

KS3 Curriculum map | Year 7 | Drama | 2026–27

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Introduction to Drama and August Wilson Monologues	The 39 Steps by Patrick Barlow <i>after Alfred Hitchcock and John Buchan</i>	Italian Commedia dell'arte	Storytelling inspired by Emma Rice	A Place of Refuge inspired by Gecko Theatre	Peter Pan by Sally Cookson <i>after J M Barrie</i>
Assessment	Creating Participation in workshops exploring the themes and ideas in <i>The Piano Lesson</i> by August Wilson, such as memory and family history. Performing Performance of a monologue, focusing on communicating character through voice, movement and facial expression. Evaluating Analyse and evaluate the use of theatrical skills in performance.	Creating Participation in workshops including farce, melodrama, and physical theatre. Exploring the text and the tropes associated with farce and spy thrillers. Performing Performance of a range of scenes from the play using a melodramatic theatrical style. Evaluating Analyse and evaluate your performance and the work of others.	Creating Participation in workshops including character shape, improvisation, lazzi, and status. Develop an understanding of the techniques and qualities of Commedia dell'arte. Performing Performance of your own Commedia dell'arte piece, influenced by its structure, style and stock characters. Evaluating Analyse and evaluate the use of Commedia dell'arte techniques.	Creating Participation in workshops including narration, chorus, tableaux and physical theatre. Develop skills in mime and movement. Performing Performance of scripted drama drawn from a folk tale. Evaluating Evaluate your role in the creative process and your contribution to the development of the performance.	Creating Use testimony, artefacts and scripted extracts to devise work about the experience of refugees. Participate in workshops on ensemble movement inspired by Gecko Theatre. Performing Performance of scripted extracts incorporating Gecko-inspired movement and mime. Evaluating Analyse and evaluate how meaning is conveyed through performance.	Creating Exploring <i>Peter Pan</i> as a performance text through physical storytelling, narration and ensemble movement. Develop and understanding of its themes of adventure, childhood and imagination. Performing Performance of scripted extracts from <i>Peter Pan</i>. Evaluating Evaluating your development in drama this year.
Assessment objectives	AO1: Creating & Directing (40%): Create, develop and refine ideas to communicate meaning. Provide creative leadership in the creation and development of drama. AO2: Performing (40%): Apply theatrical skills in live performance. AO3: Evaluating (20%): Analyse and evaluate their own work and the work of others.					

KS3 Curriculum map | Year 8 | Drama | 2026–27

Year 8	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>August Wilson Monologues: Radio Golf</i>	<i>Classical Greek Theatre</i>	Year 8 Exam	<i>Punch by James Graham</i>	<i>Macbeth by William Shakespeare</i>	<i>Clowning inspired by Dario Fo</i>	<i>Political Theatre inspired by Brecht</i>
Assessment	Creating Exploring themes of identity, power and gentrification. Develop understanding of the context and intention of the characters. Performing Performing a monologue from ‘Radio Golf’ with a focus on vocal skills and communicating character intention. Evaluating Analyse and evaluate your theatrical performance and that of others.	Creating Participation in workshops including myth, chorus, tragedy and physical theatre. Develop understanding of classical Greek theatre conventions. Performing Performance of drama inspired by myths and theatrical elements in Greek drama. Evaluating Analyse and evaluate the use of classical Greek theatre techniques.		Creating Exploring context of poverty and restorative justice. Develop skills in duologues, split stage and physical storytelling. Performing Performing scripted extracts using theatrical skills to communicate tension and how characters develop. Evaluating Analyse and evaluate the way themes and issues were presented in your performances.	Creating Participation in workshops on status, power and physicalising the text. Develop understanding of ways to interpret Lady Macbeth. Performing Performance of a scripted extract from Macbeth. Evaluating: Analyse and evaluate the differences in the interpretation of Lady Macbeth.	Creating Participation in workshops exploring physical comedy, slapstick, and improvisation. Develop understanding of comic failure and the flop. Performing Performance of original devised drama drawing on clowning techniques. Evaluating Analyse and evaluate the use of clowning techniques.	Creating Participation in workshops exploring political ideas and methods for presenting them to an audience. Develop understanding of theatrical conventions in political theatre. Performing Development of a group performance piece in response to political ideas. Evaluating Evaluating your development in drama this year.
Assessment objectives	AO1: Creating & Directing (40%): Create, develop and refine ideas to communicate meaning. Provide creative leadership in the creation and development of drama. AO2: Performing (40%): Apply theatrical skills in live performance. AO3: Evaluating (20%): Analyse and evaluate their own work and the work of others.						