

DRAMA

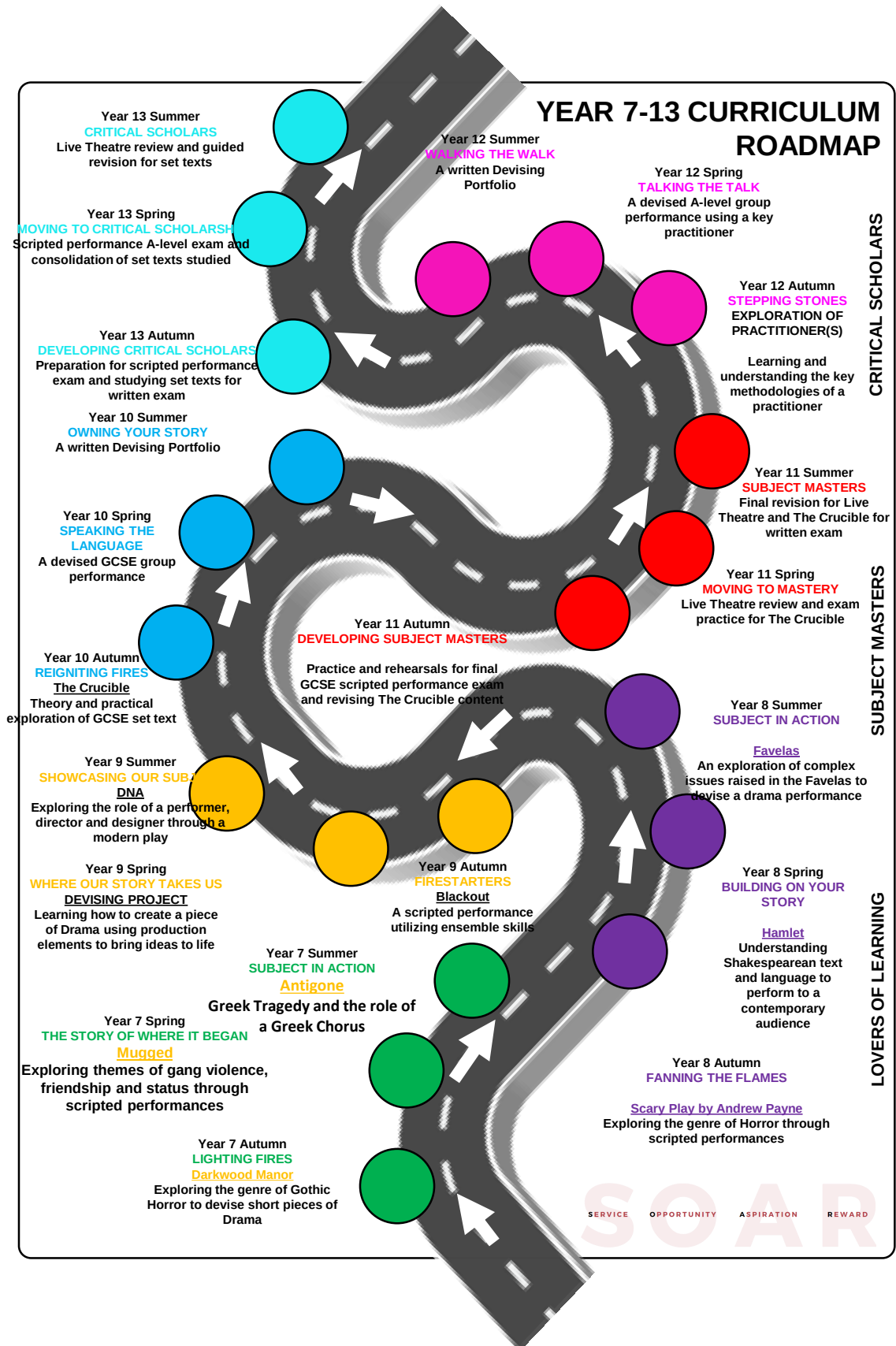


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S **O** **A** **R**

SERVICE **OPPORTUNITY** **ASPIRATION** **REWARD**

Drama Curriculum: KS3 – KS5



Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all Drama lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in **Drama** look like this:

BLACKOUT
BY DAVEY ANDERSON

DO NOW

"You can feel your blood boiling over."

Create a **vocal** interpretation of this line that communicates his **distress**.

Tone	Volume	Pace	Pitch
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Y7 Drama

AP2 Practice & Preparation

Response to Creon's decisions using knowledge of Greek plays and skills of Greek chorus

Character Analysis: Antigone

Application of choral techniques to the character of Tiresias

How are choral techniques effective in a group performance?

Practice a range of Greek choral techniques using lines from Antigone

Setting the scene: Antigone

Family tree – who are the main characters; still images of chronology of the play

Understanding character relationships and status

Marky's early relationships with other characters with a focus on dynamics

Role of media in spreading stereotypes

Using cross cutting to exaggerate character descriptions

Setting the Scene: Mugged

Key themes and context in a scripted performance of gang violence and friendship

Devising: Using the body as a prop

Physical theatre used to create rooms

AP1 Practice & Preparation

To use ensemble skills to create a role play with a spooky atmosphere

Setting the scene: What makes an interesting story?

Structure, character conflicts, groups setting

Inside Darkwood Manor

Character immersion in a horror context

How is your progress measured in Drama in Autumn Term?

Autumn: Devising – Darkwood Manor House

Performance: creating a role-play which aims to create tension and clear characterisation

- Vocal skills
- Physical skills
- Characterisation
- Peer evaluation (**verbal**)

Emerging	Achieving	Excelling
I can use my voice in a performance I can use my physicality in a performance I can identify what I thought was impressive or not successful in a piece of drama.	I can begin to make some vocal choices to show character. (<i>volume, pitch, pace, tone</i>) I can begin to make some physicality choices to show character (<i>gestures, body language, facial expressions</i>) I can begin to use my body as a prop to create atmosphere and tension for the audience I can identify when skills were used as strengths and areas of improvement	I can use a range of vocal skills confidently and consistently to show character. (<i>volume, pitch, pace, tone, emphasis, pauses</i>) I can use a range of physical skills confidently and consistently to show character. (<i>facial expressions, posture, body language, gestures, movement, and levels</i>) I can use my body as a prop creatively and confidently to create atmosphere and tension for the audience. I can explain why performance choices were made and include what it showed the audience.

Topic: Darkwood Manor

Autumn Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging: Discuss ideas for a story	Create freeze frames which shows a clear beginning, middle and end of a scene
	Achieving: Understand the key ingredients (character, setting, conflict and resolution) to create a strong storyline.	
	Excelling: Understand and include key ingredients to create a strong and engaging storyline which fits with the gothic genre.	
2	Emerging: Creating ideas for a character	Through pair work, improvise a discussion on why your character would like to enter the 'Darkwood Manor house'
	Achieving: Understand how to create a believable character by using voice and movement.	
	Excelling: embodying a believable character with depth	
3	Emerging: Responding to narration	Create a role-play led by self narration as the group approach the 'Darkwood Manor house'
	Achieving: Understand how to use narration to guide the audience through a story.	
	Excelling: Embed characters thoughts and feelings into narration and include other contextual factors to develop the story.	
4	Emerging: Attempt to create a still image of a statue	Create statues which develop into a movement sequence, depicting different emotions
	Achieving: Transition from one position to another using appropriate body language within the movement.	
	Excelling: Transitioning effectively with others using space and levels.	
5	Emerging: using the body to create an object	Use the body to create a room in the 'Darkwood Manor house' which develops into the use of soundscapes and movement
	Achieving: Understand how to use your body and physical positioning that reflects objects clearly.	
	Excelling: A creative use of a body that uses exaggeration to physicalise objects.	
6	Emerging: Performing the opening to the role-play	Create the middle and ending of a scenario which shows something disastrous happening in the 'Darkwood Manor house'
	Achieving: Understand how to structure a scene with a beginning, build up, climax and resolution to build tension.	
	Excelling: Using marking the moment effectively to increase the tension of the disastrous moment	
7	Emerging: Some use of slow motion within a moment	Apply thought-tracking and slow motion to your role-play to mark the moment
	Achieving: Understand how to mark key moments in a scene using techniques like freeze frame, slow motion or thought tracking.	
	Excelling: Experimenting with a range of techniques to mark a key moment	

How is your progress measured in Drama in Spring Term?

Spring: Scripted Performance from Mugged by Andrew Payne

Performance: rehearse and perform a scripted ensemble performance which aims to convey a range of emotions and group dynamics

- Vocal skills
- Physical skills
- Characterisation
- Staging
- Peer evaluation (verbal)

Emerging	Achieving	Excelling
I can use my voice in a performance I can use my physicality in a performance I can identify what I thought was impressive or not successful in a piece of drama.	can begin to make some vocal choices to show character. (<i>volume, pitch, pace, tone, pauses</i>) I can begin to make some physicality choices to show character (<i>gestures, body language, facial expressions, movement</i>) I can begin to use non-verbal communication skills within the performance I can identify when skills were used as strengths and areas of improvement	I can use a range of vocal skills confidently and consistently to show character. (<i>volume, pitch, pace, tone, emphasis, pauses</i>) I can use a range of physical skills confidently and consistently to show character. (<i>facial expressions, posture, body language, gestures, movement, and levels</i>) I can use my non-verbal communication skills creatively and confidently within the performance. I can explain why performance choices were made and include what it showed the audience.

Topic: Mugged

Spring Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging: Discuss the difference between friendship and a gang	Creating a role play which best shows the way that gangs treat those outside of a gang.
	Achieving: Understand how to show the difference between a gang and a friendship group through body language and gestures.	
	Excelling: Showing status and power through the use of space and levels	
2	Emerging: Understanding the events to the opening of the play: Mugged	Use both movement and voice to communicate the characters nervousness within the opening of the play
	Achieving: Understand how to show the characters are nervous through the tone of voice.	
	Excelling: Applying a range of vocal skills and movement to communicate the characters' nervousness.	
3	Emerging: Making basic choices to rehearse the scene	Rehearse the scene to communicate the group dynamics between the characters
	Achieving: Understand how to show character status through voice and movement.	
	Excelling: Confidently showing character status in depth through a range of vocal skills, movement and space.	
4	Emerging: Create four clear images	Create four clear images which leads to the events of the characters attack, using a combination of slow motion and mime.
	Achieving: Understand how to show the emotion of loss using slow, deliberate movement, facial expressions and gestures.	
	Excelling: Highly controlled and purposeful movement, with a range of facial expressions.	
5	Emerging: Inconsistent focus of the scene and limited believability	Re-enact the scene showing conviction in the use of physicality and voice
	Achieving: To create a clear and believable performance to show the concept of loss	
	Excelling: showing full commitment and staying in role throughout	
6	Emerging: Some use of non-verbal	Mark the moment in the scene through non-verbal techniques: Sill image/pauses/slow motion
	Achieving: Understand how to communicate through facial expressions, gestures and movements to create a non-verbal performance	
	Excelling: Detailed and controlled use of non-verbal using a range of movement, facial expressions and gestures which effectively tells the story.	
7	Emerging: An attempted use of cross-cutting	Create a news report on the characters attack as the rest of the characters react to the news through cross-cutting
	Achieving: Understand how to use cross-cutting to show different moments or perspectives in a performance.	
	Excelling: Smooth and purposeful use of cross-cutting which shows a clear contrast	
8	Emerging: Basic use of volume to perform a character	Rehearse a perform a scene to present how your character is feeling on the inside rather than how they act on the outside
	Achieving: Showing an emotion clearly through voice and facial expressions.	
	Excelling: Confidently using a wide and believable range of emotions.	

How is your progress measured in Drama in Summer Term?

Summer: Antigone

Performance: creating an ensemble performance in the style of a Greek Chorus

- Vocal skills
- Physical skills
- Choral techniques
- Peer evaluation (**verbal**)

Emerging	Achieving	Excelling
I can use my voice in a performance I can use my physicality in a performance I can identify what I thought was impressive or not successful in a piece of drama.	I can begin to make some vocal choices to show character. (volume, pitch, pace, tone) I can begin to make some physicality choices to show character (gestures, body language, facial expressions) I can show some expression in the style of a Greek Chorus (Unison, Canon, Echo. I can identify when skills were used as strengths or areas of development.	I can use a range of vocal skills confidently and consistently to show character. (volume, pitch, pace, tone, emphasis, pauses) I can use a range of physical skills confidently and consistently to show character. (facial expressions, posture, body language, gestures, movement, and levels) I can perform with confidence and expression in the style of a Greek Chorus (Unison, Canon, Echo). I can explain why performance choices were made and include what it showed the audience.

Topic: Antigone

Summer Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging: Understand the main events of Antigone	Create still images in small groups to show key moments within the story
	Achieving: Illustrate the main events of Antigone through still images	
	Excelling: Use physicality and space creatively to communicate scenes of Antigone	
2	Emerging: Use gestures to communicate interactions between characters	Perform a short scene with exaggerated expressions and movement - no speaking allowed.
	Achieving: Use movement to communicate emotions and character relationships	
	Excelling: Use physical skills with exaggeration to communicate the dialogue clearly between characters.	
3	Emerging: Understand how levels and stage space can communicate character relationships.	Block a short scene using high, medium, and low levels and explain the choices made.
	Achieving: Understand and perform using levels and space to show power and relationships.	
	Excelling: Manipulate levels, proxemics and staging with confidence to communicate status, power and dramatic tension.	
4	Emerging: Understand how mime can be used to tell a story without dialogue.	Devise a mime sequence showing the conflict between Antigone and Creon.
	Achieving: Explore and apply mime to tell a story without words.	
	Excelling: Use precise and controlled mime skills to communicate narrative, conflict and emotion clearly to an audience.	
5	Emerging: Understand the purpose and role of the Greek Chorus in Ancient Greek Theatre.	Create own Greek Chorus in small group focusing on vocal skills.
	Achieving: Understand how to begin to create a Greek Chorus using voice including unison, canon, echo.	
	Excelling: Apply vocal techniques confidently to create an effective Greek Chorus that enhances atmosphere and storytelling.	
6	Emerging: Understand how vocal and physical skills work together within a Greek Chorus.	Create Greek Chorus in group using speech from the people of Thebes.
	Achieving: Develop understanding of Greek Chorus by combining vocal and physical skills including unison, canon, echo.	
	Excelling: Perform a cohesive Greek Chorus using synchronised vocal and physical skills to communicate meaning and emotion.	
7	Emerging: Understand how character work can be combined with Greek Chorus conventions.	Create conflict conversation between Creon and Tiresias that uses a combination of Greek Chorus and character work.
	Achieving: Demonstrate how to combine Greek Chorus with character work using Tiresias and Creon.	
	Excelling: Seamlessly integrate Greek Chorus conventions with characterisation to enhance conflict and audience understanding.	
8	Emerging: Understand the requirements of the assessment and how to apply Greek Chorus techniques.	Develop initial ideas for assessment combining voice, physicality and movement.
	Achieving: Prepare for assessment using Greek Chorus skills and knowledge of Antigone.	
	Excelling: Independently apply Greek Chorus conventions and performance skills to create a confident and well-developed assessment performance.	
9	AP2	

Y8 Drama

Developing Ensemble Skills

Using stylised skills and choreography to interpret climatic scenes.

AP2 Practice & Preparation

A scripted scene with devised stylised skills to create impact

Introduction to Lord of the Flies

Understanding the setting and exploring the introduction characters

Developing Character

Exploring status, class, power and group dynamics

Exaggerated Theatre: Hamlet

Application of mime to create a re-enactment of Hamlet's father's death, to get Claudius to confess.

Character Development Tasks: Hamlet

Rehearsing key scenes, using drama skills to bring the relationships between Hamlet and the other characters to life.

Setting the Scene: Hamlet

Key themes and within a Shakespeare play and the language used.

AP1 Practice & Preparation

Using choral skills for both voice and movement to create an ensemble performance which aims to create tension within a scene.

Creating Suspense and Tension: Scary Play

Application of techniques which can create tension within a scene - focussing on character fears.

Setting the scene: Scary Play

Introducing the genre of horror and suspense by building ingredients to what makes a good story.

Understanding of Character Status: Scary Play

Bringing opening scenes to life to show understanding of the setting and character dynamics.

How is your progress measured in Drama in Autumn Term?

Autumn: Scripted Performance from Scary Play by Andrew Payne

Performance: creating an ensemble performance which aims to create tension within a scene.

- Vocal skills
- Physical skills
- Choral techniques
- Characterisation
- Peer evaluation (written)

Emerging	Achieving	Excelling
I can use my voice in a performance I can use my physicality in a performance I can identify a moment I thought was impressive or not successful in a piece of drama.	I can begin to make some vocal choices to show character. (<i>volume, pitch, pace, tone</i>) I can begin to make some physicality choices to show character (<i>gestures, body language, facial expressions</i>) I can begin to use choral techniques to create atmosphere and tension for the audience I can identify when skills were used as strengths and areas of improvement	I can use a range of vocal skills confidently and consistently to show character. (<i>volume, pitch, pace, tone, emphasis, pauses</i>) I can use a range of physical skills confidently and consistently to show character. (<i>facial expressions, posture, body language, gestures, movement, and levels</i>) I can use choral techniques creatively and confidently to create atmosphere and tension for the audience. I can explain why performance choices were made and include what it showed the audience.

Topic: Scary Play

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Emerging: To listen and have minimal reaction to the story	Through group work, the storyteller is going to read the story to the group, as the group show a range of different reactions.
	Achieving: React to the story to show emotions using facial expressions and voice.	
	Excelling: React consistently throughout the story being told with an in-depth range of emotions	
2	Emerging: Understand the events in the opening to the play	Read scene 1 of Scary Play and create an adaption to the scene using physical and vocal skills
	Achieving: Identify and demonstrate character status through posture, levels and positioning.	
	Excelling: Apply a range of skills confidently to demonstrate an in-depth understanding of character status.	
3	Emerging: Use basic mime	Choose a key moment and create a mime using slow motion
	Achieving: Use controlled mime to build tension in a silent scene	
	Excelling: Controlled and slow pace movement to build tension	
4	Emerging: Simple responses to show a reaction	Create dialogue that would take place after the opening to the scene
	Achieving: Respond spontaneously in improvisation to show realistic reactions in a high-stress moment	
	Excelling: Respond convincingly using a range of reactions	
5	Emerging: Participate within one scene	Group work: choose 4 key moments between scenes 3 and 4 to split and combine
	Achieving: Know how to use split scene to show clear contrasts between different locations	
	Excelling: Use split scene effectively, showing a confident contrast in characters/scene	
6	Emerging: show fear basic fear through just facial expressions	Rehearse scene 5 focussing on the characters fear using slow motion and still images
	Achieving: Show fear through facial expressions and body language and movement to develop character	
	Excelling: Develop believable fear through facial expressions, body language, movement and gestures to show a creative and confident character	
7	Emerging: Understand unison and canon	Develop 6 images into a movement sequence using choral techniques: unison and canon
	Achieving: Know how to use choral voice and movement to create a mood or atmosphere	
	Excelling: Apply a range of choral techniques confidently to create a convincing mood or atmosphere	
8	Emerging: Basic spacing and positioning	Rehearse scene 7 focussing on the distance between the characters and the villain
	Achieving: Apply proxemics to show the relationship between two characters	
	Excelling: Consistent use of proxemics showing a complex power dynamic between the characters	

How is your progress measured in Drama in Spring Term?

Spring: Hamlet by William Shakespeare

Performance: An exaggerated style of theatre

- Vocal skills
- Physical skills
- Movement
- Rehearsal Process
- Performance
- Peer evaluation
- Character relationships and character motivations

Emerging	Achieving	Excelling
I can use my voice clearly in performance I can use my physicality to show basic character I can stay focused and follow instructions in group work I can take part in most of a group performance I can describe what happened in a performance.	I can use vocal skills (volume, tone, pace) to show character at key moments. I can use physical skills (gesture, posture, movement) to show character and emotions. I can contribute ideas and stay focused during rehearsal. I can show character motives through exaggerated movement I can explain what and when I saw a strength and areas for improvement using some drama terminology.	I can use a range of vocal skills consistently and deliberately to communicate character and mood. (<i>pitch, pace, pauses</i>) I can use detailed physical skills (<i>facial expression, levels, body language</i>) to create a clear and believable character. I can lead and develop ideas, respond to others, and improve the group performance during rehearsal. I can perform confidently, showing clear character relationships, status, and awareness of the audience throughout. I can analyse why choices were made using drama terminology and explain how it impacts the audience.

Topic: Hamlet

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Emerging: Suggest a simple modern idea for the plot.	Decide on a modern setting of the plot and create 3 freeze frames
	Achieving: Adapt the plot into a clear modern setting with some relevant ideas.	
	Excelling: Creatively adapt the plot to a modern context, making it engaging and meaningful for today's audience.	
2	Emerging: Name some themes in the play.	Devise a scene which incorporates all four themes
	Achieving: show themes (family, revenge, death, betrayal) in a devised scene.	
	Excelling: Confidently develop and link multiple themes throughout a performance.	
3	Emerging: Show some use of choral speaking.	Write and rehearse the contents of the letter using choral techniques: repetition, canon and unison
	Achieving: Use repetition, canon, or unison to perform a section.	
	Excelling: Use a range of choral techniques creatively and with control to create atmosphere.	
4	Emerging: Take part in an improvisation.	Create an improvisation and perform a scene between Hamlet and his best friend, Horatio.
	Achieving: Respond in role and show some understanding of the characters.	
	Excelling: Improvise confidently, showing relationships and reacting naturally to develop the scene.	
5	Emerging: Basic movement to show a relationship.	Devise a short opening movement sequence between the ghost of Hamlet's father and Hamlet
	Achieving: Use facial expression, gesture, and posture to show the relationship clearly.	
	Excelling: Use detailed non-verbal skills to show complex emotions and relationships.	
6	Emerging: Understanding that a soliloquy shows thoughts	Work on a section of Hamlet's Soliloquy, adding choral movement and sound
	Achieving: Perform part of a soliloquy with some expression	
	Excelling: Interpret and perform a soliloquy with clear emotion, intention and physical/vocal control	
7	Emerging: Describe Ophelia's role	Create a scene using dialogue as Ophelia's friends deciding on the best advice in relation to Hamlet
	Achieving: Create a scene showing an understanding of Ophelia's situation	
	Excelling: Develop a detailed interpretation of Ophelia, showing her emotions and relationships	
8	Emerging: Understanding what a dumb show is	Devise a scene for the Jeremy Kyle show displaying the family issues within the play
	Achieving: Create clear still images showing key events	
	Excelling: Using exaggerated physical skills and clear transitions to communicate the full story	
9	Emerging: Using basic use of space	Create exaggerated still images of the key events which lead into the death of Hamlet's father
	Achieving: Clear movement and positioning to show relationships	
	Excelling: Using space, levels, and proxemics intentionally to show status and tension.	

How is your progress measured in Drama in Summer Term?

Summer: Lord Of The Flies

Performance: Physical Theatre performance

- Vocal skills
- Physical skills
- Rehearsal Process
- Performance
- Peer evaluation
- Ensemble techniques

Emerging	Achieving	Excelling
I can use my voice in a basic way during performance I can show simple actions (basic gestures or movement) I follow instructions whilst working in a group. I can take part in short moments of a group performance I can show a simple character I can identify a moment I thought was impressive or not successful in a piece of drama.	I can use my voice clearly, including changes in (volume, tone and pace.) I can use my physicality clearly including (gestures, facial expressions, posture, body language) to show character I work co-operatively and stay focused, contributing ideas to the group. I can make choices in movement and staging including levels and positioning I can identify and explain the strengths and areas for development of a piece of drama	I can use my voice with control and a range of skills including (volume, tone, pitch, pace, pauses) I can use effective and detailed physicality including (movement, gestures, level, spatial awareness) to show a convincing character I can lead and develop ideas for the group I can demonstrate strong ensemble skills in my movement and staging I can show strong confidence and awareness of the audience I can identify the strengths and areas for development of a piece of drama using drama key words and include how it made the audience feel.

Topic: Lord of the Flies

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Emerging: create a still image with some use of space	Understand how to use stage space (positioning, proximity, levels, blocking) to communicate themes and relationships
	Achieving: use positioning, levels and proximity to show a clear idea or theme	
	Excelling: use space deliberately and creatively to clearly communicate relationships, status and meaning	
2	Emerging: use basic movement in performance	Understand how movement can show character status and power
	Achieving: use movement (e.g. walking, positioning, posture) to show character	
	Excelling: use controlled and detailed movement to clearly show status, power and relationships	
3	Emerging: Speak clearly in role as one of the characters	Develop vocal skills to communicate character and meaning
	Achieving: use some vocal skills (volume, tone, pace) to show character	
	Excelling: use a range of vocal skills confidently and deliberately to show character, relationships and intention	
4	Emerging: take part in a physical sequence	Use physical theatre techniques to communicate abstract ideas for a fire
	Achieving: create clear still images and transitions to show stages of the fire	
	Excelling: use stylised movement (e.g. canon, unison, slow motion) creatively to communicate meaning effectively	
5	Emerging: take part in a group performance	Use ensemble performance to show tension, unity and rising chaos
	Achieving: contribute to a group ritual showing some coordination and energy	
	Excelling: perform with control and intensity, showing clear development of tension, unity and character change	
6	Emerging: perform a line with some expression	Use vocal and physical skills to perform a speech with clear emotion and intention
	Achieving: use vocal and physical skills to show the character's feelings	
	Excelling: deliver a speech with strong control, showing clear emotion, intention and impact on the audience	
7	Emerging: create a simple role play showing an action	Understand and communicate the moral message of a drama through performance
	Achieving: create a structured role play showing a clear message or consequence	
	Excelling: create a detailed performance using drama techniques to clearly communicate a moral and its impact	

Y9 Drama

DNA

Writing about how to use costume design to create impact on audience.

AP2 Practice & Preparation

A written exam applying knowledge and understanding of performance skills and costume design.

DNA

Explore the plays character conflicts, groups setting.

DNA

Writing about how to use vocal and physical skills to create impact on audience.

Devising

Performing own work demonstrating skills in performance and creation.

Devising: Plot and Characters

Bringing scenes to life demonstrating clear characters and a clear structure to the storyline.

Devising Project: Stimulus

Introducing the stimulus for devising project to plan a piece of drama.

AP1 Practice & Preparation

Using stylisation skills for both voice and movement to create an ensemble performance which aims to achieve directors intentions.

Developing use of ensemble theatre

Combination of performance skills to begin to explore directors intentions.

Setting the scene:

Introduction to Blackout

Introducing stylisation and abstract theatre through the study of themes in Blackout by Davey Anderson

Applying stylisation

Bringing opening scenes to life to demonstrate an understanding of the themes and physical representations.

How is your progress measured in Drama in Autumn Term?

Autumn: Blackout by Davey Anderson

Performance:
Scripted performance of extracts from Davey Anderson's **Blackout**

- Stylisation (Unison, Canon, Choral and ensemble work)
- Physical skills
- Vocal Skills
- Use of stage space
- Communication of themes
- Characterisation

Emerging	Achieving	Excelling
I can demonstrate some focus in performance. I show a basic understanding of my role within performance. I participate in performance with my group. I can begin to use vocal skills demonstrated through volume, pace and tone. I can begin to use physical skills through use of facial expressions, gesture, body language and stance. I make basic contributions to the stylisation showing I have some understanding of the artistic intention. I show limited analysis and evaluation, of my show, my personal contribution and other's work.	I can demonstrate suitable focus and confidence. I can generally demonstrate characterisation. I can show some rapport with my group on stage (working together as an ensemble). I can show suitable use of vocal control demonstrated through clarity, pace, inflection, pitch and projection. I can show suitable use of physical control through use of space, gesture, stillness and stance. I can demonstrate a clear use of stylisation showing I mostly understand the artistic intention. I show sound analysis and evaluation, of my show, my personal contribution and other's work.	I can demonstrate effective focus and confidence. I can maintain characterisation consistently. I can show effective rapport with my group on stage (working together as an ensemble). I can show competent use of vocal control demonstrated through clarity, pace, inflection, pitch and projection. I can show competent use of physical control through use of space, gesture, stillness and stance. I can demonstrate an effective use of stylisation showing an understanding of artistic intention. I show complex analysis and evaluation, of my show, my personal contribution and other's work.

Topic: Blackout

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Emerging: Understand the opening setting of Blackout and how this could link to themes of Loneliness and crime	Through group work, stage scene 1 focussing on positioning, proxemics and levels.
	Achieving: Use of space to explore the themes of loneliness and crime	
	Excelling: Using movement to alter space during rehearsal and performance to communicate themes of loneliness and crime.	
2	Emerging: Understand the family dynamics in scene 2 and 3.	Through group work incorporate gestures to portray the events of scenes 2 and 3
	Achieving: Use of gestures to communicate family relationships and the theme of abuse	
	Excelling: Embed gestures in characterisation to communicate family relationships and stylised actions to explore themes of abuse.	
3	Emerging: Understand how vocal skills (tone, pace and volume) can communicate emotion in scenes 4 and 5.	Rehearse scenes 4 and 5 in pairs focussing on the emotions behind the voice
	Achieving: Use the tone of voice to explore the themes of bullying and friendship	
	Excelling: Manipulate tone, pace and volume with control to convey shifts in emotion and deepen the audience's understanding of bullying and friendship.	
4	Emerging: Understand how body language can be used to express character emotions and relationships.	Through group work create different forms of body language through a rehearsal of scenes 8 and 9
	Achieving: The use of body language to portray the impact of bullying and the theme of identity	
	Excelling: Refine and adapt body language with precision to clearly communicate character status, identity and the effects of bullying.	
5	Emerging: Recall and apply basic performance skills (space, gesture, voice and body language) in scene 10.	Rehearse and perform scene 10 incorporating the use of space, gestures, tone of voice and body language ready to be assessed.
	Achieving: Understanding and applying a combination of skills learnt so far	
	Excelling: Integrate and refine a range of performance skills fluently to create a confident, detailed and engaging performance.	
6	Emerging: Understand the basics of mime and how to create clear actions without speech.	Through group work create a mimed sequence which displays the events of scenes 12 and 13
	Achieving: Use controlled mime and staging to portray the themes of grief and isolation	
	Excelling: Apply precise and sustained mime skills with strong physical control to clearly communicate narrative, emotion and the themes of grief and isolation.	
7	Emerging: Understand how facial expressions can communicate character emotions.	Rehearse an adapted version to scenes 15 and 16 by incorporating clear facial expressions to communicate character emotions
	Achieving: Use of facial expressions to communicate a lack of self control and the theme of violence	
	Excelling: Sustain and refine detailed facial expressions to enhance characterisation and clearly convey emotional intensity and the theme of violence.	
8	Emerging: Understand how voice and physicality help to create a character.	Use voice and physicality to embody different characters through rehearsing scenes 18 and 19
	Achieving: Understanding and applying clear characterisation to portray the themes of redemption and forgiveness	
	Excelling: Fully embody character through confident and consistent use of voice and physicality, demonstrating depth and clearly communicating redemption and forgiveness.	
9	Emerging: Understand what direct address is and how it engages the audience.	Through pair work break the fourth wall by addressing the audience using scripted lines from scene 20
	Achieving: Using direct address to inform the audience on the theme of hope within the scene	
	Excelling: Confidently sustain direct address with clear intention, engaging the audience and powerfully communicating the theme of hope.	
10	Emerging: Recall and apply key performance skills developed throughout the scheme.	Rehearsal of allocated scenes explored previously, applying all skills and
	Achieving: Prepare effectively for assessment by applying skills with consistency and clarity.	

How is your progress measured in Drama in Spring Term?

Spring: Devising from Stimulus

Performance: rehearse and perform a self-devised ensemble performance which aims to convey a range of emotions and group dynamics.

Written: Reflect on the process and final outcomes of their own performance

- Vocal skills
- Physical skills
- Characterisation
- Staging
- Peer evaluation (verbal)
- Self-analysis (written)
- Self-evaluation (written)

Emerging	Achieving	Excelling
I can use my voice in a performance. I can use my physicality in a performance. I can follow instructions whilst working in a group. I can make some character choices. I show limited analysis and evaluation, of my show, my personal contribution and other's work.	I can make appropriate vocal choices through volume and tone. I can begin to make physicality choices through gesture and facial expression. I work with others in a focused manner, contributing ideas to help develop the work. I can make character choices with clear intentions for character. I show sound analysis and evaluation, of my show, my personal contribution and other's work.	I can make creative and complex vocal choices through volume, tone, pitch and pace. I can make appropriate and complex physical choices through gestures, facial expression, posture, body language, movement and levels. I can experiment with ideas and lead the group improvement of work throughout the rehearsal. I can make complex character choices to communicate (emotions, motivations and intentions) I show complex analysis and evaluation, of my show, my personal contribution and other's work.

Topic: Devising Theatre

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Emerging: Understand how to analyse a stimulus and identify possible meanings and themes. Achieving: Explore images from stimuli through analysis of meaning Excelling: Interpret a stimulus in detail, generating creative ideas and justifying their dramatic potential.	Analyse the stimulus to create cohesive thinking
2	Emerging: Understand the purpose of narrative structure in devised theatre. Achieving: Understand how to build a narrative as a group. Excelling: Collaboratively create a clear and engaging narrative with a logical dramatic structure.	Decide upon the narrative / structure for devised works and map it out.
3	Emerging: Understand how character motivations, relationships and background influence performance. Achieving: Explore intentions behind characters and how they collaborate to make theatre. Excelling: Create detailed, believable characters with clear motivations that drive the narrative forward.	Create characters with clear motivations, background and relationships.
4	Emerging: Understand how an opening scene introduces character, setting and plot. Achieving: Understand how to turn an idea into a performance, introducing characters. Excelling: Devise an engaging opening that establishes character, setting and dramatic intention effectively.	Create an engaging opening scene of devised performance.
5	Emerging: Understand how monologues can communicate a character's thoughts, feelings and motivations. Achieving: Express character motivations and emotions through monologue. Excelling: Craft and perform a convincing monologue that reveals character depth and enhances audience understanding.	Design monologues and decide how they will fit in with the show.
6	Emerging: Understand how conflict develops character and narrative. Achieving: Understand how to turn an idea into a performance, exploring conflict. Excelling: Create compelling conflict through effective character interactions and dramatic choices.	Create early scenes of devised performance that are building the narrative.
7	Emerging: Understand how scenes can be refined to strengthen narrative and dramatic impact. Achieving: Demonstrate how to turn an idea into a performance, exploring conflict. Excelling: Evaluate and refine performance material, making purposeful improvements that enhance conflict and audience engagement.	Develop and refine early scenes of devised performance that are building the narrative.
8	Emerging: Understand how climax and resolution contribute to a complete narrative. Achieving: Understand how to turn an idea into a performance, resolving plot. Excelling: Devise an effective climax and resolution that clearly communicates meaning and provides a satisfying conclusion.	Create final scenes of devised performance that include climax and resolution.
9	Emerging: Understand how refinement improves the clarity and effectiveness of a performance. Achieving: Demonstrate how to turn an idea into a performance, resolving plot. Excelling: Refine and develop scenes confidently, ensuring narrative, character and performance choices are fully realised.	Develop and refine final scenes of devised performance that include climax and resolution.
10	Emerging: Understand the importance of rehearsal in preparing a performance for an audience. Achieving: Understand how to make a show 'ready' for an audience. Excelling: Apply feedback and rehearsal strategies to produce a polished and audience-ready performance.	Rehearse, refine and run performance

How is your progress measured in Drama in Summer Term?

Summer: DNA

Written Exam: Writing as the role of a performer and director

- Vocal skills
- Physical skills
- Staging
- Characterisation
- Costume Design

Emerging	Achieving	Excelling
I can demonstrate basic knowledge of the plot of DNA through the audience impact descriptions. I can demonstrate basic knowledge of the characters with a limited understanding of the performance skills I can demonstrate basic knowledge with a limited understanding of the chosen production element	I can demonstrate an appropriate knowledge of the plot of DNA through the audience impact descriptions. I can demonstrate an appropriate knowledge of the characters with a competent understanding of the performance skills I can demonstrate an appropriate knowledge with a competent understanding of the chosen element	I can demonstrate a comprehensive knowledge of the plot of DNA through the audience impact descriptions. I can demonstrate comprehensive knowledge of the characters with an assured understanding of the performance skills I can demonstrate comprehensive knowledge with an assured understanding of the chosen element

Topic: DNA

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Emerging: Understand how vocal skills such as tone, pace and volume can communicate character and atmosphere	Rehearse the opening to DNA by incorporating a range of different vocal skills
	Achieving: Setting the scene by exploring the use of voice	
	Excelling: Manipulate vocal skills with precision to establish atmosphere and communicate character intentions effectively.	
2	Emerging: Understand the range of vocal skills available to an actor.	Complete exam style question on voice as performers of Jan and Mark.
	Achieving: Demonstrate how to describe use of vocal skill to communicate character	
	Excelling: Analyse and justify how specific vocal choices communicate character, relationships and meaning.	
3	Emerging: Understand how stage space can be used to show relationships and status.	Rehearse and stage scene with a focus on effective use of stage space.
	Achieving: Using stage space to explore the themes of peer pressure and responsibility	
	Excelling: Use staging, proxemics and levels confidently to highlight peer pressure, responsibility and character dynamics.	
4	Emerging: Understand how physical skills can communicate character to an audience.	Complete exam style question on physicality as performers.
	Achieving: Demonstrate how to describe use of physical skills to communicate character	
	Excelling: Analyse and justify how physical skills can be used to communicate character, status and intention.	
5	Emerging: Understand how physicality can communicate emotion and character experiences.	Explore scene of Adam's return using physical skills in monologue.
	Achieving: Demonstrate how to communicate themes of mental health and trauma using physical skills.	
	Excelling: Use detailed and sustained physical skills to convey complex emotions linked to mental health and trauma.	
6	Emerging: Understand how props and costume can contribute to meaning in a performance.	Rehearse scene exploring power and use of props/ costume.
	Achieving: Understanding how to use a production element to enhance a scene.	
	Excelling: Make purposeful production choices that enhance characterisation, power and audience understanding.	
7	Emerging: Understand the role of a director in making creative production decisions.	Extending writing task on costume description and how a character explores with specific clothing items
	Achieving: Understanding how to make decisions as the role of a director with a focus on costume	
	Excelling: Justify detailed costume choices as a director, linking decisions to character, themes and dramatic impact.	
8	Emerging: Understand how to structure written responses about performance and directing choices.	Answer retrieval questions focused on performance skills, costume design and characters and plot.
	Achieving: Assessment preparation of written paper showing understanding of how to write about the choices of a performer or director.	
	Excelling: Write detailed and perceptive responses that analyse and justify performer and director intentions using accurate drama terminology.	
9	AP2	