



Core Concepts Drama

Curriculum Themes (these can be disciplinary/procedural or substantive/declarative)	Core concepts - How the theme is developed through the curriculum				
	Year 7	Year 8	Year 9	Year 10	Year 11
Creating; putting together a performance	Students work positively, productively and collaboratively, inputting ideas, responding to direction and using their growing knowledge of Drama to create a performance. for example, using Drama techniques.	Students continue to work positively, productively and collaboratively, inputting ideas, responding to direction and using their growing knowledge of Drama to create more effective performances. They develop the ability to more confidently use - and combine - Drama techniques.	Students continue to work positively, productively and collaboratively, inputting ideas, responding to direction and using their growing knowledge of Drama to create more sophisticated performances. They develop the ability to effectively use - and combine - Drama techniques, in extended performance work.	Students build on their existing skillset and knowledge, using their new knowledge of Drama practitioners to devise an 'inventive' performance piece in which they have 'an outstanding contribution' (10% of the qualification).	Students continue to hone their performance skills in the build up to their scripted exam (20%).
Performing; performing within a performance	Students learn the basics of focus and audience awareness. They develop the ability to use their non verbal communication and vocal expression to communicate character/feelings.	Students further develop their ability to effectively use their non verbal communication and vocal expression to communicate character/feelings.	Students further refine their ability to use their non verbal communication and vocal expression skills to communicate character/feelings - and create atmosphere. There is a growing focus on proxemics.	Students continue to develop 'an extensive range' of performance skills, using them in a 'highly competent' manner to ensure they are 'highly successful in realising their intention'. This is assessed in their Devsed performance at the end of Year 10 (10% of the qualification).	Students continue to hone their performance skills in the build up to their scripted exam (20%).
Responding; analysing and evaluating performance	Students develop the ability to verbally analyse and evaluate performance work, specifically their peers, using specific subject terminology.	Students continue to develop the ability to effectively analyse and evaluate performance work, specifically their peers, using specific subject terminology.	Students continue to develop the ability to comprehensively analyse and evaluate (professional) performance work, in <i>written form</i> , using specific subject terminology, as the live theatre evaluation is introduced.	With their growing knowledge of Blood Brothers and the demands written exam - and an awareness of how their practical skills can communicate meaning - students develop the ability to express their choices in writing. Students comprehensively analyse and evaluate the success of the devising process, in written form (30% of the qualification).	Students refine their ability to write about performance decisions for Blood Brothers, in the build up to the written exam (40%). With their new knowledge of Billy Elliot - and an awareness of how practical skills can communicate meaning - students develop and refine the ability to analyse and evaluate in written form, in the build up to the written exam - and the live theatre evaluation (40%).