse and perform key scenes from Noughts and *Crosses*, focusing solely on their development as performers. They refine their use of voice, movement and characterisation, demonstrating increasing independence, confidence and understanding of the play's themes in preparation for more advanced performance work. **Comedy into Devising Project** Students study different genres and sub-genres of comedy, exploring timing, characterisation and audience engagement. They then devise an original piece of theatre using a stimulus, drawing together the skills developed throughout the year.

Year Group	What parents can do to support learning	Useful links and reference materials	Revision for end of Year Exam
Year 7	Discuss their work, use subject-specific vocabulary, and explore creative opportunities such as reading aloud or attending live performances.	www.nationaltheatre.org.uk/nt-schools https://www.rsc.org.uk/education https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://dramatoolkit.co.uk	N/A
Year 8	Discuss their work, use subject-specific vocabulary, and explore creative opportunities such as reading aloud or attending live performances.	www.nationaltheatre.org.uk/nt-schools https://www.rsc.org.uk/education https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://dramatoolkit.co.uk	N/A
Year 9	Discuss their work, use subject-specific vocabulary, and explore creative opportunities such as reading aloud or attending live performances.	www.nationaltheatre.org.uk/nt-schools https://www.rsc.org.uk/education https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://dramatoolkit.co.uk	N/A