DRAMA

CURRICULUM OVERVIEW – KEY STAGE 3

The Forest Academy Drama curriculum is designed to give every pupil the opportunity to reach their full potential in building confidence and developing their creative talents to the full. Through a wide range of practical activities, pupils immerse themselves in authentic theatre-making as performers, devisers, designers and audience members. This allows our pupils to develop their skills in creating, performing and responding to drama which in turn, supports their development into confident and articulate young people. Drama is taught to all pupils at KS3 with one lesson per week. Pupils in Year 10 and Year 11 study GCSE Drama are allocated five lessons per fortnight.

Our students will be creative learners who enjoy exploring, devising, performing and evaluating theatre from a wide range of periods, genres and practitioners. We pride ourselves on an authentic Drama curriculum in which practical work sits at the core of every lesson. Theatre history and scripted texts serve as the vessels for incremental skill development, so that by the end of KS3 pupils have the knowledge and confidence to choose Drama as a GCSE option. Alongside practical work, pupils analyse and evaluate their own work and the work of others in every unit, using subject terminology to explain how vocal, physical and design choices communicate meaning to an audience. Complementing our curriculum, pupils can take part in co-curricular drama and live theatre trips.

CURRICULUM JOURNEY

The TFA Drama curriculum is carefully scaffolded from Year 7 to Year 11 so that pupils build, step by step, the skills needed for GCSE Drama: devising and performing theatre and analysing and evaluating live and scripted theatre. Practical performance units are shown in blue and written or design units in red, while do-nows, diagnostic assessments and fix-it lessons run through every unit. Year 7 travels through the history of theatre and builds core strategies such as still image, mime, thought tracking and cross-cutting, applying them to Alice in Wonderland, a devised Theatre in Education piece and a first live theatre response. Year 8 broadens this through Commedia dell'Arte, physical theatre and the scripted text Noughts & Crosses.

Year 9 acts as a bridge into Key Stage 4: Greek and Epic Theatre introduce the genres and practitioner techniques used in devising, Theatre Design prepares pupils for the designer option, DNA develops the skills needed to perform scripted extracts, and Live Theatre builds the analytical writing needed for the written exam. Year 10 (Eduqas) then focuses on Component 1 Devising Theatre and Component 3 Interpreting Theatre, with Component 2 Performing from a Text following in Year 11. Year 11 (AQA) completes the devising log, performs two scripted extracts and prepares for the Understanding Drama written exam.

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YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	**Theatre History** Pupils travel through Greek, Roman, Medieval, Renaissance and Restoration theatre to Realism, Modernism and contemporary theatre, exploring how each era staged its stories. Quizzing do-nows check key knowledge, and the unit ends with a diagnostic performance assessment.	**Performance Skills & Strategies** Pupils learn the core drama strategies of still images, improvisation, mime, thought tracking and cross-cutting, applying each in short group scenes. They complete a diagnostic performance assessment, then refine their work in a fix-it lesson.	**Alice in Wonderland** Pupils explore naturalistic acting through key scenes: falling down the rabbit hole, the Caucus Race, the Cheshire Cat, the Mad Hatter's Tea Party and the Queen of Hearts. They develop character through voice and movement, ending with a diagnostic assessment.	**Alice in Wonderland – Styles** After a performance fix-it, pupils experiment with non-naturalistic styles: choral speech with the Cheshire Cat, physical theatre with the Caterpillar and exaggeration with the Duchess. Quizzing do-nows recap the techniques and key terminology.	**Devising & Theatre in Education** Pupils devise from a stimulus to create a Theatre in Education (TIE) piece, building scenes that use emotion, audience participation and educational facts to deliver a message. They perform as a group for a diagnostic assessment, followed by a fix-it lesson.	**Introduction to Live Theatre** Pupils are introduced to live theatre and learn how to describe, explain, analyse and evaluate actors' skills. They practise structuring a paragraph and take notes on key scenes, completing a written half-answer as a diagnostic assessment.
YEAR 8	**Commedia dell'Arte** Pupils discover the origins of Commedia dell'Arte, using gibberish, lazzi and physical comedy to entertain an audience. They improvise from scenarios and perform a short commedia piece as a diagnostic assessment, followed by a fix-it lesson.	**Physical Theatre** Pupils explore physical theatre by becoming inanimate objects and learning Frantic Assembly's Round-By-Through and Chair Duets, before combining them and experimenting with masks. They perform a short physical theatre piece as a diagnostic assessment.	**Physical Theatre: Devising from Stimulus** Pupils build trust and control through small and flying lifts, then devise from a stimulus, developing abstract still images into movement across two scenes. They perform for assessment and refine their work in a fix-it lesson.	**Scripted: Noughts & Crosses** Pupils explore Noughts & Crosses, using proxemics, levels and status to show shifting power in the cafeteria and beach scenes and building tension in scene 17. They are introduced to the 8-mark exam-style question.	**Noughts & Crosses – Performance** Pupils use physical theatre to stage the explosion for a diagnostic performance assessment, then develop key moments including Ryan's execution and Sephy's abduction. They use status to prepare and perform an assessed scene, ending with a fix-it lesson.	**Live Theatre** Pupils analyse acting skills in live theatre, learning how to describe, explain, analyse and evaluate. They structure paragraphs and take notes on key scenes, completing a written diagnostic assessment followed by a feedback and fix-it lesson.

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CURRICULUM OVERVIEW – PROGRESSION INTO GCSE

YEAR 9

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9	**Greek Theatre** Pupils investigate what Greek theatre was really for, using the chorus as a storytelling tool, character masks and themes of fate, choice and society. They use direct address and audience awareness in a short Greek theatre performance, assessed diagnostically and refined in a fix-it lesson.	**Epic Theatre** Pupils are introduced to Brecht's Epic Theatre and devise from a stimulus, building scenes with narration, placards and direct address. After rehearsal and refinement they perform an Epic Theatre piece as a diagnostic assessment, introducing the practitioner techniques used in GCSE devising.	**Theatre Design** Pupils are introduced to theatre design, exploring set, lighting and costume design and face paint. They explain and justify their design choices, completing a written diagnostic design assessment that prepares them for the GCSE designer option.	**Scripted: DNA** Pupils study Dennis Kelly's DNA and its social context, exploring character relationships, status, tension, physicality and proxemics. They examine character intentions and subtext through script work, developing the skills needed to perform from a text at GCSE.	**DNA – Extract Performance** Pupils perform an extract for a diagnostic assessment, then develop a second scene focused on character interpretation, motivation and creating tension through staging and movement. After rehearsal and refinement, they perform as a group for a final diagnostic assessment.	**Live Theatre** Pupils analyse acting skills in live theatre, learning how to describe, explain, analyse and evaluate performers' choices. They structure analytical paragraphs and take notes on key scenes, completing a written diagnostic assessment and a feedback and fix-it lesson that prepare them for GCSE.

YEAR 10 | EDUQAS GCSE DRAMA (C690)

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 10	**Component 1** **Devising Theatre – Skills Workshops** Pupils take part in practical workshops that build the devising skills needed for Component 1, with quizzing do-nows checking knowledge. They complete two short devised performances as diagnostic assessments, and the half term ends with an introduction to the stimulus.	**Component 1** **Devising Process** Pupils develop and finalise ideas from the stimulus, devising scenes 1–4 while keeping notes on the process. They begin portfolio log 1 (diagnostic assessment), present the first two scenes in a show-back, create a strong ending and complete a full run-through as a diagnostic assessment.	**Component 1** **Devised Performance & Portfolio** Pupils refresh, run and refine the devised piece using feedback, before performing it in the devising exam. They then write up the process in portfolio logs 2 and 3, using visual work and questioning to plan each stage.	**Component 1** **Portfolio Completion** Pupils complete and refine portfolio logs 1, 2 and 3, which document the three significant stages of the devising process. Coursework is marked as a diagnostic assessment with written feedback, before the final hand-in at the end of March.	**Component 3 – Section B** **Live Theatre: Billy Elliot** Pupils analyse and evaluate a production of Billy Elliot, exam-style responses, including a one-paragraph diagnostic assessment. In May they begin the set text, answer a live theatre question as a diagnostic assessment and prepare for mock exam week.	**Component 3 – Section A** **Set Text: I Love You Mum** Pupils study I Love You Mum in depth through exam style question structures and practice questions. They sit the Year 10 mock exams and receive feedback, with Year 10 grades entered at the end of June.

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CURRICULUM OVERVIEW – KEY STAGE 4

YEAR 11 | AQA GCSE DRAMA (8261)

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 11	**Components 1, 2 & 3** **Texts in Practice – Extract 1** Pupils rehearse their first scripted extract, performing it as a diagnostic assessment followed by a fix-it lesson. Alongside this they attend Component 1 masterclasses on the 32-, 20- and 12-mark questions and improve Component 2 devising log 2, with line learning ongoing.	**Components 1, 2 & 3** **Extract 2 & Component 1 Mock** Pupils begin rehearsing their second extract while practising the 32-, 4- and 8-mark questions. They sit a Component 1 mock written paper with a feedback sheet, and hand in Component 2 devising logs 1, 2 and 3 for checking.	**Components 1, 2 & 3** **Extract 2 Mock & Final Coursework** Pupils complete Extract 2 and perform it as a mock scripted performance, followed by a fix-it lesson. They make final improvements to Component 2 coursework, attend Component 1 revision masterclasses and rehearse Extracts 1 and 2 together.	**Components 1 & 3** **Component 3 Rehearsal** Pupils rehearse Extracts 1 and 2 for the visiting AQA examiner, with a further diagnostic assessment and fix-it lesson. Targeted pupils sit a repeat Component 1 mock, alongside ongoing Component 1 revision.	**Component 1** **Understanding Drama – Revision** Pupils revise for the Component 1 written exam (1 hour 45 minutes, 40% of the GCSE), covering theatre roles and terminology, the set play and the live theatre question. Lessons focus on questioning, note-taking and exam technique.	

GCSE QUALIFICATION | YEAR 10 – EDUQAS (C690)

Component 1: Devising Theatre (40%)

NEA, internally assessed and externally moderated. Pupils devise theatre from a stimulus as a performer or designer, applying the techniques of a practitioner or genre. They produce a portfolio covering three stages of development and a supervised evaluation (1 hour 30 minutes).

Component 2: Performing from a Text (20%)

NEA, externally assessed by a visiting examiner. Pupils perform, or design for, two 10-minute extracts from one text, with an artistic intentions outline of about 150 words. Performances take place live between January and May.

Component 3: Interpreting Theatre (40%)

A 1 hour 30 minute written exam. Section A (45 marks) contains questions on one set text, including an extract and the wider play. Section B (15 marks) asks pupils to analyse and evaluate a live theatre production they have seen.

GCSE QUALIFICATION | YEAR 11 – AQA (8261)

Component 1: Understanding Drama (40%)

A 1 hour 45 minute written exam (80 marks). Section A: multiple-choice questions on theatre roles and terminology. Section B: four questions on an extract from the set play (4, 8, 12 and 20 marks). Section C: one live theatre question (32 marks).

Component 2: Devising Drama (40%)

NEA, marked by the teacher and moderated by AQA. Pupils devise an original piece as a performer or designer, assessed through the devising log (60 marks) and the devised performance (20 marks).

Component 3: Texts in Practice (20%)

Practical exam marked by a visiting AQA examiner. Pupils perform, or design for, two extracts from one play (40 marks in total).

ASSESSMENT

Pupils complete a diagnostic assessment every half term, either practical or written, with feedback sheets stuck into books and a fix-it lesson so they can act on feedback. Quizzing do-nows and multiple-choice questions check retention throughout each unit, with self-assessment and verbal feedback. At KS4, coursework is marked diagnostically against the exam board criteria, alongside mock exams and mock performances. Teacher-marked NEA is internally standardised and moderated in line with JCQ guidance, before a sample is externally moderated by the exam board.

OFFICIAL GCSE SPECIFICATION LINKS

Year 10 – Eduqas GCSE Drama (C690): https://www.eduqas.co.uk/qualifications/drama-gcse/

Year 11 – AQA GCSE Drama (8261): https://www.aqa.org.uk/subjects/drama/gcse/drama-8261