

## Drama Curriculum Overview - Academic Year 2025-2026

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>7</b>	<p><b>Mime</b></p> <p>Define : &gt; What is Mime? <b>To present a piece of mime in performance.</b></p> <p><b><u>Drama Skills</u></b></p> <ul style="list-style-type: none"> <li>• To establish the use Of linear mime in Performance to Create objects.</li> <li>• To develop the use Of facial expression, Body language, timing, and tension in performance.</li> </ul> <p>To use music in Mime to enhance mood and meaning for an audience.</p> <ul style="list-style-type: none"> <li>• <i>To develop skills of Cooperation in group drama.</i></li> <li>• To explore the use of mime as an alternative narrative.</li> <li>• To evaluate how effectively others show Mime in performance.</li> </ul>	<p><b>Performance based on script.</b> <i>Mythical Beasts and where to find them</i></p> <p><b>Objectives: To perform an interpretation of original myth/legend .</b></p> <p>Reacting to stimulus</p> <p><b><u>Drama Skills:</u></b></p> <p>Movement</p> <p>Facial expressions</p> <p>Utilise Creative skills to produce character and ensure effective story telling.</p> <p>Outcome: To produce scripted work or other students to perform .</p> <p>This should demonstrate the skills of Narration and characterisation.</p>	<p><b>Shakespeare shorts</b> <i>Elizabethan Theatre</i></p> <p><b>Objectives : To explore the History of Shakespeare's theatre and his language on stage .</b></p> <p>&gt; To explore the difference between Shakespearian and Naturalistic Acting.</p> <p><b><u>Drama Skills</u></b></p> <p>&gt; Understand Dramatic Emphasis and style.</p> <p>&gt; Explore voice projection and body language.</p> <p>Homework project: Design and produce an Historical leaflet and model of Shakespeare's Globe Theatre in London.</p>	<p><b>Improvisation-Conflict-Objectives: To create planned and spontaneous Improvisation</b></p> <p>Define : &gt; What is Spon/imp?</p> <ul style="list-style-type: none"> <li>• <b><u>Drama Skills</u></b></li> </ul> <p>&gt; Take part in a Spon/ improvisation, with imagination and confidence.</p> <ul style="list-style-type: none"> <li>➤ Comment on and evaluate your own work and that of others.</li> <li>➤ Final term evaluation in which students comment on their own and others' progress over the year.</li> </ul> <p>Identify what makes a good spontaneous improvisation, using key terms and examples</p>	<p>Outcome: Students will be given various stimuli- They will produce a short piece in groups based on this textual stimulus</p> <p><b>Performance based on Script</b></p> <p><i>Mythical Beasts and where to find them</i></p> <p><b>Objective/s: To perform your interpretation of an original myth legend.</b></p> <p><b><u>Drama skills:</u></b></p> <ul style="list-style-type: none"> <li>➤ Confidence in movement</li> <li>➤ Thought tracking</li> <li>➤ Still imaging / Freeze Frames (Tableaux)</li> <li>➤ Performance skills using levels and proxemics</li> </ul>	<p><b>Mime</b></p> <p>Define : &gt; What is Mime? <b>To present a piece of mime in performance.</b></p> <p><b><u>Drama Skills</u></b></p> <ul style="list-style-type: none"> <li>• To establish the use Of linear mime in Performance to Create objects.</li> <li>• To develop the use Of facial expression, Body language, timing, and tension in performance.</li> </ul> <p>To use music in Mime to enhance mood and meaning for an audience.</p> <ul style="list-style-type: none"> <li>• <i>To develop skills of Cooperation in group drama.</i></li> <li>• To explore the use of mime as an alternative narrative.</li> <li>• To evaluate how effectively others show Mime in performance.</li> </ul>
<b>8</b>	<p><b>Genre.</b></p> <p>Students will experiment with a range of different styles of dramatic genre and acting styles. This will include the Gothic to fit in with Y8 English Literature</p> <p>A Christmas Carol will be one of the texts.</p>	<p><b>Objective:</b> To rehearse and perform a script from another era. Students will have the choice of scripts with guidance from their teachers.</p>	<p><b>Shakespeare shorts and History of Shakespeare.</b></p> <p><b>Objective/s To explore Shakespeare's Language in</b></p>	<p><b>Behind the Scenes Shakespeare.</b></p> <p><b>Objectives:</b></p> <p>To present a developed scene for performance.</p> <p>To create EITHER a:</p>	<p><u>Deep devising. Relationships and how to treat others</u></p> <p><b>Objective: Using a range of stimuli, including poetry, students create a devised piece of drama</b></p>	<p><b>Genre.</b></p> <p>Students will experiment with a range of different styles of dramatic genre and acting styles. This will include the Gothic to fit in with Y8 English Literature</p> <p>A Christmas Carol will be one of the texts.</p>



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	A short Gothic text (tbc) possibly 'The Raven' or another poem.		<b>rehearsal and performance.</b>  <b>To present a short scene for evaluation.</b>  Outcome: To improve acting range by performing in a Shakespearian style. The main text to be explored will be As You Like it.	Detailed costume for a character from an Elizabethan/Jacobean play. To produce a scale model of a set from a Shakespearian play. To produce a short script with sound effects/music. N.B Students will still have the opportunity to perform, but will work in groups on the back stage project.	<b>with a mixture of scripted and improvised text.</b>  > <b>Students put into place the skills they have learned in Y7</b> and throughout Y8 to produce a lengthy piece of devised drama for performance. As with the Shakespeare project, there will be the opportunity for students to work on behind the scenes aspects of the subject.	A short Gothic text (tbc) possibly 'The Raven' or another poem.
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NOTE: The timings may vary due to the needs of individual students and classes, but it is envisaged that all classes will cover the curriculum above.