	Drama Long-Term Plan **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** Baseline Test Introduction Skills – Mime, facial expressions, confidence. Using stimuli to create a performance.	**Baseline Test** Baseline Test - Introduction Skills – Mime, facial expressions, confidence. Using stimuli to create a performance.	**Baseline Test** Baseline Test - Introduction Skills – Mime, facial expressions, confidence. Using stimuli to create a performance.
Autumn 1 Assessment:	**Assessment Point 1 (7/9/26-18/9/26)** **Performance Task - % given using assessment criteria grid.** Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.	***Students' progress will be assessed through short retrieval activities, in-class discussion performance task, performance task and ongoing monitoring of their work in books.***	Science only (05/10/26-16/10/26) ***Students' progress will be assessed through short retrieval activities, in-class discussion performance task, performance task and ongoing monitoring of their work in books.***
Autumn 2	**Circus** Devising using stimulus. Physical theatre focus, non verbal communication, mime artists, gesture, importance of music in a	**Panto** Scripted performance. Focus on characterisation – stock characters etc.	**Greek Theatre** Focus on characterisation and melodrama, Use of voice in performance and gesture to display character.

	performance is explored.		
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.***	**Assessment Point 1 (01/09/2026-20/11/26)** **Performance Task - % given using assessment criteria grid.** Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.	***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	**Darkwood Manor** Devising using a series of stimuli to create stand alone performance pieces. Focus on genre, creating atmosphere, still image, thought-tracking, hot-seating.	**Theatre in Education** Devising of an issue based drama using themes – A focus on moral issues, alternative endings, introductions to practitioners BOAL.	**Warden X** Devised piece - Whole class drama, improv, consequences, characterisation. Comp 1 portfolio questions written responses.
Spring 1 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.***	***Students' progress will be assessed through short retrieval activities, in-class discussion performance task, performance task and ongoing monitoring of their work in books.***	**Assessment Point 1 (01/02/27-26/02/27)** **Performance Task - % given using assessment criteria grid.** Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.

Spring 2	**Shakespeare - Hamlet** Performing Shakespeare – interpretation, language, staging.	**Shakespeare - Macbeth** Performing Shakespeare – interpretation, language, staging	**Shakespeare - Othello** Performing Shakespeare – interpretation, language, staging
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.***	**Assessment Point 2 (22/03/27- 16/04/27)** **Performance Task - % given using assessment criteria grid.** Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.	***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	**Humpty Dumpty** Scripted **–** Introduction to script work, understanding writer intentions, stage directions. Characterisation techniques for "pre created" characters.	**Ernie** Script work, understanding writer intentions, stage directions. Characterisation techniques for "pre-created" characters and a focus on morals within this.	**Blood Brothers** Scripted – Blood Brothers text. Interpretation, voice and movement, directors intentions, learning lines.
Summer 1 Assessment:	**Assessment Point 2 (17/05/27-28/05/27)** **Performance Task - % given using assessment criteria grid.** Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged.	***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	**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.	**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.
Summer 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.*** ***Milestone exam % will be logged. This will feature a mixture of multiple choice, short answer, extended answer and listening questions with study from across the year.***	***Students' progress will be assessed through short retrieval activities, in-class discussion performance task, performance task and ongoing monitoring of their work in books.*** ***Milestone exam % will be logged. This will feature a mixture of multiple choice, short answer, extended answer and listening questions with study from across the year.***	**Assessment Point 2** **07/06/27-18/06/27** **Performance Task - % given using assessment criteria grid.** Performance task will be focus on the key concepts learnt across the unit. Extended writing tasks, knowledge organiser scores will be logged. Milestone exam % will be logged. 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	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	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,

	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 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.	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. 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.	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, 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.			