

Drama

Curriculum & Rubric Map Overview 2025-2026

Year 7

The table below details the skills and knowledge students will be covering each half term in Drama.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	<p>Introduction into Drama and Theatre studies. Students will be learning the fundamental drama acting skills through an exploration of script work and live theatre productions. Students will workshop the acting skills through small seminar tasks before performing.</p> <p>Acting skills: Vocal: Pitch, Volume, Tone, Articulation, Accent, Intonation, Projection, Diction & Pace. Physical: Facial Expression, Gesture, Body Language, Gait, Pace, Posture & Stance.</p> <p>Staging positioning</p> <ul style="list-style-type: none"> • Upstage (left, right, centre) • Downstage (left, right, centre) • Centre stage. 	<p>Pantomime</p> <p>Students will study the history, making and staging of Pantomime. They will learn about the stock characters of a pantomime and understand the adaption from 'Fairytale' to stage production.</p> <p>Students will have the opportunity of participating in pantomime workshops, which will include focusing on the stock characters.</p> <p>There will be an opportunity to showcase the pantomime scenes during the Christmas concert.</p> <p>Pantomime terminology:</p> <ul style="list-style-type: none"> • Principal boy/girl • Dame • Comic • Villian • Ensemble 	<p>Introduction to line learning and performance.</p> <p>Students will be developing their 'line learning' strategies to learn and perform a monologue from 'Blood Brothers' before developing their understanding of group performances of a duologue performance.</p> <p>Staging configuration:</p> <ul style="list-style-type: none"> • Theatre in the round • Proscenium arch • Thrust stage • Traverse • End on staging • Promenade <p>Acting skills: Vocal & Physical skills</p> <p>Line Learning skills: Call and response, Repeat, Post-it</p>	<p>Introduction to ensemble skills.</p> <p>Students will be developing their acting skills with ensemble performance techniques looking specifically at Blood Brothers.</p> <p>Ensemble skills: <i>Unison, canon, school of fish, exaggerated movement, non-naturalistic sounds, body propping, non-naturalism, devising, select/delete & choral speaking.</i></p> <p>Theatre Style:</p> <ul style="list-style-type: none"> • Naturalism • Non-Naturalism • Physical Theatre • Dance/Choreography 	<p>Theatrical Roles & Responsibilities</p> <p>Students will be developing their knowledge and understanding of the theatrical roles and responsibilities of creatives involved in the arts industry. This will be achieved by watching a range of theatrical productions and documentaries, including 'Treasure Island'.</p> <p>Theatre roles:</p> <ul style="list-style-type: none"> • Playwright • Performer • Understudy • Lighting designer • Sound designer • Set designer • Costume designer • Puppet designer • Technician • Director • Stage manager • Theatre manager 	<p>Musical Theatre</p> <p>Students will be workshopping a range of theatrical skills through the exploration of 'The Lion King'. This will be a cross-curricular component with Music.</p> <p>Through this exploration students will use their previous learning of acting skills, devising and ensemble skills to create their own characters.</p> <p>They will develop new skills such as:</p> <ul style="list-style-type: none"> • Mask work • Fight choreography • Choral Speaking • Animal work
Assessments	<p>Assessment work will include a knowledge test on physical and vocal skills. Ongoing assessment of development of skill set. Homework will include:</p> <ol style="list-style-type: none"> 1. Create a poster explaining the fundamental skills needed for Drama. 2. Revise the theatrical acting skills for knowledge test 	<p>Assessed work will include a performance of Pantomime scene.</p> <p>Homework will include:</p> <ol style="list-style-type: none"> 1, Learning lines for pantomime assessment. 2. To create a 	<p>Assessment work will include a monologue performance of 'Our Sammy' from Blood Brothers. A short group performance of a scene from 'Blood Brothers'. Homework will include:</p> <ol style="list-style-type: none"> 1. To use your preferred line learning technique to learn 'I wish I were our Sammy' monologue. 	<p>Assessment work will include an ensemble performance of Kids Game.</p> <p>Homework will include:</p> <ol style="list-style-type: none"> 1. To plan a rehearsal schedule for your devised performance of 'kids Game'. 2. To create a role on the wall of their blood Brothers character. 	<p>Assessed work will include the presentation of two or more theatrical roles.</p> <p>Homework will include: preparing for their presentation on their chosen theatrical skill.</p>	<p>Assessed work will include ongoing participating of the process drama. A performance of choreographed song. End of Year Mastery Exam</p>

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Year 8

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Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	The Woman in Black	Commedia Dell 'Arte	Process Drama	Musical Theatre	Live Theatre Review	
	<p>Students will study the theatre adaptation of ‘The Woman in Black’ learning how playwrights adapt novels for stage.</p> <p>They will have the opportunity to work across the curriculum with Music because of their horror genre.</p> <p>The students will create horror music soundtracking which they will use in their performances.</p>	<p>Students will be studying the history of Commedia dell’arte (16th-18th century).</p> <p>Students will learn about the stock characters that have influenced modern literature. They will learn how to present them through their use of physicality and mask.</p> <p>Stock Characters</p> <ul style="list-style-type: none">• Zanni• Columbina• Il Capitano• Il Doctore• Pantalone• Brighella• Innamorati	<p>Students will be looking at the book ‘Holes’ by Louis Sachar through a process drama. They will take on a variety of roles and develop their theatrical skills through play study and character in role.</p> <p>Students will create their own character and have the opportunity to playwright their character into the story.</p> <p>They will be discussing themes such as crime and punishment; reform and the justice system.</p> <p>Skills</p> <ul style="list-style-type: none">• Playwrighting• Improvisation<ul style="list-style-type: none">• Spontaneous• Whole Class• Prepared• Characterisation<ul style="list-style-type: none">• Vocal skills• Physical skill	<p>Students will be workshopping a range of theatrical skills through the exploration of 'Shrek the Musical '.</p> <p>Students will be learning how to multirole as a range of fictional characters and how to use their characterisation to differ the personalities on stage.</p>	<p>Students will watch a production of ‘Shrek the Musical’ and analyse the actors’ use of skill.</p> <p>This is preparation for GCSE Drama whereby students must analyse the success of an actor/designers’ use of performance/design skills.</p>	
Assessments	<p>Assessment: a short performance of a scene from the production.</p> <p>Homework will include: to learn their lines and complete their horror score.</p>	<p>Assessed work will include the creation of a commedia dell’arte mask.</p>	<p>Assessed work will include ongoing performance of characters created through the process drama ‘Holes’.</p> <p>Homework will include:</p> <ol style="list-style-type: none">1. To create a survivor's guide to ‘Camp Green Lake’.2. To create a character profile including a role on the wall, monologue and a letter home.	<p>Assessment work will include a performance of a monologue of ‘Who I’d Be’ and a group performance of ‘Story of my Life’.</p>	<p>Assessed work will include a group presentation on a live theatre production seen.</p>	

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Year 9



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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Introduction theatre making	Introduction to ensemble skills.	Frantic Assembly & Physical Theatre	Introduction to Stage Combat and devising from a stimulus.	Shakespeare made for the stage!	Introduction to play analysis and Naturalism.
Knowledge and skills that will be covered during this half term.	<p>Students will be recapping roles and responsibilities of theatre-makers. This will include performers, designers and technicians. The students will explore the production of Hamilton and will take on a theatrical role of their choosing to create a presentation on how they would design/perform.</p> <p>Theatre roles:</p> <ul style="list-style-type: none"> • Playwright • Performer • Understudy • Lighting designer • Sound designer • Set designer • Costume designer • Puppet designer • Technician • Director • Stage manager • Theatre manager 	<p>Students will be developing their acting skills with ensemble performance techniques looking specifically at theatre practitioner Stephen Berkoff and Complicite.</p> <p>Ensemble skills:</p> <p><i>Unison, canon, school of fish, exaggerated movement, non-naturalistic sounds, body propping, non-naturalism, devising, select/delete & choral speaking.</i></p> <p>Theatre Style:</p> <ul style="list-style-type: none"> • Naturalism • Non-Naturalism • Physical Theatre 	<p>Students will be developing their knowledge and understanding of physical theatre by studying the theatre company 'Frantic Assembly'. Students will have the opportunity to watch several of the company's productions and learn their devising method.</p> <p>Frantic Assembly method:</p> <ul style="list-style-type: none"> • Select, Delete • Round/By/Through • Chair Duets • Hymns Hands • Connect/Affect/Disconnect • Running Sequence • Lifts 	<p>Students will be learning the art of theatrical illusion by exploring stage combat. Each student will learn how to successfully convey several choreographed gestures to create a stylised fight.</p> <p>Students will create their own performance inspired by 'West Side Story' and the influence of the Jets and the Sharks.</p> <p>Acting skills:</p> <p><i>Vocal: Pitch, Volume, Tone, Articulation, Accent, Intonation, Projection, Diction & Pace.</i></p> <p><i>Physical: Facial Expression, Gesture, Body Language, Gait, Pace, Posture & Stance.</i></p>	<p>Students will study Shakespeare's Macbeth/Romeo and Juliet and understand how to perform the playwright's work on the stage.</p> <p>Students will have the opportunity to adapt 'Macbeth' into a modern-day interpretation and restage the famous 'Three Witches' scenes.</p>	<p>Students will be studying the National Theatre's production of 'The Grandfathers' from an actor and directors' perspective.</p> <p>Skill set:</p> <p><i>Annotation, analysing, from page to stage, directing, dramaturgy, collaborating, choreographing, rehearsing,</i></p> <p>Line Learning skills:</p> <p><i>Call and response, Repeat, Post-it.</i></p>
Assessments	<p>Assessed work will include the ongoing presentation of their chosen theatrical role. Students will create a PowerPoint/academic poster of their chosen role and will present it to an audience.</p>	<p>Assessment work will include an ensemble performance of Berkoff's 'The Trial'.</p> <p>1.To create a research poster on your chosen theatre practitioner.</p> <p>2.To plan a rehearsal schedule for your devising process.</p>	<p>Assessment will be a group performance demonstrating their physical theatre skills.</p>	<p>Assessment will be a devised performance of stage combat fight sequence inspired by 'West Side Story'.</p>	<p>Assessed work will include a group devised performance of 'The Witches' 100 years in the future.</p>	<p>Assessed work will include the annotation of a character's lines from the perspective of an actor.</p> <p>Homework will include:</p> <p>1. To annotate the lines of a character from 'The Grandfathers'.</p> <p>2. To prepare for a performance of one scene from the play.</p>

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Year 10



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Knowledge and skills that will be covered during this half term.	Introduction to AQA GCSE Drama with focus on Section A of Component 1. Students will gain a general understanding of the implications of stage configurations, the performance space and theatrical roles and responsibilities involved in producing and creating a production. Theatrical Roles: <ul style="list-style-type: none"> • Playwright • Performer • Understudy • Lighting designer • Sound designer • Set designer • Costume designer • Puppet designer • Technician • Director • Stage manager • Theatre manager. 	Section B of Component 1 of AQA GCSE Drama written exam. Students will develop knowledge and understanding of the following, through exploration of their set text: 'Things I Know to Be True': <ul style="list-style-type: none"> • Genre • Structure • Character • Form / Style • Sub-text • Character motivation/interaction • Mood and atmosphere • Development of pace and rhythm • Dramatic climax • Stage directions 	Component 2: Response to the Stimulus Devising Drama and drafting Devising Logbook. Students will learn how to create ideas to communicate meaning in a devised theatrical performance. Students will develop their ability to: <ul style="list-style-type: none"> • carry out research • develop their own ideas • collaborate with others 	Component 2: Development & Collaboration Devising Drama and drafting Devising Logbook. Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance. Students will develop their ability to: <ul style="list-style-type: none"> • develop their own ideas • collaborate with others • rehearse, refine and amend their work in progress 	Component 2: Analysis & Evaluation Devising Drama Performance and submission of the Devising Logbook. Students will complete 40% of the GCSE course with the completion of a devised performance (10%) and their devising logbook (30%). Their performance is internally assessed and then externally moderated by AQA. Students will develop their ability to: <ul style="list-style-type: none"> • analyse and evaluate their own process of creating devised drama. • create and communicate meaning • realise artistic intention in devised drama 	Introduction to Live Theatre review/32 markers. Students will learn how to analyse and evaluate the work of live theatre makers (performers and/or designers). They will be analysing productions such as 'A Monster Calls', '2:22' and The Woman in Black. Writing skills: <i>analysing, describing, evaluating. Time constraints.</i> Acting skills: Vocal: Pitch, Volume, Tone, Articulation, Accent, Intonation, Projection, Diction & Pace. Physical: Facial Expression, Gesture, Body Language, Gait, Pace, Posture & Stance.
Assessments	Assessment work will include a mock exam practice on Section A. (5 minutes)	Assessment work will include a Mock Exam of 4 markers, 8 markers, and 12 markers. (30 minutes)	Assessment work will include the students performing or create realised designs for a devised duologue or group piece and begin drafting their devising logbook.	Assessment work will include the students performing or create realised designs for a devised duologue or group piece and begin drafting their devising logbook.	Assessment work will include the students performing their final devised duologue or group piece and submit their finalised devising logbook. 40% of the GCSE completed.	Assessment work will include a 32-MARKER assessment (45 minutes) and a full mock paper including section A, B and C. 1 hour 45-minute paper. Mock: 40% of the GCSE.

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Year 11



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Knowledge and skills that will be covered during this half term.	Component 3: Text in Practice Students will explore a variety of performance texts to find the most suitable play for their practical exam.	Component 3: Text in Practice preparation for the exam Students will continue to practical explore and rehearse their chosen plays.	Component 3: Scripted Exam	Preparation for Final Exam. Students will complete several timed condition practice papers of the component three drama paper, with focus on the Live Theatre review.	Preparation for Final Exam. Students will complete several timed condition practice papers of the component three drama paper with focus on their set text.	Examination Leave
	Students will then study and present two key extracts (monologue, duologue or group performance) from their chosen play. Each student's contribution to each key extract performance is marked out of 20. <ul style="list-style-type: none"> The range of theatrical skills demonstrated in their performance or design The effectiveness with which they deploy their performance or design skills The appropriateness of their interpretation to the play, as evidenced through their performance or design 	Students will continue to work on their range of theatrical skills, effectiveness of skills presented and the appropriate interpretation as well as working on their overall contribution to performance, which will include: <ul style="list-style-type: none"> The sensitivity to the context of the play they display through their performance or design Their success in achieving their artistic intent, as evidenced by their performance or design when considered against their Statement of Dramatic Intentions. 	Students will complete the next 20% of their GCSE course with the performance of their chosen extracts. Once the practical exam has been completed the students will begin weekly revision workshops for the component 1 written exam.	This will include <ul style="list-style-type: none"> Section C – 45 minutes 1x Live Theatre Review The students will answer question papers focusing on the following: <ul style="list-style-type: none"> Actor focus Lighting designer focus Set designer focus 	This will include <ul style="list-style-type: none"> Section A – 5 minutes Section B – 55 minutes Section C – 45 minutes <ul style="list-style-type: none"> Multiple choice 4x acting questions 1x Live Theatre Review 	
Assessments	Assessment will include a mock performance of Extract One.	Assessment will include a mock performance of Extract Two.	Assessment will include an external examination of their chosen play. The students will perform 2 extracts to the visiting examiner. This will take place before February Half-term.	Assessment will include a variety of small mock exams of questions from the component one exam paper.	Assessment will include an external examination: Component 1	

