

Curriculum Overview - Thomas Hall 2025/2026															Drama																									
Week Beg.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Year 7	Darkwood Manor: An Introduction to Drama Skills								A Christmas Carol							Slapstick Film and Silent Comedy					History of Theatre					A Midsummer Night's Dream					Enrichment week									
	The "Introduction to Drama Skills" scheme provides Year 7 students with a foundation in key performance techniques through the use of the fictional setting, Darkwood Manor. Students learn to collaborate effectively, exploring core drama conventions such as freeze frame, mime, pause, and gesture. They begin developing vocal and physical skills, including pitch, pace, volume, and facial expressions. The scheme introduces physical and abstract theatre, encouraging students to tell stories through movement, and builds understanding of on-stage status and characterisation. This unit equips students with the essential tools needed for confident and expressive performance throughout Key Stage 3.								The "A Christmas Carol" scheme introduces Year 7 students to character development and storytelling through the exploration of Charles Dickens' classic text. Students examine key characters such as Jacob Marley and Ebenezer Scrooge, developing performance skills through role play and characterisation. The scheme encourages historical understanding by looking at the impact of poverty on Victorian children and reflecting this within dramatic scenes. Through practical work and group collaboration, students build empathy and creativity, culminating in the devised performance of a scene inspired by the story's themes and events.							The "Silent Film and Slapstick Comedy" scheme introduces Year 7 students to physical comedy and historical performance styles through exploration of silent film, melodrama and slapstick. They explore the origins and conventions of early cinema, including the transition to 'talkies'. The scheme culminates in a devised performance and assessment where students apply their knowledge to create an original scene using physical theatre techniques and characterisation.					The "History of Theatre" scheme gives Year 7 students an engaging introduction to key theatrical traditions, from Ancient Greece to Elizabethan England. Students explore a range of performance styles and conventions, including Greek chorus work, medieval mystery plays, and Shakespearean characterisation. They develop their understanding of context, voice projection, and movement, while also learning about theatre's evolution across different historical periods. Through script work, staging scenes, and performing to an audience, students apply theatrical devices to bring historical drama to life. The unit culminates in a group performance and evaluation, encouraging reflective and creative thinking.					The "Introduction to Shakespeare" scheme introduces Year 7 students to the life, language, and legacy of William Shakespeare through the comedic text A Midsummer Night's Dream. Students explore key literary devices such as iambic pentameter and repetition while learning how to annotate and understand Shakespearean dialogue. Focusing on the different character groups, students investigate monologues, duologues, and performance techniques to bring the language to life. The scheme balances creative performance with analytical skills and culminates in a group performance to parents and carers.														
Year 8	WW2 Evacuees								Stone Cold							Adapting for Stage					Commedia dell'arte					Enrichment week														
	The "WW2 Evacuation" scheme challenges Year 8 students to explore the emotional and social impact of evacuation through devised drama. Using techniques such as teacher in role, tableau, thought-tracking, and improvisation, students develop empathy and understanding while building confidence in character development and storytelling. The unit focuses on creating three-dimensional characters and working collaboratively to construct scenes that reflect the themes of displacement, resilience, and identity. The scheme culminates in a performance assessment, enabling students to reflect on their work and respond critically to the process and outcomes.								The "Stone Cold" scheme introduces Year 8 students to issue-based drama through the adaptation of Robert Swindell's novel about homelessness. Students explore the themes of vulnerability, isolation, and survival by taking on roles from the story, including the central characters Link and Shelter. They use a range of dramatic techniques such as monologue, thought-tracking, split scenes, and cross-cutting to develop empathy and deepen character understanding. Through both scripted and devised work, students are encouraged to reflect on social issues and present them powerfully through performance. The scheme promotes emotional literacy, ensemble work, and confident storytelling, culminating in a series of devised scenes or a whole-class performance.							The "Adapting for Stage" scheme enables Year 8 students to explore how stories and texts are transformed into live theatrical performances. Students examine the process of adapting narrative material—such as novels, short stories, or news articles—by identifying key moments, characters, and themes suitable for stage interpretation. They learn how to translate action into dialogue, use stage directions effectively, and structure scenes with a clear dramatic intention. Through practical workshops and group tasks, students build scenes from source material, considering set, character, and audience impact. This scheme culminates in adaptations of children's picture books, which are performed to primary pupils.					The "Commedia dell'arte" scheme introduces Year 8 students to the historical Italian performance tradition known for its exaggerated characters and physical comedy. Students explore and create stock characters such as Pantalone, Arlecchino, Capitano, and The Doctor, learning their traits, gestures, and voice work. They apply this understanding by devising and rehearsing a silent film that showcases these characters in modern or traditional scenarios. The scheme promotes creativity, physical expression, and ensemble work, while encouraging students to consider the enduring influence of this theatrical art form on comedy and performance today. The unit concludes with a performance assessment and reflective discussion.																			
Year 9	Verbatim Theatre								Theatre Evaluation							Noughts and Crosses					Project: DNA. Exploring Theatre Practitioners					CEW Week														
	The "Devising: Verbatim Theatre" scheme introduces Year 9 students to a powerful form of documentary drama that uses real people's words to tell authentic stories. Students explore various devising techniques, including recorded delivery and adapting verbatim texts to new contexts. Through creative experimentation and rehearsal, they learn how to shape a performance that reflects real experiences with sensitivity and purpose. The scheme encourages critical thinking, empathy, and collaboration, culminating in a final performance and evaluation of their own work. This unit deepens students' understanding of drama's role in representing truth and giving voice to lived experiences.								The "Live Theatre Evaluation" scheme equips Year 9 students with the skills to critically analyse and evaluate professional theatre productions. Students develop a specialist drama vocabulary and learn how to examine elements such as performance, set, lighting, sound, and costume using subject-specific terminology. They practise identifying key moments within a production and expressing insightful responses, both written and verbal. The scheme encourages students to connect technical theatre elements with dramatic impact, deepening their appreciation of live performance and preparing them for future written evaluation at GCSE level.							The "Noughts and Crosses" scheme engages Year 9 students with powerful themes of segregation, identity, and injustice through the dramatisation of Malorie Blackman's novel. Students explore key scenes and characters using a range of dramatic techniques including monologue, split staging, cross-cutting, and direct address. They analyse how power and status are represented on stage, developing empathy and emotional expression through performance. This unit encourages students to explore social issues while refining their performance and interpretative skills. The scheme also prepares students for the analytical and devised elements of GCSE Drama, fostering confidence in both practical and reflective work.					This scheme introduces Year 9 students to a diverse range of theatre practitioners and performance styles, encouraging them to develop versatility and creativity in their acting. Beginning with Naturalism, students learn how to create believable characters and scenes with authenticity. They then explore the techniques of Bertolt Brecht, focusing on non-naturalistic devices and audience engagement. The scheme progresses to the physical and collaborative style of Frantic Assembly, where students devise and perform movement-based performance pieces, using Frantic Assembly's building blocks for devising. Across the scheme, students are challenged to apply contrasting performance techniques and deepen their understanding of theatrical styles and their impact on an audience.																			
Year 10	Introduction to Component 1			Theatre Evaluation		Devising			Component 1: Devising							Component 1: Devising					Component 3: Theatre Makers in Practice					CEW Week														
	An introduction into devising provides KS4 Drama students with the exciting and challenging opportunity to develop their performance or design skills and to be inspired as theatre makers by a range of stimuli. Students will develop skills for recording the development of their ideas for performance as well as underpinning skills such as analysis and evaluation for their mock portfolio.			As an essential part of the Drama GCSE curriculum, students will watch a professional live theatre performance and develop their analysis and evaluation skills. Students will prepare their live theatre evaluation notes.		Students will return to their mock devised performance and refine their piece for the Year 10 students. There will be a Q and A, post-performance session to create necessary feedback from the audience for their portfolio. Students will learn how to develop analysis and evaluation skills for their mock portfolio reflecting on the process of performance as well as the final piece.			Devising In groups, students will explore a range of new stimuli for their final assessment and will continue to develop their devising skills. A portfolio for recording the creation and development of their final devised work will be introduced alongside and they will begin to record their ideas and how they have been developed as part of their exploration.							AIn this unit, students work collaboratively in groups to explore a variety of new stimuli that will form the foundation for their final devised performance. They will experiment with ideas through improvisation, discussion, and rehearsal, developing their creative and analytical skills as they shape their own piece of original drama. Alongside this practical exploration, students are introduced to the devising portfolio, which allows them to document their process, from initial responses to stimuli through to rehearsal choices and character development. As the unit progresses, students continue to refine their devised piece, responding to feedback, making directorial decisions, and ensuring that their final performance communicates a clear message or theme. This process helps students build confidence in performance, deepen their understanding of theatre-making, and prepare for their final Component 1 assessment.					Students return to their work on Theatre Makers in Practice by beginning an in-depth exploration of their chosen set text. Through a combination of practical drama work and guided analysis, students investigate key scenes, characters, and staging choices. They explore the text from multiple perspectives—performer, director, and designer—developing an understanding of how theatrical elements contribute to meaning in performance. Practical activities help bring the text to life, while also preparing students for the written exam by strengthening their ability to interpret and justify creative decisions. This unit lays the foundation for more detailed exam preparation later in the course.																			
Year 11	Component 2: Performance from			Theatre Evaluation		Component 2: Performance from text			Revision for Exam		Component 2: Performance from text			Component 3: Theatre Makers in Practice			Component 3: Theatre Makers in Practice					GCSE Exams	GCSE Exams																	
	Students begin preparation for Component 2 by exploring a published play and selecting two contrasting extracts for performance or design. They analyse the text's context, characters, themes, and performance demands to inform their choices. This phase focuses on understanding the play's intentions and identifying suitable scenes that allow them to demonstrate a range of skills.			Students are given a second opportunity to attend a live theatre performance to support their written evaluation for Component 3. After the visit, they prepare detailed notes on key elements such as acting, set, lighting, sound, and costume. They practise analysing key moments using subject-specific vocabulary and begin refining their written responses with a focus on structure, clarity, and evaluative depth. Students then decide which production they will use for their final exam.		With their extracts chosen, students begin developing their performances or design ideas. Performers focus on vocal and physical techniques to communicate character and emotion, while designers plan their technical contributions. Rehearsals and planning sessions allow students to refine creative choices, ensuring their work clearly communicates meaning and is ready for final performance assessment by a visiting examiner.			Students prepare for a mock exam by revising their set text and live theatre performance, practising exam-style questions and refining responses from performer, director, and designer perspectives.		In this unit, students explore a published play and select two contrasting extracts to develop for performance or design assessment. Through practical exploration, they analyse character motivation, context, and dramatic techniques to inform their creative choices. Performers work on vocal and physical skills to portray characters convincingly, while designers focus on creating technical elements—such as lighting, sound, set, or costume—that support the atmosphere and intention of the scene. Rehearsals are used to refine interpretation, timing, and delivery, with feedback helping to shape and improve the final pieces. The goal is to produce a confident and polished performance (or design realisation) that clearly communicates the playwright's intent to a live audience and the visiting examiner.			Students return to their in-depth exploration of the set text in preparation for the written exam. Building on their earlier practical work, they now focus more closely on how to approach exam-style questions from the perspective of a performer, director, and designer. Key scenes are revisited to analyse character intentions, staging choices, and how meaning is communicated to an audience. Students apply drama terminology with increasing confidence, developing their ability to justify creative decisions and write structured, analytical responses. This phase strengthens their understanding of the play and sharpens their written exam technique ahead of final revision.			In the final weeks before the written exam, students consolidate their learning by revising both sections of Component 3. They prepare and refine their notes on the live theatre production they attended, focusing on key moments, performance skills, and design elements to support their evaluation. Alongside this, they continue to revise their set text, reviewing character, staging, and design interpretations. Timed practice questions and targeted feedback help students develop confident, well-structured written responses, ready for their final assessment.																							