



Drama

Through kindness, courage and respect, we inspire students to create, collaborate and communicate with confidence through the power of drama.

Key Stage 3 Long-Term Plan

Year 7

Year 8

Year 9

Autumn 1

Baseline/ Storytelling
Key Concepts -
Baseline Test Introduction Skills –
Mime, facial expressions, confidence.

Storytelling – Devising using
stimulus. Focus on voice, gesture etc
to create characters.

Baseline Test/ Theatre in Education
Key Concepts -
Baseline Test
Introduction Skills – Mime, facial
expressions, confidence.

Theatre in Education using issue-
based drama themes from previous
themes – moral issues, alternative
endings, introductions to
practitioners BOAL.

Baseline Test / Warden X
Key Concepts -
Baseline Test
Introduction Skills – Mime, facial
expressions, confidence.

Warden X – Whole class drama,
improv, consequences,
characterisation.

Comp 1 portfolio questions written
responses.

Autumn 1
Assessment:

Performance Task - A percentage
given using assessment criteria grid.
Performance task will be focus on
the key concepts learnt across the
unit. Extended writing tasks,
knowledge organiser scores.

Students' progress will be assessed
through short retrieval activities, in-
class discussion performance task,
performance task and ongoing
monitoring of their work in books.

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Autumn 2	Social Media Key Concepts - Social Media - Issue based drama. Focus on soundscapes, vocal skills.	Panto Key Concepts - Panto – Scripted performance. Focus on characterisation – stock characters etc.	Warden X continued.
Autumn 2 Assessment:	Students' progress will be assessed through short retrieval activities, in- class discussion performance task, performance task, and ongoing monitoring of their work in books.	Performance Task - A percentage is given using assessment criteria grid. Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores.	Students' progress will be assessed through short retrieval activities, in- class discussion performance task, performance task, and ongoing monitoring of their work in books.
Spring 1	Circus Key Concepts - Circus – Physical theatre focus, non- verbal communication, mime artists, gesture, importance of music in a performance is explored.	Harry Potter Key Concepts - Harry Potter – Scripted performances – understanding writer intentions.	Blood Brothers Key Concepts - Scripted – Blood Brothers. Interpretation, voice, and movement, directors' intentions, learning lines.
Spring 1 Assessment:	Students' progress will be assessed through short retrieval activities, in- class discussion performance task, performance task, and ongoing	Students' progress will be assessed through short retrieval activities, in- class discussion performance task, performance task, and ongoing	Performance Task - A percentage is given using assessment criteria grid. Performance task will be focus on the key concepts learnt across the

	monitoring of their work in books.	monitoring of their work in books.	unit. Extended writing tasks, knowledge organiser scores.
Spring 2	The Terrible Fate of Humpty Dumpty Key Concepts - Scripted – Humpty Dumpty. Introduction to script work, understanding writer intentions, stage directions. Characterisation techniques for “pre created” characters.	Ernie Key Concepts - Scripted – Ernie. Script work, understanding writer intentions, stage directions. Characterisation techniques for “pre-created” characters and a focus on morals within this.	Blood Brothers continued. Key Concepts - Scripted – Blood Brothers. Interpretation, voice, and movement, directors' intentions, learning lines.
Spring 2 Assessment:	Students’ progress will be assessed through short retrieval activities, in-class discussion performance task, performance task, and ongoing monitoring of their work in books.	Performance Task - A percentage is given using assessment criteria grid. Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores	Students’ progress will be assessed through short retrieval activities, in-class discussion performance task, performance task, and ongoing monitoring of their work in books.
Summer 1	Darkwood Manor Key Concepts - Devising – Darkwood Manor. Using a series of stimuli to create standalone performance pieces. Focus on genre, creating atmosphere, still image, thought-tracking, hot-seating.	Ernie Continued Shakespeare Key Concepts - Performing Shakespeare – interpretation, language, staging. (If required).	Brecht – Devising Key Concepts - Brecht through devising. Homelessness. Focus on using stimuli – connecting to GCSE unit 1. Comp 1 portfolio questions written

			responses.
Summer 1 Assessment:	Performance Task - A Percentage is given using assessment criteria grid. Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores.	Students' progress will be assessed through short retrieval activities, in-class discussion performance task, performance task, and ongoing monitoring of their work in books.	Students' progress will be assessed through short retrieval activities, in-class discussion performance task, performance task, and ongoing monitoring of their work in books.
Summer 2	Darkwood Manor continued. Theatre Reviews using National Theatre Online. Using knowledge gained across the year of key terminology to assess a production. This is to include technical elements such as staging design, costume, and prop design. Zombie School (If required) Technical elements of theatre such as stage design, makeup, stage combat.	Theatre Reviews using National Theatre Online. Using knowledge gained across the year of key terminology to assess a production. This is to include technical elements such as staging design, costume, and prop design.	Devising continued until performance time. GCSE mark National Theatre Live using GCSE comp 3 structure/ assessment for written responses. Focus on justification of choices made. Section B of Comp 3. scheme used.
Summer 2 Assessment:	Students' progress will be assessed through short retrieval activities, in-class discussion performance task,	Students' progress will be assessed through short retrieval activities, in-class discussion performance task,	Performance Task - A percentage is given using assessment criteria grid. Performance task will be focus on

	performance task, and ongoing monitoring of their work in books. Milestone exam A percentage is given. This will feature a mixture of multiple choice, short answer, extended answer, and listening questions with study from across the year.	performance task, and ongoing monitoring of their work in books. Milestone exam A percentage is given This will feature a mixture of multiple choice, short answer, extended answer, and listening questions with study from across the year.	the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores. Milestone exam A percentage is given. This will feature a mixture of multiple choice, short answer, extended answer, and listening questions with study from across the year.
What will a student know by the end of each year? Why?	By the end of Year 7, students will understand the fundamental principles of drama, including how to devise, perform, and evaluate a range of short performances. They will be able to use voice, movement, facial expressions, and gestures to create believable characters and communicate emotions and simple narratives to an audience. Students will also develop confidence, teamwork, and communication skills, whilst beginning to use key drama terminology to evaluate their own work and that of others. Why? This provides students with the	By the end of Year 8, students will have developed their devising, performance, and evaluation skills through a wider range of dramatic styles and techniques, including script work, physical theatre, and non-verbal communication. They will understand how characterization, staging, performance space, and drama conventions can be used to communicate meaning, mood, and purpose to an audience. Students will be able to make more deliberate creative choices and evaluate performances using a broader range of subject-specific vocabulary.	By the end of Year 9, students will be able to confidently devise, perform, and critically evaluate drama using a range of theatrical styles, genres, and conventions. They will understand how theatre practitioners, performance structures and dramatic techniques influence the creation and impact of a performance. Students will be able to justify their creative decisions, analyse the effectiveness of performances, and communicate their ideas using accurate drama terminology. Why? This prepares students for further study by developing independence,

	essential foundations of performance and theatre-making, helping them develop confidence, creativity and collaboration skills that will support their progress throughout Key Stage 3 and beyond.	Why? This builds on the foundations established in Year 7, enabling students to deepen their understanding of dramatic techniques and develop the confidence and skills needed to create more effective and engaging performances.	creativity, critical thinking, and performance skills. It ensures they have a secure understanding of drama as both a practical and analytical subject and can create meaningful performances with a clear purpose and audience.
Extra-Curricular Opportunities • Rehearsals • Evening Shows • Promotions of outside organizations within the department • Lunchtime clinics/ rehearsal spaces bookable • Assembly performances.			