

Long Term Plan – Drama (2025-26)

Vision: Drama is essential to the development of our students, as it enables and challenges all students to think creatively about the world in which they live and what is around them. The Drama curriculum aims to enable students to access and build upon highly important skills that they will use consistently throughout life such as collaborative working, verbal and non-verbal communication, confidence and the enhancement of concentration. The knowledge conveyed will enable our students to think critically as dramatists and practitioners, exploring a range of texts and issues and allowing them to express themselves and articulate their emotional landscape.							Year End Points
	HT1	HT2	HT3	HT4	HT5	HT6	
Year 7	Key Performance skills in Drama (MTP 1- Behaviour in the Drama classroom, Familiarising self with performance and group work)	Darkwood Manor (MTP 2- Performance skills- building tension and role play)	Non-Naturalistic Theatre (MTP 3- Experimentation with non-naturalistic techniques.)	Devising Drama (MTP 4- Performance skills, group work)	Pantomime (MTP 5- Studying the conventions of a pantomime)	Key skills MTP 6- Adding key performance skills into areas within performance	- By the end of year 7, students should present a well-rounded understanding of the behaviours and attitudes when working inside of the drama classroom. - Perform devised pieces of drama on a range of stimuli, using key performance skills such as facial expression, body language and vocal expression. - Demonstrate a basic understanding of how to build and create tension within performance. - Understand how to use various non-naturalistic drama techniques in a piece of performance, and the affect this has on the audience. - Develop an understanding of characterisation in performance, and the ability to portray a character.
Year 8	Performance skills in Drama Lvl. 2 (MTP 1- Understanding Drama vocabulary and using key Skills)	An Introduction to Theatrical Practitioners (MTP 2-Appreciating a range of styles and interpretations)	‘Our Day Out’ (MTP 3- Working with a text, analysing performance)	Greek Theatre (MTP 4- Exploring a new style of theatre and performance.)	Commissioned Work (MTP 5 Responding to a brief- understanding industry practice)	Macbeth (MTP 6-Explore key themes within the plot. Creating tension.)	- By the end of year 8, students will be able to portray all performance skills including both vocal and physical skills at a beginner level. - Students will be able to identify key skills, and explain why and how these are used in performance. - Students will gain a good understanding of important theatre practitioners, and how styles differ. - Students will be able to explore and analyse text and performance, highlighting key characterisation. - Understand how to respond to a brief, and gain the ability to adjust and design performance for a target audience. - Build upon prior knowledge of creating tension.
Year 9	Practitioners (MTP1 advancement on y8 practitioners, looking at the study of Theatre of cruelty, Total Theatre, Naturalism and Epic Theatre)	‘Teechers’ (MTP 2 A study of the play Teechers by John Godber, analysing social and historical contextual influences on the piece, and how Brechtian techniques are used within performance)	‘Too much punch for Judy’ (MTP 3- Verbatim theatre and how documentary style performance is created)	Hillsborough (MTP 4 Devising from a stimulus, using techniques to aid storytelling in performance)	theatre in education (MTP 5- Study of theatre in education and purpose of performance, performing to differentiated audiences)	Commissioned Work (Performing to a brief, analysing purpose, target audience, commissioners and performance style+ genre)	- By the end of year 9, students will have developed a further, more advanced understanding of the work of key practitioners, and how to use their rehearsal/performance techniques to suit performance purpose. - Build upon knowledge of practitioners and acting styles to combine styles of performance when working with a text. - Develop an understanding of role play and verbatim theatre. - Students will be able to create work from a range of stimuli, for a specific target audience.



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							Students should gain knowledge of standard industry practice, and look to use these skills within rehearsals.
Year 10	Component 1- LOA/component 2 LOB/Component 3 Explore a range of professional performance styles (e.g. physical theatre, naturalism, verbatim). Watch and analyse live or recorded performances from different theatre practitioners. Understand the purpose of performance (e.g. to entertain, challenge, inform). Learn about the roles and responsibilities in professional productions (actors, directors, designers). Begin to explore how professionals create and rehearse performance work.	Component 1- LOB/Component 2 LOA Take part in practical workshops inspired by professional performance styles. Develop an understanding of how performers and creatives respond to a stimulus or theme. Analyse how performance elements like lighting, set, and costume contribute to meaning. Learn how different artists collaborate to bring a performance to life. Prepare for controlled assessment by refining analysis and practical responses.	Component 1 controlled assessment Complete assessment based on studied professional works. Submit written and practical evidence demonstrating understanding of performance styles and creative processes. Show knowledge of roles, responsibilities, and approaches used in professional practice.	Component 1 controlled assessment Complete assessment learning aim B based on knowledge of the production process Show knowledge of understand how professional roles contribute to the creation of the performance	Component 2 LOA skills development/ component 3 content Begin developing acting skills through practical workshops (voice, movement, character). Learn about safe rehearsal techniques and professional rehearsal behaviours. Explore and rehearse existing scripts or performance material. Record progress through rehearsal logs, peer/self-assessment, and tutor feedback. Explore devising techniques and ensemble work. Practice responding to short performance briefs. Begin building confidence in creating original work as a group.	Component 2 (Learning Aim B – Performance) Practice applying acting and interpretative skills in a short scripted performance. Rehearse and perform a scene or extract to an internal audience. Reflect on feedback and develop performance confidence. Continue developing rehearsal and review techniques in preparation for assessment next year. Practice reviewing and evaluating personal development as a performer. Set targets for improvement and identify strengths and weaknesses	- By the end of year 10, students will have investigated various styles of professional performance. - Develop a well-rounded understanding how professional performance is created - Develop knowledge and understanding of Roles, responsibilities and skills and how they contribute to performance - Develop understanding of the stylistic qualities of a performance. - Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance - Develop an understanding of the processes used in development, rehearsal and performance - Be able to understand and analyse how features of a performance contribute to the performance purpose.
Year 11	Component 2 Controlled Assessment introduction Begin controlled assessment for Component 2 (Learning Aims A & B).	Component 2 controlled assessment Perform final piece for assessment Complete final written review and reflection on performance and skill development.	Component 3: External Assessment – Devising & Rehearsal Respond to the brief set by the exam board. Collaboratively devise an original performance piece.	Component 3: Final Performance & Evaluation Perform devised piece to an audience or on camera as part of the external assessment.	Component 3: Final Performance & Evaluation Perform devised piece to an audience or on camera as part of the external assessment.	Component 3: Final Performance & Evaluation Perform devised piece to an audience or on camera as part of the external assessment. Complete final evaluation and review of the performance process and outcome. Complete a skills log outlining and identifying skills used within performance.	- By the end of year 11, all students will have a well-rounded knowledge of the professional theatre industry. - Students will have developed advanced key vocal performance skills to create effective characterisation such as pitch, accent and pace. - Students will have developed key physical performance skills such as gait, posture and gesture to produce effective characterisation. - Students will gain the ability to critically analyse individual rehearsal and



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	Rehearse and develop performance work from published scripts. Apply acting techniques in rehearsal and performance. Document rehearsal process, feedback, and skill development in written portfolio.	Submit all evidence for Component 2 (rehearsal process, performance, and review).	Use creative strategies, drama techniques, and rehearsal methods. Document the devising process in written or digital format. Create and submit an ideas log outlining ideas for performance in relation to style, genre and the requirements of the brief.	Complete final evaluation and review of the performance process and outcome. Complete a skills log outlining and identifying skills used within performance. Complete a written evaluation self evaluating the rehearsal process and performance in relation to the briefs requirements. Submit all performance and written evidence for external moderation.	Complete a written evaluation self evaluating the rehearsal process and performance in relation to the briefs requirements. Submit all performance and written evidence for external moderation		performance, and set targets for future rehearsals. • The ability to understand and analyse a brief, and plan and structure a performance accordingly to the briefs requirements. • Develop an advanced understanding of performance for a specific audience.
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