



Love of Learning, Opportunity, Resilience, Respect

2024-2025 Boston High School Drama Curriculum Overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p>Performance based on Script</p> <p><i>Mythical Beasts and where to find them</i></p> <p><i>Objective/s: To perform your interpretation of an original myth legend.</i></p> <p><u>Drama skills:</u></p> <ul style="list-style-type: none"> ➢ Confidence in movement ➢ Thought tracking ➢ Still imaging / Freeze Frames (Tableaux) ➢ Performance skills using levels and proxemics <p>Outcome: Students will be given various stimuli- They will produce a short piece in groups based on this textual stimulus.</p> <p><u>Term 1</u> Genre. 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>Performance based on script.</p> <p><i>Mythical Beasts and where to find them</i></p> <p>Objectives: To perform an interpretation of original myth/legend .</p> <p>Reacting to stimulus</p> <p><u>Drama Skills:</u></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><u>Term 2 Genre (cont)</u></p> <p>Objective: To rehearse and perform a script from another era. Students will have the choice of scripts with guidance from their teachers.</p>	<p>Shakespeare shorts</p> <p><i>Elizabethan Theatre</i></p> <p>Objectives: : To explore the History of Shakespeare’s theatre and his language on stage .</p> <p>> To explore the difference between Shakespearian and Naturalistic Acting.</p> <p><u>Drama Skills</u></p> <p>> Understand Dramatic Emphasis and style.</p> <p>> 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><u>Term 3</u> Shakespeare shorts and History of Shakespeare.</p> <p>Objective/s To explore Shakespeare’s Language in rehearsal and performance.</p> <p>To present a short scene for evaluation.</p>	<p>Improvisation- <i>Conflict-</i></p> <p>Objectives: To create planned and spontaneous Improvisation</p> <p>Define : > What is Spon/imp?</p> <ul style="list-style-type: none"> • <u>Drama Skills</u> <p>> Take part in a Spon/ improvisation, with imagination and confidence.</p> <ul style="list-style-type: none"> ➢ Comment on and evaluate your own work and that of others. ➢ Final term evaluation in which students comment on their own and others’ progress over the year. <p>Identify what makes a good spontaneous improvisation, using key terms and examples</p> <p><u>Term 4</u> Behind the Scenes Shakespeare. Objectives:</p> <p>To present a developed scene for performance.</p> <p>To create EITHER a: 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 .</p>	<p>Mime</p> <p>Define : > What is Mime? To present a piece of mime in performance.</p> <p><u>Drama Skills</u></p> <ul style="list-style-type: none"> • To establish the use Of linear mime in Performance to Create objects. • To develop the use Of facial expression, Body language, timing, and tension in performance. <p>To use music in Mime to enhance mood and meaning for an audience.</p> <ul style="list-style-type: none"> • <i>To develop skills of Cooperation in group drama.</i> • To explore the use of mime as an alternative narrative. • To evaluate how effectively others show Mime in performance. <p><u>Term 5/6</u> <u>Deep devising.</u> <u>Relationships and how to treat others</u></p> <p>Objective: Using a range of stimuli, including poetry, students create a devised piece of drama with a mixture of scripted and improvised text.</p> <p>> Students put into place the skills they have learned in Y7 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.</p>	
Year Eight						



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	A short Gothic text (tbc) possibly 'The Raven' or another poem.		Outcome: To improve acting range by performing in a Shakespearian style. The main text to be explored will be As You Like it.	N.B Students will still have the opportunity to perform, but will work in groups on the back stage project.	
8	<p><u>Drama Skills</u></p> <ul style="list-style-type: none"> ➤ Freeze frames/ Tableaux ➤ Use of Levels ➤ Characterisation ➤ Hot seating ➤ Staging ➤ How to create atmosphere on stage. <p>• All schemes of work will require students to develop skills of Co- operation in group drama. Thus supporting the school's key learning area of respect.</p>	<p><u>Drama Skills</u></p> <ul style="list-style-type: none"> ➤ How to narrate with clarity and engagement ➤ How to develop presentation of Character ➤ How to explore themes practically ➤ How to present Shakespeare's Language ➤ Scripted extracts ➤ K&U of backstage skills <p>• All schemes of work will require students to develop skills of Co- operation in group drama. Thus supporting the school's key learning area of respect.</p>	<p><u>Drama Skills</u></p> <ul style="list-style-type: none"> ➤ Experiment with and perform in a range of acting styles. ➤ To use a range of stimuli ➤ How to create key Characters ➤ How to evaluate own work and that of others. <p>• All schemes of work will require students to develop skills of Co- operation in group drama. Thus supporting the school's key learning area of respect.</p>		

Drama at Boston High School is based on the acquisition and development of three basic areas of learning and skill: 1- Creativity 2-

Performance 3- Review and Evaluation. The schemes of work for each term have been adapted to tie in more closely with the English curriculum.

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.