

Recovery Curriculum Overview for Year 7

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Basic Drama Skills Teamwork, Confidence, Voice, Physicality, & Conventions	Character Development Voice, Physicality, Character Creation	Script Work Script, Character Development, Accent, Staging and Blocking, Naturalistic Performance	Physical Skills Physical Skills, Abstract Performance, Body as Object	Improvisation Improvisation, non-naturalistic Performance, Devising, conventions	Classical text 1 Reading for Information, Page to Stage, Character Creation, Line Learning, Stage combat
*Recovery: Essential Knowledge from KS2 previous term that needs revisiting.	Baseline assessment to test and drama knowledge from KS2.	N/A	N/A	N/A	N/A	N/A
Assessment:	Performing, Responding, Evaluating (practical performance) Baseline assessment knowledge from Primary school tested,	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.

Recovery Curriculum Overview for Year 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Conventions Conventions Structuring Plot and Scenes, Staging, abstract performance	Characterisation Characterisation, social context, performance style, Devising	Devising 1 Genre, Social & Historical Context, Audience, Defining Performance Space, Naturalistic Performance, Conventions, Structuring Performance	Genres Genres, Reading for Information, Page to Stage, Character Creation, Lines, Given Circumstances	Melodrama Mime Skills, Use of Body and Physicalisation, Comedy, Slapstick Comedy, action and reaction,	Classical text 2 Character Development, Staging and Blocking, proxemics, language, narration, Dialogue, Exaggeration, Mime
Recovery: Essential Knowledge from previous term that needs revisiting.	Vocal Skills, Physical Skills, Abstract Performance, conventions	Script, Character Development, Accent, Staging and Blocking, Page to Stage, Character Creation, Line Learning, Given Circumstances, Stereotypical Characters	Reading for Information, non-naturalistic Performance, Naturalistic performance, Devising, Body as Object.	Abstract performance, Social and Historical Context	Physical Skills, Abstract Performance, Body as Object, improvisation, non-naturalistic Performance, Devising	Script, Character Development, Staging and Blocking
Assessment:	Performing, Responding, Evaluating (practical performance) Baseline assessment knowledge from Primary school tested,	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.	Performing, Responding, Evaluating (practical performance) Previous knowledge re-tested.

Recovery Curriculum Overview for Year 9

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Naturalism Practitioner methods, naturalistic characterisation, character exploration, vocal skills, physical skills, interpretive skills.	Devising 2 Lighting, devising, storytelling, dramatic conventions, vocal skills, sound effects, taking direction	Modern Text 1 Page to stage, exaggeration, multi role, comedy, performance style, direct address, Fourth wall	Practitioners Practitioner conventions, style, devising, types of staging, context, exploration of ideas	Devising 3 Abstract style, Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Plot, Genre, Performance Style and Convention.	Classical Text 1 Historical context, characterisation, accent, exaggeration, style, comedy, posture, gesture
Recovery: Essential Knowledge from previous term that needs revisiting.	Genres, Reading for Information, Page to Stage, Character Creation, Lines, Given Circumstances	Conventions Structuring Plot and Scenes, Staging, abstract performance,	Performance Space, Characterisation, social context, performance style, Page to Stage, lines	Direct address, blocking and staging,	Social and Historical Context, Character Development, Staging and Blocking	Social and Historical Context, Character Development, Staging and Blocking, Characterisation, Page to Stage, line learning
Assessment:	Performing, Responding and Evaluating (Practical performance) Previous knowledge re-tested from Year 7/8/9	Performing, Responding and Evaluating (Practical performance) Previous knowledge re-tested from Year 7/8/9	Performing, Responding and Evaluating (Practical performance) Previous knowledge re-tested from Year 7/8/9	Performing, Responding and Evaluating (Practical performance) Previous knowledge re-tested from Year 7/8/9	Performing, Responding and Evaluating (Practical performance) Previous knowledge re-tested from Year 7/8/9	Performing, Responding and Evaluating (Practical performance and assessment booklets) Previous knowledge re-tested from Year 7/8/9

Recovery Curriculum Overview for Year 10

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Performing Text Modern Text- Blood Brothers</p> <p>Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention, script, lines, page to stage, social and historical context</p>	<p>Performing Text Modern text- Blood Brothers</p> <p>Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention, script, lines, page to stage, social and historical context</p>	<p>Performing Text Classical Text- The Importance of being Ernest</p> <p>Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention, script, lines, page to stage, social and historical context,</p>	<p>Performing Text Classical Text- The Importance of being Ernest</p> <p>Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention, script, lines, page to stage, social and historical context</p>	<p>Performing Text Acting Styles Workshops</p> <p>Intention, style, conventions, practitioners, script, historical context,</p>	<p>Devising Preparation for External Exam</p> <p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<p>Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>Devising, genre, Performance Style and Convention, social and historical context</p>	<p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>
<p>Assessment:</p>	<p>Performing, Responding and Evaluating (assessment logbooks)</p> <p>Previous X knowledge re-tested from Year 9</p>	<p>Performing, Responding and Evaluating (assessment logbooks)</p> <p>Previous X knowledge re-tested from Year 9/ 10</p>	<p>Performing, Responding and Evaluating (assessment logbooks)</p> <p>Previous X knowledge re-tested from Year 9/ 10</p>	<p>Performing, Responding and Evaluating (assessment logbooks)</p> <p>Previous X knowledge re-tested from Year 9/ 10</p>	<p>Performing, Responding and Evaluating (assessment logbooks)</p> <p>Previous X knowledge re-tested from Year 9/ 10</p>	<p>Performing, Responding and Evaluating (assessment logbooks)</p> <p>Previous X knowledge re-tested from Year 9/ 10</p>

Recovery Curriculum Overview for Year 11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Devising Preparation for External Exam</p> <p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>Devising Preparation for External Exam</p> <p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>External Exam</p> <p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>External Exam</p> <p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>External Exam</p> <p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	<p>Devising, Semiotics, Structure, Defining Audience and Performance Space, Character, Context Plot, Genre, Performance Style and Convention.</p>	
<p>Assessment:</p>	<p>Performing, Responding and Evaluating (Log Book)</p> <p>Previous X knowledge re-tested from Year 9/ 10</p>	<p>Performing, Responding and Evaluating (Log Book)</p> <p>Previous X knowledge re-tested from Year 9/ 10/ 11</p>	<p>Performing, Responding and Evaluating (Log Book)</p> <p>Previous X knowledge re-tested from Year 9/ 10/ 11</p>	<p>Performing, Responding and Evaluating (Log Book)</p> <p>Previous X knowledge re-tested from Year 9/ 10/ 11</p>	<p>Performing, Responding and Evaluating (Log Book)</p> <p>Previous X knowledge re-tested from Year 9/ 10/ 11</p>	