

SJBC Curriculum Termly Plan: Y7 Drama

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	Introduction to Drama	<p>Students focuses on building foundational skills in performance, theatre terminology, group work, and creative expression. They will explore creating short performance using the techniques they learn over the term.</p> <ul style="list-style-type: none"> To apply and understand the technique of freeze frame using physical performance skills to explore the relationship between characters through stage space & mimetic technique. You will be completing some role plays during today's lesson. You will be developing skills such as voice, body language and movement to create a realistic character. Focusing on narration. Creating some practical performances using narration, narrative commentary and breaking the fourth wall. What is physical theatre? How can the body be used to tell the story? 	Freeze frame Thought-tracking Narration Breaking the fourth wall Communication Teamwork	Practical assessment Written assessment (performance evaluation)	Core resources: Booklets
Autumn 2	Devising-Starbeast story	<p>Students will be focusing on devising a performance from scratch using a stimulus (Starbeast story). Students will be learning a range of techniques each week and using them when creating their performance.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> Introduction to the story Starbeast. What is a stimulus? Students will be exploring the use of frozen images to tell the first part of the story. Students will create a performance based in a circus. Students will use mime to create a dream sequence of Starbeast's nightmare. Students will be creating their performance piece using frozen images, narration and thought tracking. End of unit performance 	Development Globalisation Human Development Index Rural-urban migration Poverty Inequalities Foreign aid Infrastructure Environmental concerns Population	End of topic test (30 mins)	Core resources: Enrichment and extension resources:

Spring 1	Grimms Fairytales	<p>Students focus on scripted pieces, and being introduced to a variety of different Grimms fairytales.</p> <ul style="list-style-type: none"> • Introduction to Grimms fairytales, and the historical context of the fairytale, their characteristics and who the Grimm brothers were. Students to be given scripts and to be reminded each week to continue learning lines. • Students to be introduced to the story of The Boy Who Cried Wolf, and to consider the moral message behind it. Students to adapt and think about the characteristics of Grimm fairytales, and how to adapt the Boy Who Cried Wolf into a Grimm fairytale performance. Students to evaluate their performance. • Students to be introduced to soundscapes and how it can be effective for storytelling. Students to use a given setting to create an effective soundscape, then create a soundscape for their scripted pieces. Students to evaluate how they used soundscapes for homework. • Students to explore how physical theatre can be used to enhance their story and fairytale. Students to also use choral movement as a whole class to move around the space and consider how this enhances their performance. • Rehearsals, students to think about their characters and intentions as well as adding soundscapes, and physical theatre. Students to annotate their scripts with these key words, modelled by teacher with whole class. 	<p>Fairy tales Story telling Physical Theatre Soundscapes Pitch Pace Proxemics Body language Facial expressions Soundscape Physical theatre</p>	Scripted pieces	<p>Core resources: Scripts</p>
Spring 2	Introduction to Drama	<p>Students focuses on building foundational skills in performance, theatre terminology, group work, and creative expression. They will explore creating short performance using the techniques they learn over the term.</p> <ul style="list-style-type: none"> • To apply and understand the technique of freeze frame using physical performance skills • to explore the relationship between characters through stage space & mimetic technique. • You will be completing some role plays during today's lesson. You will be developing skills such as voice, body language and movement to create a realistic character. • Focusing on narration. Creating some practical performances using narration, narrative commentary and breaking the fourth wall. • What is physical theatre? How can the body be used to tell the story? 	<p>Freeze frame Thought-tracking Narration Breaking the fourth wall Communication Teamwork</p>	<p>Practical assessment Written assessment (performance evaluation)</p>	<p>Core resources: Booklets</p>

SJBC Curriculum Termly Plan: Y8 Drama

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	Lord of the Flies	<p>Students focuses on the play ‘Lord of the flies’. Students will be exploring the historical and social context of the play using a range of drama techniques. Students will be exploring the play from a theatre makers point of view: costume, lighting and performer.</p> <ul style="list-style-type: none"> • Introduce William Golding and discuss the historical and social context of the novel, particularly post-World War II and its influence on Golding’s views on human nature. • What would do if you were trapped on an island? Students will be creating short role plays using a range of scenarios. • Exploring key themes using freeze frames and thought-tracking. • What it takes to be a good leader? Character analysis • Students will explore the theme of betrayal using role play and thought-tracking. • Focusing on narration. Creating some practical performances using narration, narrative commentary and breaking the fourth wall. • Students will be analysing their play extract and describing how they would perform the extract using key vocal and physical skills. 	Split scene Thought-tracking Freeze frame Pitch Pace Proxemics Body language Facial expressions Spotlight Floodlight	Written assessment (performance evaluation)	Core resources: Booklets Lesson slides
Autumn 2	Lord of the flies	<p>Students focuses on the play ‘Lord of the flies’. Students will be exploring the historical and social context of the play using a range of drama techniques. Students will be exploring the play from a theatre makers point of view: costume, lighting and performer.</p> <p>The core knowledge and key facts of this topic are:</p>	Split scene Thought-tracking Freeze frame Pitch Pace Proxemics Body language	Scripted performance Written assessment	Core resources:

Spring 1	Augusto Boal	<p>This term introduces Year 8 students to the work of Augusto Boal and his influential Theatre of the Oppressed. Students will explore how theatre can challenge injustice, open dialogue, and empower communities. Beginning with Boal's stylistic principles, they will then move into practical techniques such as Forum Theatre and the Rainbow of Desire.</p> <ul style="list-style-type: none"> • Students will be exploring Augusto Boal's style of theatre and how it aims to challenge social inequality. • Exploring what Forum Theatre is and how it is used to explore and question real-life social issues. • Students will be exploring how Forum Theatre can be applied to situations involving morality, justice, and decision-making, and to experiment with changing outcomes through performance. • Students will be exploring the Rainbow of Desire technique and how it helps performers examine internal conflicts and emotional experiences within Theatre of the Oppressed. • To apply Forum Theatre techniques to create and rehearse a short scene that presents a clear problem, oppression, or moral dilemma. 	Forum theatre	Written assessment (performance evaluation)	Core resources: Booklets Lesson slides
Spring 2	Movie trailers	<p>Students focus on different genres of movie trailers, such as action, war, and comedy. Students will explore how different movie trailers persuade audiences, and consider distinct trailer conventions such as sound and visuals.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • Introduction to movie trailers, their purpose, audience, key features, pacing, an overview for students to show understanding of various different movie genres and their reoccurring traits. • Students will look at the action movie genre. Students will look at different character traits in action movies, the stunts, conflict and techniques used to build excitement. • Students will look at the key features of a war movie. They will discuss the ideas presented in Hollywood epic movies, such as characters sacrificing themselves for their comrades, and what this means for them. • Students will be exploring the techniques shown in a horror movie, and be able to write a short movie trailer summary. They will look at how suspense and tension is built through the cliches of horror. • Students to create their own summary idea of a movie. Must clearly show which genre and cliché is being used in bullet points or paragraphs. 	Split scene Thought-tracking Freeze frame Pitch Pace Proxemics Body language Facial expressions Suspense Cliche Genre	Written assessment	Core resources: Examples of appropriate movie trailers to be shown to class.

		<ul style="list-style-type: none">• Exploring an extract from a performer point of view.• How can lighting be used to communicate the mood and atmosphere?• Exploring the use of costume in a play and how it can be used to communicate the setting and style.• Exploring the use of vocal and physical skills to communicate the emotions and intentions of characters.• Preparing for scripted performance• Scripted performance	Facial expressions Spotlight Floodlight		Enrichment and extension resources:
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SJBC Curriculum Termly Plan: Y9 Drama

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	Stanislawski- Naturalism	<p>Students will be exploring three different styles of theatre: naturalism, epic theatre and physical theatre. Students are expected to devise performance using each style.</p> <ul style="list-style-type: none"> • Introduction to Stanislawski and naturalistic style of acting. • Exploring the technique ‘emotional memory’. Focusing on how emotional memory can be used to create a believable character. • Exploring the technique ‘magic if’, students are expected to imagine they were in the characters shoes and consider the emotions the character is feeling. • Understanding how tempo, rhythm and subtext can be used to create a naturalistic character and performance. • Students will explore a characters’ superobjective and how to create small objectives to meet their superobjective. • Focusing on ‘given circumstance’ exploring the background information of their characters. 	Emotional memory Subtext Tempo Given circumstance Magic if Naturalism Characterisation	Devised performance Written assessment (performance evaluation)	Core resources: Booklets Lesson slides
Autumn 2	Brecht- Epic theatre Frantic assembly-physical theatre	<p>Students will be exploring three different styles of theatre: naturalism, epic theatre and physical theatre. Students are expected to devise performance using each style.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • Introduction to Bertolt Brecht and epic theatre. Understanding Brecht’s intentions for his performances. 	Placards Didactic theatre Epic theatre Audience Direct address Chair duets Hymn hands	Devised performance Mini portfolio	Core resources:

		<ul style="list-style-type: none"> • Students will be exploring direct address and creating short commercials using direct address. • Exploring didactic theatre and creating performances that educate the audience. • Exploring the use placards and the impact this technique has on the audience. • Introduction to physical theatre using Frantic Assembly. Students will devise a performance using chair duets. • Exploring hymn hands and how it can be used convey emotions and relationships. 			
Spring 1	Devising	<p>This term, Year 9 students will develop their skills in devising original theatre. Working in groups, they will begin by exploring a range of stimuli—such as images, texts, issues, and objects—to generate ideas for a performance that aims to educate or inform an audience. Students will research different theatre styles and practitioners, selecting one that best supports the message and creative direction of their piece.</p> <p>Throughout the term, they will experiment with acting techniques, including character development, vocal and physical skills, and use of stage space, to bring their ideas to life.</p> <ul style="list-style-type: none"> • To explore given stimuli and to be able to create sophisticated ideas to enhance our understanding of devised performance. • Use research into themes, issues, and practitioners to inform the development of your devised piece and the creation of your character. • Explore and refine your devised work using key drama techniques (such as still image, thought-tracking, physical theatre, or improvisation) to deepen meaning and audience impact. • Apply a range of rehearsal techniques (such as hot-seating, role-on-the-wall, or actioning) to develop a clearer understanding of your character’s objectives, motivations, and relationships. • Demonstrate a clear understanding of your chosen theatre style or practitioner by incorporating their techniques 	<p>Stimulus Devising Research Practitioner Hot seating Roll on the wall Characterisation</p>	<p>Devised performance</p> <p>Written assessment (performance evaluation)</p>	<p>Core resources:</p> <p>Booklets Lesson slides</p>

		<p>purposefully into your devised performance.</p> <ul style="list-style-type: none"> Rehearse, refine, and structure your devised piece in preparation for the final performance, ensuring clarity of message, characterisation, and staging. 			
Spring 2	Blood Brothers	<p>This term, Year 9 will study Blood Brothers from the perspective of theatre makers. Students will explore how different creative roles—performer, costume designer, lighting designer, and sound designer—work together to bring a production to life. They will develop an understanding of the technical and design elements of theatre and analyse how these choices influence mood, atmosphere, character, and storytelling. Through practical workshops and design tasks, students will learn how performance skills and technical decisions contribute to the overall impact of the play.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> To understand the storyline, key themes, setting and main characters of Blood Brothers. To develop understanding of key characters and events by creating and performing moving tableaux. Exploring and contrasting the characters of Mrs Johnstone and Mrs Lyons using a range of Dramatic Forms and Explorative Strategies. Investigating how costume communicates character, social status, and the historical context of the play. Exploring Blood Brothers from a performer’s point of view, applying vocal and physical skills to interpret the text. To understand how lighting design can be used to communicate mood, atmosphere, and dramatic intention. Exploring relationships between key characters through a talk-show format, demonstrating understanding of performer vocabulary and interaction. 	<p>Theatre Makers Performance skills Spot light Floodlight Strobe light Material Colour Proxemics Interaction</p>	<p>Devised performance</p> <p>Mini portfolio</p>	Core resources: