

## Drama Curriculum Intent

*Inspire creativity and confidence*

### Our Ambitious Aims

***By the end of their time with us at Gloucester Academy, our students will be able to:***

- Confidently create drama in the style of different practitioners
- Build empathy and understand different perspectives by exploring a wide range of characters, stories, and theatrical traditions
- Develop key life skills like communicating clearly, working well with others, solving problems and bouncing back from challenges
- Create and sustain a character
- Evaluate their own and others' work
- Discuss how technical elements enhance a performance

### Big Ideas

***To achieve success in drama, students will be given the opportunity to develop a range of skills.***

Big Idea	Description	Rationale
<b>Characterisation</b>	How to perform a character in a believable manner.	Creating a believable character through vocal and physical skills is a core concept that is needed before students are able to explore different styles and practitioners. Being able to present a believable character is the basis for any drama performance.
<b>Practitioners and styles</b>	Different style and theatre practitioners throughout history.	As students use their drama skills, it is important that they learn the history of theatre and how others have shaped drama into the modern form. It is vital that students learn and apply these skills to their own work to make new exciting theatre, including devised work, to express themselves in their own work and style.
<b>Technical elements</b>	Using lighting, sound, set design and costume to create atmosphere.	Using technical elements can change a performance drastically for both the audience and the performer and students should be able to use these elements to their advantage and to be able to put their message to the audience in any kind of atmospheric way that they intend. Understanding technical elements will also help them evaluate work and consider the effectiveness of the use of technical elements.
<b>Evaluation</b>	Evaluating your own work and the work of others both verbally and in writing.	In order to create work students must be able to understand what good work looks like and how they can replicate it for themselves. Understanding the work of others can improve meaning and intention as an actor, director or writer. Being able to accurately evaluate builds confidence and passion for performing.

Year	Summary of Study	Narrative and Rationale
<b>7</b>	U1: Greek Theatre & Commedia dell'Arte U2: Pantomime & Naturalism U3: Directing & Devising	In Year 7 Drama, students embark on a rich and varied exploration of theatrical traditions, performance styles, and creative processes. The year begins with an introduction to the <b>origins of theatre</b> through Greek Theatre and Commedia dell'Arte, where students develop fundamental skills in voice, movement, ensemble work, and exaggerated characterisation while gaining historical and cultural insight. In the second unit, they contrast the heightened style of British <b>Pantomime</b> with the subtle realism of <b>Naturalism</b> , learning to adapt their performance techniques to suit different audience expectations and emotional tones. The final unit empowers students to take ownership of their learning through <b>directing</b> and <b>devising</b> , encouraging leadership, collaboration, and creativity as they apply skills from earlier units to create original performances. This curriculum is designed to build confidence, communication, empathy, and an appreciation of theatre as both a collaborative art form and a powerful means of expression.
<b>8</b>	U1: Practitioners: Stanislavski & Beckett U2: Othello	In Year 8 Drama, students develop as thoughtful, versatile performers by engaging with a broad range of theatrical styles, texts, and creative processes. The year begins with a study of <b>Stanislavski's naturalism</b> and <b>Beckett's absurdism</b> , where students explore the contrast between psychologically truthful performance and the

	U3: Epic Theatre & Devising	fragmented, symbolic world of the <b>Theatre of the Absurd</b> —enhancing both emotional insight and abstract interpretation. In Unit 2, students study <b>Shakespeare's Othello</b> , focusing on how <b>dramatic elements</b> such as tension, pacing, status, and proxemics are used to <b>heighten conflict and drive narrative</b> , while strengthening their skills in voice, text analysis, and physical storytelling. In the final unit, students explore <b>Brecht's epic theatre</b> , learning to challenge and provoke audiences through techniques like direct address, placards, and episodic structure. This culminates in a <b>devised performance</b> , where students synthesise knowledge and skills from all units—blending naturalistic characterisation, absurdist concepts, Shakespearean tension, and Brechtian techniques to create original, purposeful theatre. This curriculum fosters confident, analytical, and socially aware young theatre-makers who can adapt to varied styles, collaborate effectively, and use drama as a powerful medium for expression and critique.
9	U1: Script analysis & Line Learning U2: Theatre around the World U3: Live Theatre	In Year 9 Drama, students are equipped with the analytical, performance, and technical skills needed to transition confidently into GCSE-level study. The year begins with a focus on <b>script analysis and line-learning techniques</b> using <i>The Curious Incident of the Dog in the Night-Time</i> , where students explore character motivation, subtext, physical staging, and practical methods for memorisation and rehearsal discipline—laying the groundwork for refined, text-based performance. In Unit 2, students expand their cultural and theatrical horizons through <b>Theatre Around the World</b> , investigating styles such as Expressionism, and Artaud's Theatre of Cruelty, while building on prior knowledge of Greek Theatre, Commedia dell'Arte, Naturalism, Theatre of the Absurd, and Epic Theatre. This unit strengthens students' understanding of how different global traditions approach storytelling, characterisation, and audience engagement, while <b>encouraging creative experimentation</b> and critical reflection. In the final unit, students engage with <b>Live Theatre and Technical Elements</b> , learning how lighting, sound, costume, set, and multimedia <b>work cohesively to shape meaning and mood in professional productions</b> . This unit also develops their ability to critically analyse and evaluate professional performances, using appropriate drama terminology, a key skill for GCSE. By the end of the year, students are confident, culturally aware theatre-makers who can perform, devise, and evaluate with a sophisticated understanding of drama as both an expressive and collaborative art form.
10	U1: Devising extended pieces of drama across multiple lessons Analytical and evaluative writing in the form of a portfolio U3: Introduction to GCSE set text	At the start of KS4 students will begin with recapping practitioners and techniques learnt throughout KS3 in order to inform their process for Component 1 - <b>AO2 Apply theatrical skills to realise artistic intentions in live performance</b> . They will then have the opportunity to <b>devise</b> , including developing and refining their ideas, and <b>rehearse performance</b> work over an extended period of time, allowing them the opportunity to <b>collaborate</b> with others to create an original piece of work inspired by <b>stimuli</b> . This piece will be performed to an <b>audience</b> . Yr10 students will <b>reflect</b> on this process through written work - <b>AO1 Create and develop ideas to communicate meaning for theatrical performance</b> and <b>AO4 Analyse and evaluate own work</b> . This demonstrates an understanding of different stages of the process, and how a performance piece is created, including the intentions of both performers and designers. Once this is completed they will begin to explore the set text for Component 3 - <b>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed</b> . Students will also have the opportunity to attend a live theatre performance in order to prepare them for the summer mock exam.
11	U3: Set text exploration U2: Performance from a text U2 & 3: Exam preparation	KS4 students will begin the year continuing to practically explore their <b>set text</b> for Component 3, exploring how to analyse the set text from the perspective of a performer, designer and director as the exam requires them to answer questions as all three. This includes considering the <b>cultural context</b> of the play itself, when it was set and when it was first performed. Students will also begin analysing <b>live theatre</b> as the second half of the exam requires them to analyse and evaluate a piece of theatre they have seen, this includes decisions made by designers, directors and acting choices made and how these choices impact the audience. The first half of unit 2 will see students develop a performance of a <b>professional script</b> for Component 2 - <b>AO2 Apply theatrical skills to realise artistic intentions in live performance: Vocal and physical skills, Characterisation and communication, Artistic intention and style/genre/theatrical</b> . Working either as part of a group, as a pair, or as an individual, the students will apply all their acquired <b>performance knowledge</b> to stage two extracts from a play, which will be performed to an <b>audience</b> . Once this is completed students will continue preparing for the exam in the summer.