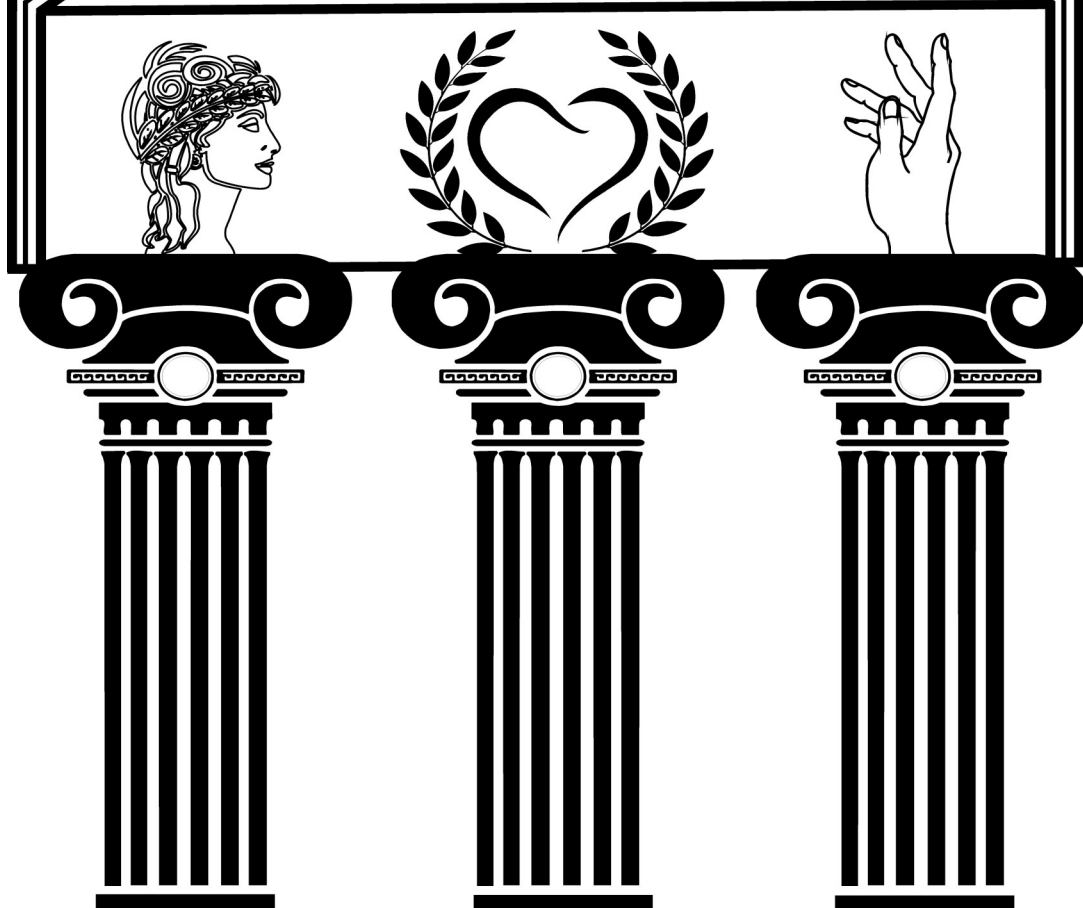


# Malbank School Drama Curriculum



Malbank School  
& Sixth Form College

In Malbank's Drama department we will develop healthy, creative independent and successful members of the community giving students opportunities to develop their personal wellbeing as well as their social, moral, spiritual, and cultural skills so that they can play a positive role in society.



Currency

Character

Culture

**Year 7**

**Term 1**

**Darkwood Manor : Character**

- Students explore Character and communication and are introduced to a number of drama conventions
- Students understand the importance of independent learning and working collectively and presenting ideas to an audience

**Term 2**

**The Amazing Maze : Culture**

- Students begin to work independently and develop speaking and listening skills

- Initiative
- Organisation
- Aspirations
- Communication

- Independent thinking
- Emotional intelligence

- Settling in
- School BFL policies
- Meeting deadlines

- Friendship qualities and group work
- Diversity and change

# Malbank School Drama Curriculum



<p style="text-align: center;"><b>Term 3</b></p> <p><b>Circus :Resilience</b></p> <ul style="list-style-type: none"> <li>• What does resilience mean/coping with change</li> <li>• when am I resilient</li> </ul> <p>This scheme of work explores a community under threat and dealing with change</p>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Leadership</li> <li>• Kindness</li> </ul>	<ul style="list-style-type: none"> <li>• What does home mean to us?</li> <li>• Why are communities important?</li> <li>• How do we deal with change?</li> </ul>
<p style="text-align: center;"><b>Term 4</b></p> <p><b>Kite : Communication</b></p> <ul style="list-style-type: none"> <li>• When communication breaks down. We explore the conflict between two families</li> <li>• We explore conflict and resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Self-awareness and</li> <li>• De-escalation</li> </ul>	<p>Why do people fight? What is a life worth?</p>
<p style="text-align: center;"><b>Term 5</b></p> <p><b>Blodin the Beast</b></p> <ul style="list-style-type: none"> <li>• Developing a piece of performance for an audience</li> <li>• Exploring a different culture</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Resilience</li> </ul>	<p>Exploring tradition and cultural identity</p>
<p style="text-align: center;"><b>Term 6</b></p> <p><b>Exam and reflection:</b></p> <ul style="list-style-type: none"> <li>• Creating and developing a short piece of performance and using the skills gained throughout the year.</li> <li>• Celebrating progress</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Organisation</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Presentation skills</li> </ul>
<p style="text-align: center;"><b>Term 1</b></p> <p><b>Year 8 : Currency</b></p> <p><b>8.1 TIE –Dialogical Learning:</b></p> <p>This scheme explores theatre in Education and the children begin to develop new drama conventions and re-establish the skills developed in Year 1.</p>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Community</li> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Performing in-front of an audience</li> <li>• Reflection and implementation</li> </ul>
<p style="text-align: center;"><b>Term 2</b></p> <p><b>8.2: Urban Legends</b></p> <p>Exploring oral story telling and understanding the historical importance of contextualisation</p>	<ul style="list-style-type: none"> <li>• Why are stories important?</li> <li>• How has communication changed?</li> <li>• Why are Urban Legends so important to our cultural identity</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural identity</li> <li>• Oral story telling</li> <li>• Being able to communicate clearly</li> </ul>
<p style="text-align: center;"><b>Term 3</b></p> <p><b>8.3 Two Worlds</b></p> <p>Two Worlds explores conflict and conflict resolution. Set in the future and exploring ecological conflict. The scheme develops</p>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Community</li> <li>• Eco-development</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Friendship</li> <li>• Dialogical learning</li> </ul>

**Term 4**

**8.4: The Street:**

Explores the themes and issues of a community under attack. It also explores intergenerational dialogue



**8.5: Examination and reflection:**

Theme and creative development. The group will be given a stimulus and this is linked to the GCSE Syllabus

**Year 9 (Year 9 Rotate on a Six Week Cycle)**

**Term 1-5**

**9.1 Detention Centre:**

The group explore how society can blame certain groups for societies ills

**Term 6**

**9.3 Introduction into GCSE:**

- Resilience
- Leadership



- Motivation
- Organisation
- Leadership

- Teamwork
- Independent working
- Reflection

- What does home mean to us?
- Why are communities important?
- How do we deal with change?

- Why do people fight?
- What is a life worth?

Exploring tradition and cultural identity  
Group work and presentation skills

- Group work
- Performing in-front of an audience
- Reflection and implementation

- Exploring cultural identity



Malbank School  
& Sixth Form College