

The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children's numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 5	Areas	Term 1	Term 2	Term 3
	Content	<p>Drama Basics Children will become confident working in groups and feel comfortable to participate in the drama lesson. Students the importance movement, voice and characters</p> <p>Key Skills: Listening Speaking Movement Interaction Spatial awareness Teamwork</p> <p>Singing Singing rehearsals for Christmas performances. Singing in parts and unison.</p> <p>Key Skills: Unison songs Singing in parts Harmonies Performance skills</p>	<p>Expression Children explore how to successfully show emotion and project that through the use of facial expressions, body language and tone of voice.</p> <p>Key Skills: Team work Body language Freeze frame Mime Staying in role Movement Interaction</p> <p>Script Students will understand how a script is created and how to use a script.</p> <p>Key Skills: Reading Writing Speaking Listening Teamwork</p>	<p>Script (Cont.) Students continue their study of scripts and their use within drama</p> <p>Stock Characters Students will study various stock characters and their importance in different drama material. Students will understand the difference between a villain and a hero/heroine</p> <p>Key Skills: Reading Writing Speaking Listening Teamwork Timing Direction</p>
	Literacy link	Reading and speaking	Reading and writing script work	Reading and writing script work
	Assessment	<p>Film the children all participating in a game. Students will be assessed on their enthusiasm, behaviour and participation.</p> <p>All students perform in the school Christmas Performances</p>	Film the final collaborative performance. Students will be assessed on their enthusiasm, behaviour and participation.	Students are assessed performing as chosen stock characters in devised drama material
	Cross curricular links	Drama performances, English	English – story formulation and script writing	English Literacy links

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Year 6	Areas	Term 1	Term 2	Term 3
	Content	<p>Mime Children recap the key skills of Y5 through a focus on freeze frame and mime. Children to regain confidence and learn to understand new teacher's expectations.</p> <p>Key Skills: Spatial awareness Teamwork Expression</p> <p>Singing Singing rehearsals for Christmas performances. Singing in parts, Harmony and Unison</p> <p>Key Skills: Unison songs Singing in parts Harmonies Performance skills</p>	<p>Story Telling Devices</p> <p>Use previous knowledge to create new ideas through story telling</p> <p>Key Skills: Creative thinking Characterisation Character design Plot development Sequencing</p> <p>Dramatic Tension</p> <p>Students build on their understanding of devising good quality stories by exploring the use of tension in drama.</p>	<p>Dramatic Tension (Cont.)</p> <p>Students will look at how actors can create engaging scenes that keep their audiences attention.</p> <p>Gameshow</p> <p>Children create their own gameshow developing tone of voice, characterisation and scriptwriting.</p> <p>Key Skills: Timing Humour Speaking Listening Composing</p>
	Literacy link	Reading and speaking	Script reading and writing skills	Reading and writing script work
	Assessment	Film the children all participating in a game. Students assessed on their enthusiasm, behaviour and participation.	Film the final collaborative performance.	Children plan, create, perform their own script successfully staying in role. Begin to experiment with characterisation
	Cross curricular links	Drama performances, English	Cross-curricular writing: recap key writing skills, punctuation and grammar required for a script.	English Literacy links

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Year 7	Areas	Term 1	Term 2	Term 3
	Content	<p>Characterisation Students will learn about what characterisation means and develop the skills to involved in creating, developing and experimenting with characters</p> <p>Key Skills: Tone of voice Accents Analysis Character development</p> <p>Radio Play Students will explore the skills and knowledge necessary to perform a radio play in small groups.</p>	<p>Radio Play (Cont.) Students will rehearse the skills and techniques needed to record and produce a succesful radio drama.</p> <p>Key Skills: Listening Speaking Tone of voice Teamwork Use of SFX</p> <p>Narration Students study techniques and skills needed to employ narration succesfully in a piece of drama. Students study how to tell stories using narration and will employ various type of narration within a final performance piece.</p> <p>Key Skills: Working with accents Studying characters and rehearsing. Researching stories</p>	<p>Extended Script Children apply the skills of this year to the study and perform an extended piece of drama. Students are required to learn lines and be responsible for every aspect of their groups performance</p> <p>Key Skills: Reading Writing Speaking Listening Teamwork Timing Direction</p>
	Literacy link	Writing and reading scripts Story Development	Writing and reading scripts Story Development	Reading and writing script work
	Assessment	Record the final performances of the students performing their characterisation skit.	Students will be recorded performing their final assessment at the end of the unit Oracy	Film the final collaborative performance. Students assessed on their enthusiasm, behaviour and participation.
	Cross curricular links	Story telling – English Developing creative ideas	How radio and drama has developed with technology	English Literacy links

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Year 8	Areas	Term 1	Term 2	Term 3
	Content	<p>Theatre in Education This unit of work is intended to encourage students to think about an issue that they think young people need to be educated on and devise and perform a play that tackles the issue. It requires students to research and teach/educate the audience about the issue and how the issue can be dealt with effectively.</p> <p>Key Skills: Improvisation Self confidence Thinking fast</p> <p>Improvisation Students will learn to create and perform improvised content in various roles and characters.</p>	<p>Improvisation (Cont.) Students will be given as much time as possible to practice and refine their ability to improvise dramatic content.</p> <p>Monologue Students will be able to perform basic monologues and will write and perform their own. This unit is designed to stretch and challenge young people to really understand themselves and the characters they are portraying.</p> <p>Key Skills: Analysis Monologue Devising Independence Character development</p>	<p>Final Performance Project Children apply the skills of this year to the study and performance of The Ghost Hunters</p> <p>Key Skills: Reading Writing Speaking Listening Teamwork Timing Direction</p>
	Literacy link	Characterisation study – English Lit	Reading monologues Reading skills	Reading and writing script work
	Assessment	Students can choose to perform a monologue of their choice or perform the monologue that they have written	Choose one or two of the suggested games and record students. Provide students with one final task in the last lesson of the topic and record.	Film the final collaborative performance. Students assessed on their enthusiasm, behaviour and participation.

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	Cross curricular links	Improvisation in Dance and Music Confidence building across the curriculum Physical theatre		English Literacy links
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