



THE  
**ROBERT  
NAPIER**  
SCHOOL



## Drama Curriculum Overview 2023 – 2024

<b>Department Name:</b>	Drama
<b>Head of Department:</b>	Miss Gibbs
<b>Subject Teachers:</b>	Miss C Walker , Miss Drage, Miss Plevak, Mrs Goblyosne.
<b>Accommodation and Resources:</b>	<p>There are two purpose-built studios which are divided by a removable wall. When retracted, one studio space becomes a staging area with cyclorama, specialist lighting and exit into a 'green room', with the other space becoming a seating area for audience members. The flexible space allows for two large studio classrooms for day to day lessons, with the option to house small scale performances (10-40 audience members) and large scale (up to 150 audience members) performances.</p> <p>In addition to the space the department has: stage make-up resources; basic prop and costume items; wigs; recording equipment; two sets of Trestle masks and a set of Strange face half masks.</p>
<b>What will students learn in each year?</b>	
<b>Year 7</b>	<ul style="list-style-type: none"><li>• <u>Unit 1</u>: Basic Performance Skills – Students explore the craft of Drama. Introducing the basic skills related to the creation of a basic character (Vocal and Physical skills) and the expectations for performing to an audience.</li><li>• <u>Unit 2</u>: Silent Movies – A look into the classic art form. Students create their own movie using physical skills.</li><li>• <u>Unit 3</u>: Storytelling - A look at a range of different story telling techniques and their effects on an audience. From fables to horror ghost stories.</li><li>• <u>Unit 4</u>: Strategies and Conventions – A variety of different methods of performing are introduced and explored, such as mime, narration, slow motion and cross-cutting.</li><li>• <u>Unit 5</u>: Darkwood Manor – A look into a mysterious house with a dark past. Students devise their own narrative to suit their ideas.</li></ul>
<b>Year 8</b>	<ul style="list-style-type: none"><li>• <u>Unit 1</u>: - Scripted – <u>who were you with</u> – Students are introduced to a script, its conventions and how to perform it</li><li>• <u>Unit 2</u>: : Stones- An exploration of human morals and conscience and what is right and wrong based on a true story of a tragedy involving two boys, stones and a busy motorway.</li><li>• <u>Unit 3</u> : Warden X - Students will explore the life of a warden together and</li></ul>

	<p>explore the creation of mood and atmosphere.</p> <ul style="list-style-type: none"> <li>• <u>Unit 4</u> : Titanic - Students explore the historical event and create realistic characters from the original event. Physical theatre is refreshed, and monologues are explored.</li> <li>• <u>Unit 5</u>: Genre and Structure – Students explore a range of genres and structures to expand their understanding of creating a range of interesting drama performances.</li> <li>• <u>Unit 6</u>: Devising – Students learn the basics of devising with how to work in a group, research independently and devise a coherent and detailed performance.</li> </ul>
<b>Year 9</b>	<p><b>Year 9 is a bridging year so students can embed key skills and knowledge to go into Key Stage 4 with confidence. This is to help secure progress at the end of Key Stage 4. It helps students to have some autonomy over their curriculum decisions, without narrowing their curriculum prematurely.</b></p> <ul style="list-style-type: none"> <li>• Term 1: Monologues /Duologues– Students study how to interpret and perform monologues or duologues, developing their confidence and skills in performing alone and with others.</li> <li>• Term 2: Component 2 practical group work focusing on the performance qualities.</li> <li>• Term 3: Practitioners – An introduction to key practitioners and their theories with basic explorations of their styles in preparation for BTEC studies (Peaky Blinders)</li> <li>• Term 4 and 5: Component 1 – Using all the skills and practitioner knowledge learned to date; students explore the roles and responsibilities of people undertaking a Drama production.</li> <li>• Term 6: Component 3 – Practice paper for component 3 devising a group performance piece.</li> </ul>
<b>Year 10</b>	<p><b>Exam Board: Pearson</b> <b>Qualification: BTEC Tech Award in performing Arts</b></p> <ul style="list-style-type: none"> <li>• <u>Term 1</u>: Practitioners - Building on their Year 9 knowledge, students develop their understanding of the key drama practitioners.</li> <li>• <u>Term 2</u>: Component 1 – Using all the skills and practitioner knowledge learned to date; students explore the roles and responsibilities of people undertaking a Drama production.</li> <li>• <u>Term 3</u>: Component 1 – Using all the skills and practitioner knowledge learned to date; students explore the roles and responsibilities of people undertaking a Drama production.</li> <li>• <u>Term 4</u>: Component 2 - Component 2 practical group work focusing on performance qualities. Preparation work writing a portfolio of their process.</li> <li>• <u>Term 5</u>: Component 2 - Component 2 practical group work focusing on performance qualities. Preparation work writing a portfolio of their process.</li> <li>• <u>Term 6</u>: Component 3 - Preparation work for creating performance pieces ready for component 3.</li> </ul>



<b>Year 11</b>	<b>Exam Board: Pearson</b> <b>Qualification: BTEC Tech Award in performing Arts</b> <ul style="list-style-type: none"> <li>• <u>Term 1</u>: Component 3 preparation work for creating performance pieces ready for component 3.</li> <li>• <u>Term 2</u> - 5: <b>Component 3</b> – Students create a live theatre performance in preparation for exam submission in May.</li> </ul>
<b>Extra-Curricular Activities:</b>	KS3 Drama Club and Youth G&T Theatre

