

Intent:

Our drama curriculum invites students to experience drama as a living, practical art form. They learn to create, perform and respond to theatre while grounding their practice in strong theoretical understanding. Through this blend of practical work and critical study, students gain both enjoyment and insight, developing the skills needed to express ideas and emotions effectively to an audience—individually and as part of a team.

Students encounter a variety of performance styles and genres, working with diverse stimuli and collaborating in mixed groups for lessons and assessments. As they progress through the key stages, they take increasing creative ownership of their work, developing independence, critical thinking and the mindset of theatre-makers.

Beyond performance, the subject cultivates essential life skills valuable in any future path: communication, confidence, creativity, empathy, analysis, leadership, teamwork, reflection, respect and effective time management.

Designed to broaden cultural knowledge, the curriculum encourages appreciation of the societies, histories and people that inspire literature and shape our language. Its ambitious and challenging scope gives students the confidence and intellectual tools to access the wider curriculum and achieve academic success.

Students progress through the Drama curriculum from Year 7, Year 8 and Year 9, and this is designed to help structure their learning to prepare them for the GCSE course.

Following the AQA specification at higher levels, the GCSE course is built around three key components: exploration of a set text, devising original drama, and performing duologues or monologues. The spiral structure ensures that key concepts and techniques are revisited and deepened, helping students to master transferable skills that support both personal growth and professional ambitions.

Year 7

Autumn Term		Spring Term		Summer Term
AW1: Basics of Drama	AW2: The Hill We Climb	Spring 1: Performance Skills (A Night at the Museum)	Spring 2: Newspaper Theatre	Clowning and Comedy
Students are introduced to the core building blocks of performance: voice, movement, spatial awareness, and collaborative rehearsal. Through games and short scenes, they learn key dramatic conventions such as freeze-frames, thought-tracking and improvisation, while developing confidence and teamwork.	Using Amanda Gorman's powerful inaugural poem as stimulus, students explore how spoken word and physical theatre can convey social issues and personal identity. They experiment with choral speaking, rhythm, and gesture to create original performances inspired by the text.	Working from the imaginative premise of exhibits coming to life, students refine vocal projection, characterisation, and stagecraft. They learn how to create atmosphere through movement and sound, and begin to integrate simple set and prop ideas into group performances.	Inspired by the techniques of Augusto Boal, students transform real news stories into short, thought-provoking dramas. They analyse headlines, develop narrative structure, and use ensemble work to encourage audiences to question events and viewpoints.	The year concludes with a celebration of physical comedy. Students study classic clowning traditions—from commedia dell'arte to slapstick—experimenting with timing, exaggerated movement, and audience interaction. This unit builds resilience and improvisation skills, ending with a light-hearted performance that showcases their creativity and confidence.

Year 8

Autumn Term		Spring Term		Summer Term
AW1:	AW2:	Spring 1:	Spring 2:	
In English, students will revisit poetry through the study of the Duty and Protest Anthology. Students will further improve their oracy skills by reading a range of poetry aloud. This will build on skills developed in Y7 and further allow students to develop their use of articulation, diction, projection, emphasis and volumewhich are key vocal techniques students will continue to develop though out KS4.	In Autumn 2, students will read and explore George Orwell’s ‘Animal Farm’. Building on their knowledge of vocal skills, pupils will employ these skills for effect whilst reading key speeches in ‘Animal Farm’ (e.g. Old Major. In addition, pupils will be exposed to and put into practice a range of physical skills (such as gesture) to help enhance these performances.	In English, pupils will focus on non-fiction texts on the topic of adventure and discovery that will help to inspire their own writing. Students will use a range of drama activities to support in their understanding of these texts, such as embodying the voice of the writer to deepen their understanding of their experience. In addition, pupils will use hot-seating to support this understanding and to gain an insight into the writer’s thoughts and fears whilst embarking on these adventures.	In Spring 2, students will be study a range of extracts from the gothic genre, using this writing to help inspire their own creative writing. In order to recreate the atmosphere of the gothic setting, pupils will help to create soundscapes and tableaux to bring the text to life. Furthermore, pupils will use hot-seating to deepen their understanding of key characters, specifically their thoughts and fears evident in the text. In the summer term, students revisit Shakespeare’s comedy form through studying ‘The Tempest.’	In English, students will study the context of Jacobean England which will be built on in their Year 9 study of ‘Macbeth.’ Students will build on their analytical skills developed in Y7, and further develop their ability to comment on stage directions and form. Students will build on their comprehension and analysis skills and be able to comment on key characters, themes and also compare these with their previous study of ‘A Midsummer Night’s Dream.’ Students will develop their live theatre evaluation skills by watching multiple productions of key scenes, allowing them to evaluate the impact of different design and directional choices. Students’ oracy and performance skills will be developed through dramatic monologues, which in turn develops their ability to consider and justify performance choices. Students will further develop their ability to consider character, the purpose of theatre, and the design and directional choices needed to bring a text to life on stage.

Year 9

Autumn Term	Spring Term	Summer Term
In English, students revisit the form of a play through studying Priestley’s ‘An Inspector Calls’. Students will build on their performance skills by exploring how vocal and physical skills can be used to develop comprehension and explore the subtexts of a character. During this scheme of work, students are introduced to the foundational performance skills and important theatrical considerations in more depth. Through performing key monologues and sections of the play, students will further develop their oracy and performance skills, as well as consider the style and genre of the play. Through design focus such as staging the opening scene, designing costume and exploring the use of In English, students will be studying the novella, ‘A Christmas Carol’. Students will continue to build on their performance skills by exploring how vocal and physical skills can be used to develop comprehension and understand the purpose of the intrusive narrator. To do so, students will perform key extracts from the narrator, and consider how vocal skills can be used to reveal and emphasis the subtext of the work.	In English, students will be studying the novella, ‘A Christmas Carol’. Students will continue to build on their performance skills by exploring how vocal and physical skills can be used to develop comprehension and understand the purpose of the intrusive narrator. To do so, students will perform key extracts from the narrator, and consider how vocal skills can be used to reveal and emphasis the subtext of the work. Through design focus such as designing costumes for the ghosts, students will continue to build on their skills of designing and evaluating the success of design.	In English, students revisit Shakespeare through studying ‘Macbeth’. Students will study the context of Jacobean English, which will aid in their development of design skills. For instance, students will make reference to context and style when justifying their choices for lighting, sound, design, costume and staging. This will further develop their ability to comment on the style and genre of a play, and evaluate the success different methods of bringing the text to life. Students will build on their analytical skills developed in Y8, and further develop their ability to comment on stage directions and form. Students will build on their comprehension and analysis skills and be able to comment on key characters, themes and also compare these with their previous study of ‘The Tempest.’ Students will develop their live theatre evaluation skills by watching multiple productions of key scenes, allowing them to evaluate the impact of different design and directional choices. Students will develop their analysis and evaluation skills needed to write effectively about the impact of piece of theatre.

<p>Through design focus such as designing costumes for the ghosts, students will continue to build on their skills of designing and evaluating the success of design.</p>		<p>Students oracy and performance skills will be developed through dramatic monologues and soliloquys, which in turn further develops their ability to consider and justify performance choices. Moreover, this skill will be further developed through application, as students will perform key moments from the play, focusing on their communication of character and subtexts through vocal and physical skills.</p>
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Year 10 – AQA Drama GCSE				
Autumn Term		Spring Term		Summer Term
AW1: Component 1 Section B- ‘Blood Brothers’ Reading the text	AW2: Component 1 Section B- ‘Blood Brothers’ Exam Skills	Spring 1: Component 3- Duologues and Monologues	Spring 2: Component 1- Live Theatre	Component 2: Devising Drama 40% of GCSE Final
<p>In the Autumn term, students will receive an overview of the exam structure and spend the first half of the term engaging in an intensive reading of the key text.</p> <p>Starting this way will help students grasp the characters' motivations, deepened by their understanding of the context.</p> <p>Once the text is completed, students will then focus on the exam requirements. The second term increases in complexity, covering questions 1 through 4. With their prior knowledge of the text, students will approach each question with ease and insight.</p>		<p>At the beginning of Spring term, students will be exposed to a wide range of monologues and duologues to prepare them for Component 3 in Year 11.</p> <p>Each week, students will read, analyse and perform a different extract taken from a different play. Being exposed to different dramatic forms will challenge students and compel them to approach each extract with a clear understanding of the form. At the end of Spring 1, students will have honed their performance skills and interpretation of a dramatic text.</p> <p>Much like Spring 1, Live Theatre exposes students to a wide range of theatrical skills and genres, facilitating the development of their analytical skills in theatre.</p> <p>This comprehensive exploration aligns with the curriculum specifications, ensuring that students not only engage with live theatre but also independently analyse and critique performances.</p>		<p>This scheme is designed to support pupils in understanding the exam requirements of their devised performance pieces and also the requirements of their written portfolio.</p> <p>This scheme draws on pupils' prior knowledge in writing performance logs and pupils' performance skills (vocal and physical) which have been covered in modules earlier in the sequence. It is important that this scheme also follows after a module on live performance evaluation because pupils can be inspired by ideas and delivery they have seen from professional live performances to enhance the quality of their own.</p> <p>Finally, this scheme builds directly on the collaboration and development skills that were fostered in the duologues module in Spring 2 by asking pupils to apply these skills to working within a larger group to devise a piece from scratch. Students will submit their portfolio along with their performance in this term, before the summer break.</p>

Year 11- AQA Drama GCSE

Autumn Term		Spring Term		Summer Term
AW1: Component 3- Texts in practice (Duologues and Monologues) and Component 1 – Mock paper	AW2: Component 3- Texts in practice (Duologues and Monologues)	SP1: Component 1- Live Theatre	SP2: Component 2 – ‘Blood Brothers’ revision	Component 1: Revision
<p>In the first assessment week, students sit a Mock paper of Component 1 – Understanding Drama. This will take place in Exam format, so that students can receive a mock grade.</p> <p>Students are assessed for their contribution, performance of one extract from a scripted text to a live audience and external examiner.</p>	<p>In Autumn 2, students will revisit Duologues and Monologues, which they studied at the end of Year 10. The text they are given will be practiced and performed in front of an external examiner (date, TBC). The students will also submit a portfolio of work for this.</p> <p>The weeks leading up to the exam will be spent practicing and learning their piece, and receiving bespoke feedback from their teacher.</p>	<p>Students will revisit Component 1, Live Theatre, which they studied in Spring 2 Y10.</p> <p>Students will study ‘Frankenstein’ in detail and explore how the actors use performance space and skills to convey emotions and meaning. This will ensure they are prepared for Component 1 Section C.</p>	<p>At this point in the course, students have studied the main skills required for all sections of their Paper.</p> <p>The priority for this term is examination practice in timed conditions with timely feedback.</p>	<p>At this point in the course, students have studied the main skills required for all sections of their Paper.</p> <p>The priority for this term is examination practice in timed conditions with timely feedback.</p>

Enrichment Opportunities:

Drama Club (open to all)

Open to all year groups, the Drama Club provides a welcoming space for students to explore acting, improvisation and stagecraft in a relaxed, creative setting. Weekly sessions focus on building confidence, teamwork and performance skills while encouraging students to experiment with new ideas and styles.

Production and Performance

Students with a passion for theatre can audition for our large-scale productions and showcase performances. These events mirror professional theatre practice, giving participants the chance to work with directors, designers and technical teams while gaining valuable experience in rehearsal discipline, stage management and live performance. Auditions for this will be announced throughout the year.

LAMDA Qualifications

Learners in Years 10–13 have the option to pursue London Academy of Music and Dramatic Art (LAMDA) examinations. These prestigious qualifications develop advanced skills in acting, public speaking and communication, providing recognised accreditation that supports future applications to drama schools, universities and a range of careers requiring confident presentation.

Further information can be found by contacting vnoble@whtc.co.uk