

Header

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn and in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Knowledge; skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 2
EYFS			
Year 1	Topic:	Topic:	Topic:
Year 2	Topic:	Topic:	Topic:
Year 3	Topic:	Topic:	Topic:
Year 4	Topic:	Topic:	Topic:
Year 5	Topic:	Topic:	Topic:
Year 6	Topic:	Topic:	Topic:
Year 7	Topic: Acting Skills Students will develop acting skills through the exploration of the theme 'Anti-bullying' and 'Horror'.	Topic: Genre Students will explore melodramatic acting through short scripts and exercises. Students will learn how technology developed theatre to create silent movies.	Topic: Storytelling Students will develop story telling skills through the exploration of myths and legends. Story telling will be explored through a variety of ways.
	Group work, trust, freeze frames, mime, narration, thought-tracking, role play, physical theatre, soundscape.	Context, stock characters, role play, short script work, line learning, exaggeration, gesture.	Narration, unison, canon, thought-tracking, role play, news reporting, physical theatre.

Year 8	<p>Topic: Shakespeare Students will explore the works of Shakespeare through the exploration and performance of short extracts.</p>	<p>Topic: Missing/Script work Students will develop story telling skills following the narrative of Missing. Students will perform short naturalistic scripts.</p>	<p>Topic: Devising Students will respond to a variety of stimuli and use their knowledge of skills and techniques to finally devise, develop, rehearse and perform a piece of drama.</p>
	<p>Context, characters, role play, short script work, line learning & gesture.</p>	<p>Role play, character analysis, role on the wall, use of sets/props, cross cutting, line learning, given circumstances, emotional memory, super-objective.</p>	<p>Response to stimulus, communication, team work, skills & techniques, rehearsal practice, lighting and sound, performance skills.</p>
Year 9 Exam Specification	<p>Topic: Pantomime Students will develop acting skills through the development of a Pantomime Performance.</p>	<p>Topic: Naturalism Stanislavski – exploration of theories, context and application to scripts.</p>	<p>Topic: The Tempest The Tempest – Shakespeare. Students to perform two 10 minute extracts and submit a rehearsal and interpretative log.</p>
	<p>Commedia dell’arte, melodrama, exaggeration, costume, singing, choreography.</p>	<p>Context, practitioner background, super-objective, units & objectives, imagination, truth & belief, actions, subtext, emotion memory, given circumstances, external techniques.</p>	<p>Context, Director/Practitioner intention, line learning, character analysis, rehearsal, acting skills & techniques, dress & technical rehearsal, performance skills.</p>
Year 10 Exam Specification	<p>Topic: Epic Theatre Bertolt Brecht – exploration of theories, context and playscripts.</p>	<p>Topic: Unit 2 – Performing from Text Teachers – John Godber. Students to perform two 10 minute extracts and submit a rehearsal and interpretative log.</p>	<p>Topic: Kneehigh Theatre/War Horse Kneehigh – exploration of theories, context and Hansel & Gretel</p>
	<p>Context, practitioner background, alienation, spass, verfremdungseffekt, socio-political, comedy, music.</p>	<p>Context, Director/Practitioner intention, line learning, character analysis, rehearsal, acting skills & techniques, dress & technical rehearsal, performance skills.</p>	<p>Emotional, storytelling, ensemble work, multi-rolling, chorus, circus/acrobatic technique, audience participation, commedia dell’arte, signs & placards, puppetry, technology.</p>
Year 11 Exam Specification	<p>Topic: Unit 3 – Devising Theatre Students will create a performance either as an actor or designer based on a genre or practitioner they have studied. Students will be assessed on their performance and logbook showcasing the development of their ideas.</p>	<p>Topic: War Horse Students will prepare for the Unit 3 examination with a focus on War Horse. Students will prepare analysis and reviews of live performances they have seen throughout the year in preparation for the extended writing question.</p>	
	<p>Response to stimulus, intention, script-writing, character development, theatre design, set and prop design, costume.</p>	<p>War Horse: Plot line, analysis, character analysis, costume, set and design analysis. Live Performance: Director interpretation, acting, set design, costume, make up, lighting and sound.</p>	

*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies or knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.