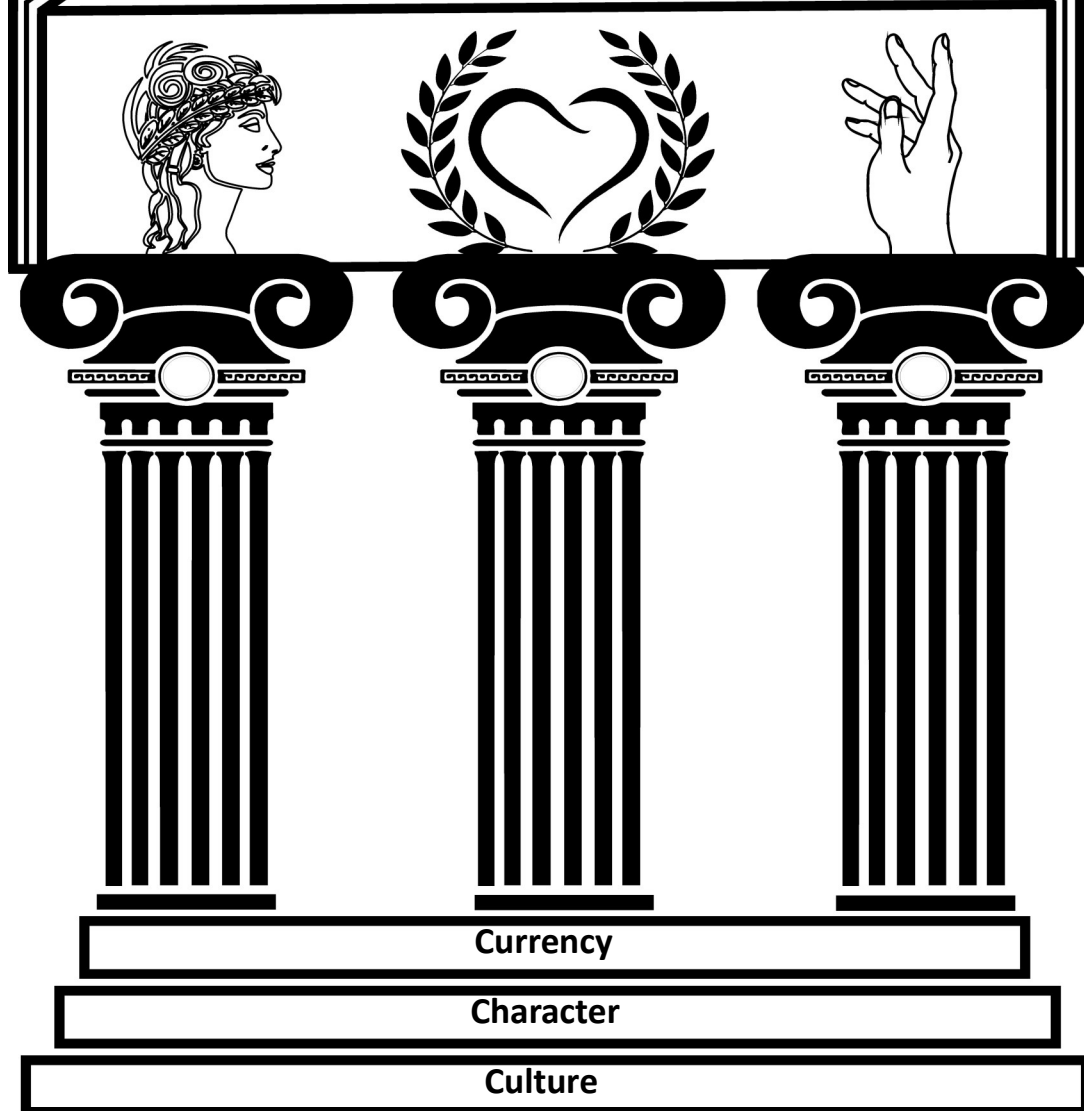


# Malbank School Drama Curriculum



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.



<b>Year 10/Y11</b>		
<b>Term 1</b>		
<p><b>The Red Tree Character</b></p> <ul style="list-style-type: none"> <li>• Students explore Character and communication and are introduced to a number of drama conventions</li> <li>• Students understand the importance of independent learning and working collectively and presenting ideas to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Organisation</li> <li>• Aspirations</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Settling in</li> <li>• Department expectations</li> <li>• Meeting deadlines</li> </ul>
<b>Term 2</b>		
<p><b>Creative Development : Culture</b></p> <ul style="list-style-type: none"> <li>• Students begin to work independently and develop speaking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Independent thinking</li> <li>• Emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship qualities and group work</li> <li>• Diversity and change</li> </ul>

# Malbank School PDL 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> <p style="text-align: center;"><b>Term 4/5</b></p> <p><b>Performance : Communication</b></p> <p>Developing the piece for performance</p> <ul style="list-style-type: none"> <li>• We explore conflict and resolution.</li> </ul> <p>Live Review and start of Unit 2/3</p> <p>Exploration of the Crucible developing work through performance.</p> <p>Looking at the plot structure within the text</p> <p>Looking at the elements of live performance and preparing ideas and looking at exemplar work</p> <p>Y11/ Continuation of the work on the Crucible and live review.</p> <p>Exploring the set-texts and preparing monologues for performance.</p>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Leadership</li> <li>• Kindness</li> </ul> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Self-awareness and</li> <li>• De-escalation</li> </ul> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Resilience</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>• What does home mean to us?</li> <li>• Why are communities important?</li> <li>• How do we deal with change?</li> </ul> <p>Why do people fight? What is a life worth?</p> <p>Exploring tradition and cultural identity</p> <ul style="list-style-type: none"> <li>• Group work</li> <li>• Presentation skills</li> </ul>
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# Malbank School PDL Curriculum



## Term 4

### 8.4: The Street:

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

## Term 5

### 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
- Kindness

- Communication
- Resilience
- Creativity

- 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