

Holmer Green Senior School

# Drama

2025-26



# Curriculum Rationale

Work Hard, Be Kind, Have Passion

- At Holmer Green Senior School, we want students to actively engage in the Performing Arts curriculum and cultivate a creative learning environment where all students can collaborate, create and critique Drama.
- Students will develop an appreciation for the performing arts and understand how theatre is made and the potential creative careers they can pursue.
- We will support students in their development of subject specific and interpersonal skills throughout their time at Holmer Green Senior School. Students will understand the importance of good collaboration, analysis, hard work and empathy.
- Through Drama, Students will explore relevant social issues and how to navigate these in modern society. Students will also be given the opportunity to watch professional productions and develop a knowledge and passion for live performance.
- Performing Arts aims to develop learners that will be fully prepared for their next academic/professional journey through the development of key skills and appreciation for both the academic and practical elements of this subject.

# HGSS Curriculum Map

## Year 7 Drama



Exam Board: N/A		Careers: Writer, playwright, actor, designer, performer, director		Co-Curricular: Pantomime trip.		Sequencing: Development of performance skills and exploration of play text and social issues.		
	Rotation 1 Au1	Rotation 1 Au2	AP1- Rotation 1	Rotation 2- Sp1	Rotation 2 Sp2	Rotation 2 AP2	Rotation 1 Su1	Rotation 1 Su2
<b>Content</b>	Mime	Melodrama	Students will perform either a piece of Mime or Melodrama. Students are assessed on their ability to create, perform and evaluate drama.	Mime	Melodrama	Students will perform either a piece of Mime or Melodrama. Students are assessed on their ability to create, perform and evaluate drama.	The Terrible Fate of Humpty Dumpty (play)	
<b>Skills:</b>	Focus on physicality in performance. Focus on exaggeration, tension, facial expressions and timing. Basics of staging.	Develop exaggeration through physical and vocal skills. Understand how to communicate clear characters within a narrative.		Focus on physicality in performance. Focus on exaggeration, tension, facial expressions and timing. Basics of staging.	Develop exaggeration through physical and vocal skills. Understand how to communicate clear characters within a narrative.		How to read a play (dialogue, stage directions etc). How to create character and perform a scripted performance. Analyse and explore the theme of bullying and peer pressure, reflecting on modern society for young people today.	

# HGSS Curriculum Map

## Year 8 Drama



Exam Board: N/A		Careers: writer, playwright, actor, performer, director		Co-Curricular: English language and literature. Theatre trip to the Globe		Sequencing: Year 8- Gothic fiction, writing for a range of audiences and purposes.		
	Rotation 2 Au1	Rotation 2 Au2	AP1- Rotation 2	Rotation 1- Sp1	Rotation 1 Sp2	Rotation 1 AP2	Rotation 2 Su1	Rotation 2 Su1
Content	The Terrible Fate of Humpty Dumpty (play)		Students perform a scene from the play, exploring tension and characterisation. Students are assessed on their ability to create, perform and evaluate drama	The Lion King (musical)		Students will work as a whole group to create a scene from the musical. They will explore how use choreography to create a performance. Students will be assessed on their ability to create, perform and evaluate drama.	Noughts and Crosses (play)	
Skill	How to read a play (dialogue, stage directions etc). How to create character and perform a scripted performance. Analyse and explore the theme of bullying and peer pressure, reflecting on modern society for young people today.			Explore the style of Musical theatre. Students have the opportunity to experience multiple roles, both in production and performance. To collaborate as a class in the creation of a whole class production of a chosen scene. Students have the opportunity to explore movement and vocal skills in specific response to the requirements of Musical theatre.			Students analyse the themes of prejudice, belonging and friendship in the context of this play, inspired by the novel written by Malorie Blackman. Students will develop their understanding of script work and creating characters in response to the text.	

# HGSS Curriculum Map

## Year 9 Drama Specialism



Exam Board: N/A		Careers: writer, playwright, theatre maker, designer, director, journalist, critic			Co-Curricular: Exploring social issues through performance. Sharing work with peers and younger students. Opportunities to watch live theatre performance		Sequencing: Developed understanding of creating character using vocal and physical skills. Understanding how to make theatre, perform script and evaluate theatre.	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Monologues	Theatre Practitioners (Stanislavski and Brecht)	Theatre Practitioners (Frantic Assembly)	Students will be assessed throughout the year and an accumulative grade will be provided from their ability to create, perform and evaluate drama.	John Godber - Plays	DNA – Dennis Kelly (play)	Live Theatre Review	Students will be assessed throughout the year and an accumulative grade will be provided from their ability to create, perform and evaluate drama
<b>Skills:</b>	Students will understand how to create characters using vocal and physical performance skills. They will understand how context helps an actor create a character.	Student develop their understanding of theatre makers and styles. Students will explore the style of naturalism and epic theatre and the techniques and skills that can be used to create these.	Student develop their understanding of theatre makers and styles. Students will explore physical theatre and how to create theatre that focuses on the narrative being told through the body.		Students will explore extracts from multiple plays written by John Godber. These will focus on creating exaggerated characters and creating comedy.	Students will explore the play and social issues that impact a modern society.	Students will watch a live performance and understand how to analyse and evaluate theatre	

# HGSS Curriculum Map

## Year 10 Drama



Exam Board: AQA		Careers: performer, designer, director, facilitator, writer, critic			Co-Curricular: English – analysing text/play text		Sequencing: Developing theoretical knowledge and applying this practically to the exam requirements	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Theatre Practitioners and skills	Component 2 Mock exam	Set Text – Blood Brother by Willy Russel	Mock exam-written and practical	Live Theatre Review	Component 2 Exam (portfolio)	Component 2 Exam (Performance and Evaluation)	Mock exam-written and practical
<b>Skills:</b>	Student develop their understanding of genres and styles of theatre. They understand how to create these and then apply theoretical skills practically	Students understand the requirements to Component 2 and apply their theoretical knowledge of creating to theatre practically. Students respond to a stimulus and document their rehearsal process	Students understand and analyse their chosen set text for their Component 1 exam. Students develop their understanding of context and the practical skills of theatre production		Student watch, analyse and review a piece of live theatre. Students will continue to develop their analytical and production skills for Component 1	Student start their Component 2 exam by responding to a stimulus and apply a practitioner style. Student will document their process in a 'logbook' style document	Student will practically develop work whilst documenting their process. Students will apply their chosen style practically and perform to an audience	

# HGSS Curriculum Map

## Year 11 Drama



Exam Board: AQA		Careers: performer, designer, director, facilitator, writer, critic			Co-Curricular: English – analysing text/play text		Sequencing: Developing theoretical knowledge and applying this practically to the exam requirements	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	C1 Set Text revisited - Blood Brothers by Willy Russel	C1 Set text performances and introduction to Component 3	C3 Performance Exam	Mock exam-written and practical	C1 Revision	C1 Revision	C1 Revision	Mock exam-written and practical
<b>Skills:</b>	Students continue to develop their understand and analyse their chosen set text for their Component 1 exam. Students develop their understanding of context and the practical skills of theatre production	Students understand the requirements of the Component 3 exam. Students explore play texts and are grouped to produce two extracts from their chosen play. Students develop their understanding of character and creating and staging a theatrical production.	Students perform their extracts to a visiting examiner		Students revisit their work from Component 1 and revise in preparation for their exam	Students revisit their work from Component 1 and revise in preparation for their exam	Students revisit their work from Component 1 and revise in preparation for their exam	

# HGSS Curriculum Map

## Year 12 Drama



Exam Board: AQA		Careers: performer, designer, director, facilitator, writer, critic			Co-Curricular: English – analysing text/play text		Sequencing: Developing theoretical knowledge and applying this practically to the exam requirements	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Introduction to A-Level Drama	Component 2 - Devising	Component 2 - Mock	Mock exam- C2	Component 3 - Research	Component 1 – Set text A	Component 1 – Set text B	Mock exam- Component 1
<b>Skills:</b>	Student are introduced the key theories, practitioners, styles and genres of theatre. Students gain an understanding of the performative and academic skills required to be successful on the course.	Students explore multiple non-naturalistic practitioners, styles and genres of theatre. Students understand how to respond to stimulus, research and collaborate effectively.	Students apply their practical skills to a collaborative original piece of theatre. They produce a workbook alongside this which documents their process.		Student research multiple plays and the contexts in which they were created. Students document their research in a report that documents challenges of the text itself.	Student study their first Set text. Analysing the content and context of their chosen play. Students develop their knowledge through performance, analysis and research.	Student study their second Set text. Analysing the content and context of their chosen play. Students develop their knowledge through performance, analysis and research.	

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## Year 13 Drama



Exam Board: AQA		Careers: performer, designer, director, facilitator, writer, critic			Co-Curricular: English – analysing text/play text		Sequencing: Developing theoretical knowledge and applying this practically to the exam requirements	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Theatre Practitioners and styles	Component 2	Component 2	Component 2 Exam	Component 3 performance	Component 1 - Revision	Component 1 - Revision	Component 3 Exam & Component 1 mock
<b>Skills:</b>	Student are introduced the key theories, practitioners, styles and genres of theatre. Students gain an understanding of the performative and academic skills required to be successful on the course.	Students explore multiple non-naturalistic practitioners, styles and genres of theatre. Students understand how to respond to stimulus, research and collaborate effectively.	Students apply their practical skills to a collaborative original piece of theatre. They produce a workbook alongside this which documents their process.		Students produce a final report on three extracts from plays and produce a performance of the third extract. Developing analytical and performative skills in their understanding of text.	Student revise their chosen C1 texts and complete a Live theatre review in preparation of their written exam	Student revise their chosen C1 texts and complete a Live theatre review in preparation of their written exam	