



THE BROMFORDS SCHOOL
ACHIEVE ENRICH PREPARE

The Bromfords School Drama Department. Intent of Curriculum



The Bromfords School

Drama Department.

The intent of Drama at Bromfords is to challenge students' perceptions of themselves and their world; to capture creative talent with practical aspects of self-promotion with the overall intention of helping to build responsible young people.

Achieve:

Drama will ensure students communicate with and understand others in 'new ways'- offering the opportunity to challenge self-perception, whilst being more persuasive in communications both written and oral. Success will be founded as drama will assist in the development of well-rounded young adults with a diverse range of skills.

Enrich:

Drama will develop students' ability to use an open mind and move beyond boundaries whilst experimenting with different ideas. Confidence, team work and collaboration set the foundations for self-awareness and the growth of independence towards being creative leaders.

Prepare:

Drama will prepare students to live and work in a world that is team orientated. Drama helps students develop tolerance and empathy, in addition to its deep-rooted educational values, Drama can offer reinforcement to the rest of the school curriculum, thus preparing students for progress across the key stages and further into employment.

Department: Drama	Curriculum Map What does Drama at Bromfords look like?					
Entry KS2	Year 7	Year 8	Year 9	Year 10	Year 11	Post-16
<p>Students have no formal education in Drama before commencing KS3.</p>	<p><u>Knowledge:</u></p> <p>Exploring tension and mood through the new drama techniques. Introduction to key drama skills. Understanding drama story structures, traditional, non-traditional stories and different genres.</p> <p><u>Skills:</u></p> <p>Stage positions Still image Thoughts aloud Stock characters Movement Timing Pace Pitch Power Pause Creative intent Physical Theatre. Atmosphere and tension Eye focus Facial expressions Levels.</p>	<p><u>Knowledge:</u></p> <p>Exploring the idea of drama techniques in response to a stimulus, using real life stories alongside abstract performances.</p> <p><u>Skills:</u></p> <p>Building suspense Stock characters Gesture Accents Body Language Facial expressions Slapstick Developing a character Creating humour in styles Creative thinking Creative use of space The introduction to script work Styles of theatre Analysis and evaluation.</p>	<p><u>Knowledge:</u></p> <p>To explore, create and perform in the context of structured plays and devised performances. Focussing on the role of the performer.</p> <p><u>Skills:</u></p> <p>Devising – how to create your own play.</p> <p>Understanding the responsibility of a public platform theatre/social media.</p> <p>Working collaboratively, analysis and evaluation.</p> <p>Independent and collaborative opportunities.</p> <p>Creative exploration.</p> <p>Planning with research, analysis, forming opinions that are informed.</p>	<p><u>Knowledge:</u></p> <p>To develop previously learned skills and relate them to the GCSE drama curriculum, with appreciation of devising and creating, performing and appreciation.</p> <p><u>Skills:</u></p> <p>Apply knowledge and understanding when making, performing and responding to drama.</p> <p>Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</p> <p>Collaboratively develop a range of theatrical skills and apply them to create performance.</p>	<p><u>Knowledge:</u></p> <p>To explore the set text and be able to link the knowledge of text to analysis and practical performance, whilst applying previously used extensive knowledge of drama skills.</p> <p><u>Skills:</u></p> <p>Develop as creative, independent and reflective students able to make informed choices in process and performance.</p> <p>Contribute to a theatrical performance in the remit of examination</p> <p>Reflect on and evaluate their own work and that of others</p> <p>Develop an awareness and understanding of the roles and processes undertaken in professional theatre practice.</p>	<p><u>Knowledge:</u></p> <p>To explore assignment-based learning and the process of enquiry-based work in line with the BTEC Performing arts qualification. To appreciate the link between KS5 qualifications, next steps and links within the wider world.</p> <p><u>Skills:</u></p> <p>Research Refine Explore Present work in various ways Practical exploration tasks Collaborative work Create goals Understand the need for target setting Evaluation analysis Independent research Application of skills</p>

**Enrichment,
Careers,
Real-world
Experience.**

Enrichment –

Extra-curricular drama opportunities often take the form of a school production, and drama club, that every student is invited to attend. Students can take to the stage or become part of the backstage crew, so fulfilling every element of the opportunities available to them. Students are invited to participate in performance opportunities, such as end of year celebration assemblies, and performance opportunities within the local community. Within the classroom enrichment occurs in every lesson, a student can, if only for a few moments, become another, explore a new role, try out and experiment with various personal choices and solutions to very real problems-problems from their own life, or problems faced by characters in literature or historical figures.

Careers -

For students looking to progress on to drama school, or to study drama at university, this is often the only opportunity they will have to practice performance skills for auditions. But never mind this – taking part in a school production is often the thing many of us remember for years, creates a wonderful example of teamwork and is great fun! Drama provides a wealth of opportunities in terms of careers, including Actor, Broadcast presenter, community arts worker, theatre director, stage manager to name a few, however a degree within the arts, could lead to further career opportunities including teacher, designer, technician, talent agent, choreographer, arts administrator.

Real World experience –

Drama enables young people to present themselves effectively for job or university interviews, and performance opportunities build confidence and communication skills in a fun, meaningful way that has real a real lasting impact. Performing arts teach us how to express ourselves. In the real world one of the core components of what makes us human is the desire to express our culture, emotions, and beliefs. That desire for expression teaches us a lot about ourselves. We can use the performing arts to understand how society works, and educate ourselves about the world we live in. No art form is more truly collaborative. Drama is an important tool for preparing students to live and work in a world that is increasingly team-oriented rather than hierarchical.

Year 7 – Intent: An introduction to the appreciation and understanding of drama and the impact drama has on enriching education.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work:</p> <p>6C's –</p> <p>Learning Intent: Students will explore the basic skills in their introduction to drama. This will give them the opportunity to personally explore their strengths and weaknesses.</p>	<p>Scheme of Work:</p> <p>Advertising</p> <p>Learning Intent: To discuss how to use drama skills to design and sell a product. Focussing on language used and performance skills.</p>	<p>Scheme of Work:</p> <p>Human Rights</p> <p>Learning Intent: To explore the drama techniques of 'Cross cutting' This will give the student a chance to create drama based around real life issues. The performance skills based around story telling but also using facts.</p>	<p>Scheme of Work:</p> <p>Superheroes</p> <p>Learning Intent: To focus on the use of dialogue and how to create interesting conversations using the creative mind. The creation of characters, story lines, and the development of 'Action/reaction' Fight sequences – building in the introduction of Physical Theatre</p>	<p>Scheme of Work:</p> <p>Murder Mystery</p> <p>Learning Intent: To explore the idea of genre and to work in the style of a detective and complete a series of lessons that brings to life a Murder Mystery. This will allow for working using real life news worthy stories and compare them with the way we see them in a dramatic way.</p>	<p>Scheme of Work:</p> <p>Roald Dahl</p> <p>Learning Intent: Students will use their own experiences of Roald Dahl – exploring realism, abstract work and using comedy and humour. To establish the links between science-fiction and the world around us.</p>
<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1</p>	<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1, C2, C3</p>	<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1, C2, C3</p>	<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1, C2, C5</p>	<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1-C5</p>	<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1-C5</p>

Year 8 – Intent: The development of drama skills in line with exploring content as a performer and director – with a focus upon drama terminology in the curriculum.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work:</p> <p>Time Travel</p> <p>Learning Intent: Students will study the idea of time travel – using creativity and expression to explore ideas about how they would use Time travel – exploring some historical events.</p>	<p>Scheme of Work:</p> <p>Darkwood Manor</p> <p>Learning Intent: Students will study a horror story – creating a what happens next story. They will use ‘Still image’ Narration and drama skills to build and create tension.</p>	<p>Scheme of Work:</p> <p>Let Him Have it</p> <p>Learning Intent: Students will take a real life story and work on the use of ‘injustice’ Exploring the use of ‘Role on the wall’ and ‘Hot seating’ creating work using ‘Physical Theatre’ and then combining this work to build an individual creative piece of work.</p>	<p>Scheme of Work:</p> <p>TIE</p> <p>Learning Intent: Students will explore the idea of ‘Theatre in Education’ This will provide students will the opportunity to discuss current issues, and how these affect us in school and other environments. The drama unit looks at the way you can use drama to have an impact on your audience, with the final intent of education the audience.</p>	<p>Scheme of Work:</p> <p>Scripted Work – An introduction to texts and styles of theatre</p> <p>Learning Intent: This unit provides a suitable framework for students to build foundations should they choose to opt for GCSE drama in the bridging year. Using a variety of differing texts students will explore extracts in groups and look at ways of developing their work in line with different styles of theatre. This will encourage students to think outside of the box when creating drama.</p>	
<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1</p>	<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1, C2, C3, C5</p>	<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1, C2, C3, C5</p>	<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1-C5</p>	<p>Measuring Impact through: Mini Assessments - half termly practical assessment of skill in response to the Skill Set Criteria. Focus Area C1-C5</p>	

Year 9 – Intent: Formulating the building blocks to bridge to the GCSE curriculum, focussing on Devising, Performing and Response. To explore in depth, the use of different drama techniques, to ensure a smooth transition into Year 10/11.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work:</p> <p>Performance spaces – Monologues</p> <p>Learning Intent: Students explore a variety of texts and the importance of the delivery of monologues as a tool for identifying character and storytelling.</p> <p>Students will study and research a variety of drama performance spaces. This will offer students a varied and diverse approach to performing.</p>	<p>Scheme of Work:</p> <p>Understanding Devising work Monologues/group work</p> <p>Learning Intent: Students begin to explore the skills required to start beginning to devise drama.</p> <p>Each week skills will be explored with the intention that students are able to identify the impact of drama techniques and specialisms required for their devised work.</p>	<p>Scheme of Work:</p> <p>Group Devised piece/performance</p> <p>Learning Intent: Students begin to explore the complexities of devising drama. This unit allows students to create and explore using a range of drama techniques in line with the specification. Students will complete this terms unit as a mini version of the year 10 examination unit. This supports the students in understanding the expectations of the 'GCSE examination' and how this unit will equal 30% of the final mark.</p>		<p>Scheme of Work:</p> <p>Group Scripted piece/performance</p> <p>Learning Intent: Students will explore a GCSE text. This will allow students to appreciate the use of character, themes and storytelling. Students will understand the complexities of learning lines and then taking the 'page to the stage'</p>	
<p>Measuring Impact through: Mini Assessments - half-termly practical assessment of skill. Solo Performances – marked with verbal</p>	<p>Measuring Impact through: End of half term assessment – small group assessment with the Year 9 Skill set mark scheme</p>	<p>Measuring Impact through: Group Performances – marked in line with the skills set and inline for future assessment with the specification and written evaluation in line with the Portfolio evaluation.</p>		<p>Measuring Impact through: Group Performances – marked in line with the skills set and inline for future assessment with the specification and written evaluation in line with the Portfolio evaluation.</p>	

feedback and skill related feedback.			
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Year 10– Intent: Overall intent – To feel confident to explore a wide range of drama skills and techniques in line with the drama specification. To have a strong focus upon how to devise work and complete this unit and formally assess.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work:</p> <p>Staging Styles</p> <p>Learning Intent:</p> <p>To ensure students are able to identify and analyse the use of different types of staging. Throughout this unit students will be able to make informed choices when creating work. A formalised approach on how to devise and the skills required for devising is included in this block of work in order to link with the NEA assessment in Autumn 2.</p> <p>Alongside this students will be starting to explore the set text Blood Brothers and will spend time discussing and highlighting ; Key themes/concepts and the dramatic intention of the text – in line with preparation for exam questions.</p>	<p>Scheme of Work:</p> <p>Start of NEA Devising</p> <p>Learning Intent:</p> <p>Students will be following the GCSE specification of understanding and exploring the stimulus pack to create devised examination work. This unit will provide the foundations of work to build an exam piece that will support the guided exam criteria.</p> <p>In this unit students will use a full range of personal drama skills to use both their creative influences as well as supporting their work with well researched informative work.</p> <p>Introduction to the coursework and the necessary criteria required.</p> <p>Stepped approach to completing the coursework – weekly homework set to write up the weekly focus.</p> <p>This will help to finalise the completed piece at the end of the examination.</p>			<p>Scheme of Work:</p> <p>Devised Examination</p> <p>Learning Intent:</p> <p>Students will be following the GCSE specification of understanding and exploring the stimulus pack to create devised examination work. This unit will provide the foundations of work to build an exam piece that will support the guided exam criteria.</p> <p>In this unit students will use a full range of personal drama skills to use both their creative influences as well as supporting their work with well researched informative work.</p> <p>All portfolio work is completed with dedicated lessons in the computer suite to refine work and complete the NEA.</p>	<p>Scheme of Work:</p> <p>Set Text Preparation</p> <p>Learning Intent:</p> <p>Students will explore 'Blood Brothers' Students will explore the script and create drama based around the set text so they begin to understand Social, Historical, political and cultural context.</p> <p>Work for blood brothers will be both theoretical and practical in approach whilst preparing students for the demand of the summer examination.</p>

Measuring Impact through: Mini Assessments - half termly practical assessment of skill – each lesson will have a perform and observe task.	Measuring Impact through: Exam – Marked in line with exam guidelines and informing students clearly of progress, this will complete 30% of the final grade. Throughout this process students will undertake a series of mini presentations of their work to the audience of their class.	Measuring Impact through: Students will complete this element of this course with an actual examination to finalise the element of the exam and then the piece of work will be marked with the specification grading. A day of examination.	Measuring Impact through: Assessment will take place within the lesson structure by introducing examination questions. These will be marked in line with the actual GCSE mark scheme.

Year 11– Intent: Overall intent – To explore the use of scripted work and explore various live theatre techniques, whilst preparing for an exam. To secure knowledge of the set text and whilst doing so be able to answer exam questions in the required depth.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work: Blood Brothers – practical and theory exploration of set text – focus on exam questions and process. Learning Intent: Students will explore 'Blood Brothers' Students will explore the script and create drama based around the set text so they begin to understand Social, Historical, political and cultural context. Work for blood brothers will be both theoretical	Scheme of Work: Script exploration ahead of NEA Learning Intent: Students will be using this half term to choose their script for their final live examination. Students will decide on their groups and explore a series of extracts from set texts that will then be examined. This is the student's opportunity to incorporate as many drama	Scheme of Work: P&P preparation for Live examination – NEA Learning Intent: Students will choose their extracts of work and begin to bring 'page to stage' This will be a focussed practical approach ahead of the visit from the examiner – April 2023. Students will focus on developing skills for live performance preparing their scripted extracts.		Scheme of Work: Exam revision/preparation and question-based studies. Learning Intent: Structured revision sessions and extra sessions will be prepared and planned for all students to attend. Thorough preparation of the written exam will ensure students secure their knowledge for the written examination. To Enrich their preparation for their success we will visit	Scheme of Work: N/A Learning Intent: Students have finished for year 11 exam series.

and practical in approach whilst preparing students for the demand of the summer examination.	techniques as possible to secure the highest marks. Alongside these students will complete the concept proforma to complement the set text.		the theatre to support the 'Live Theatre Review' Question	
Measuring Impact through: Exam questions – timed exam responses/DIRT/modelling exam answers.	Measuring Impact through: Rehearsal, review of performance techniques.	Measuring Impact through: Appreciation and understanding of the drama mark scheme. Regular mini reviews of work and filmed preparation of the exam extracts.	Measuring Impact through; Live theatre review – Exam preparation – exam questions	

Overall Intent 12/13

The BTEC qualification will allow students to work across all three disciplines within the Performing Arts – students will be aiming to be triple threat performers. Each unit of the BTEC will ensure students to research, explore, and refine their exploratory work to create a presentation of their findings. They will embark on a practical element of the course often working collaboratively but with an intention of meeting individual goals. Students will challenge themselves by putting together a series of goals and targets, which they will aim to achieve across the set period. Evaluation and analysis skills will be clearly identified and used to look at work achieved and met throughout the brief.

Year 12– Intent:

To establish a new independent style of study to complete assignment-based briefs. To understand the idea of working to set criteria and exploring a range of performing arts elements in line with the BTEC programme.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work: Introduction to prescribed practitioners Learning Intent: Unit 1 Learning Intent - To explore the work of two practitioners within the performing arts.	Scheme of Work: Exploring types of variety show Learning Intent: Unit 28 Learning Intent - Students will explore variety acts. They will research and produce a	Scheme of Work: Examination of Unit 1 - Introduction to prescribed practitioners Learning Intent: Unit 1 To complete the written exam for unit 1 and continue with unit 28	Scheme of Work: Exploring types of variety show Learning Intent Unit 28 Learning Intent - Students will explore variety acts. They will research and produce a presentation of 'variety across the years' Students will then take their findings complete workshops to explore variety skills.		Scheme of Work: Introduction to Unit 2 – Developing Skills for live performance. Learning Intent: Unit 2 Students will explore using various live theatre techniques. This unit is a compulsory unit and one where

Students will understand how to complete research tasks and explore primary and secondary sources of information to formulate a response to the external examination.	presentation of 'variety across the years' Students will then take their findings complete workshops to explore variety skills.			students focus upon using the discipline of their choice to create a piece of work that demonstrates a varied use of techniques. Exploring texts and practitioners for application to practical work.
Measuring Impact through: Extensive research of both primary and secondary sources	Measuring Impact through: Presentation of findings of research Variety Shows.	Measuring Impact through: External examination	Measuring Impact through: Practical performance and written submission of work	Measuring Impact through: Script exploration ahead of practitioner research

Year 13– Intent: To finalise the units needing completion ahead of the claim for the qualification in the summer. To undertake external and internally set assignment briefs and understand the value of these.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work: Developing techniques for live performance Learning Intent: Unit 2 Learning Intent - Students will explore using various live theatre techniques. This unit is a compulsory unit and one where students focus upon using the discipline of their choice to create a piece of work that demonstrates a varied use of techniques.		Scheme of Work: Group Performance Workshop Learning Intent: Unit 3 Learning Intent - Students will be issued a set task and will have to device a piece of work using the discipline of their choice. The outcome of this will be measured through both written and practical work and will contribute to the final outcome of the BTEC Qualification.		Final submission of Unit 3	Students have finished Year 13 for final summer examinations.

Measuring Impact through: Presentations, practical application of work through practitioner's research and a final performance to an audience.	Measuring Impact through: Devising from a stimulus – creating work and completing milestone logs for external examination.	Measuring Impact through: External upload of work for final examination submission.	