

Intent

The KS3 drama experience focuses on inspiring students to recognise that drama can equip them with the skills to participate effectively in original work they can be proud of. With creativity at its heart, the course aims to encourage students own individuality through a variety of dramatic styles and stimuli.

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The core aim of the curriculum is to develop independent, creative thinkers who can work collaboratively.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<u>Serious Fun/Drama Skills/Baseline assessment</u> Establishing group expectations <ul style="list-style-type: none"> Routines/ Expectations Neutral position Improvisation Freeze Frames Spoken Thoughts 	<u>Pantomime</u> Theatrical conventions of pantomime <ul style="list-style-type: none"> Narration Audience interaction Direct address Exaggerated characters 	<u>Roles of Theatre Makers</u> How meaning is interpreted and communicated <ul style="list-style-type: none"> Costume Music & Sound 	<u>Staging</u> Staging configurations <ul style="list-style-type: none"> Traverse staging End on staging 	<u>Darkwood Manor</u> Devising Drama <ul style="list-style-type: none"> TIR Hot-seating Conscience Alley Physical Theatre Soundscape 	<u>Charlie & the Chocolate Factory</u> Bringing together script work and devising techniques <ul style="list-style-type: none"> Theatrical skills Posture Tone
Year 8	<u>Survival</u> Re-establishing group expectations <ul style="list-style-type: none"> Team work Flashback 	<u>Silent Movie</u> Conventions of Silent Movie <ul style="list-style-type: none"> Exaggerated acting Stock characters Codified gestures 	<u>Roles of Theatre Makers</u> How meaning is interpreted and communicated <ul style="list-style-type: none"> Lighting Set 	<u>Staging</u> Staging configurations <ul style="list-style-type: none"> Thrust staging In the round staging 	<u>The Haunted School</u> Devising Drama <ul style="list-style-type: none"> Dramatic Tension Stereotypical characters Dilemma 	<u>Ernie's Incredible Illucinations</u> Scripted Drama <ul style="list-style-type: none"> Developing theatrical skills Gait Volume

<p>Year 9</p>	<p><u>Identity</u></p> <p>A devised scheme of work where things are not as they seem.....</p> <p><i>Motivation. Tension. Conflict. Character development.</i></p>	<p><u>Identity</u></p> <p>A devised scheme of work where things are not as they seem.....</p> <p><i>Motivation. Tension. Conflict. Character development.</i></p>	<p><u>Physical Theatre</u></p> <p>A practical look at renowned theatre company Frantic Assembly.</p> <p><i>Chair duets Round by through Hymns hands</i></p>	<p><u>Theatre Practitioners</u></p> <p>Gaining a knowledge of some of the world's most famous theatre practitioners who changed the shape of theatre across the world.</p> <p><i>Brecht - Non naturalistic theatre. Stanislavski - Naturalistic theatre.</i></p>	<p><u>The Scream</u></p> <p>Creative devising project using 'The Scream' as a creative stimulus.</p> <p><i>Responding to stimuli in order to create your own original work. Developing ideas through extended rehearsal. Refining and polishing devising techniques and theatrical skills.</i></p>	<p><u>Scripted Performance</u></p> <p>You will select and perform a substantial scene from a variety of texts on offer.</p> <p><i>Enhancing use of stage configurations. Developing character. Refining theatrical skills.</i></p>
<p>Year 9 Thematic Study</p>					<p><u>The Peterloo Massacre</u> <i>Pupils will learn about an event of local and national importance through the eyes of people who lived through it. They will develop valuable life skills such as questioning and presentation as well as gaining an appreciation of British Values such democracy.</i></p>	
<p>Year 10</p>	<p><u>C1 Set Text – Study Blood Brothers</u></p> <p>Practical Study of Blood Brothers by Willy Russell.</p> <p><i>Understanding how set, costume, lighting and sound can be used to enhance a performance of this text. Understanding how actors interpret and perform a range of key characters from the play.</i></p>		<p><u>C1 Written Exam Live Review</u></p> <p>Peter Pan.</p> <p><i>Understanding how set, costume, lighting and sound can be used to enhance a performance of this text. Understanding how actors interpret and perform a range of key characters from the play.</i></p>		<p><u>C2 Devising Drama</u></p> <p>Self-devised group work and devising log. Internal practical assessment (40%)</p> <p><i>Selecting and responding to a wide variety of stimuli. Developing and refining creative, original work. Understanding the dramatic intentions of the group and the individual. Documenting the devising process with the aim of achieving dramatic goals. Evaluating the creative process & performance.</i></p>	
<p>Year 11</p>	<p><u>C2 Devising Drama</u></p> <p>Self-devised group work and devising log. Internal practical assessment (40%)</p>	<p><u>C3 Scripted Drama</u></p> <p>Scripted performance. External practical examination (20%)</p>	<p><u>C1 Exam Preparation</u></p> <p>External written exam (40%) Written preparation for set text study of Blood Brothers by Willy Russell. External written exam (40%)</p>			

	<p>Selecting and responding to a wide variety of stimuli. Developing and refining original work. Documenting the devising process with the aim of achieving dramatic goals. Evaluating the creative process & performance.</p>	<p>The practical application of theatrical skills in two scenes from a published and substantial play text. Character interpretation.</p>	<p>An in depth look at the National Theatre’s critically acclaimed production of Peter Pan directed by Sally Cookson.</p> <p>Preparation for the written demands of the GCSE.</p>	<p>Examination season</p>
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Functional Skills:				
Literacy		Numeracy		
<ul style="list-style-type: none"> • Development of oracy skills through individual and group presentation of work. • Reading and interpreting a range of texts in all year group. • Written analysis and evaluation at KS4. 		<ul style="list-style-type: none"> • Timings of presentations and extended scripted and devised work. 		
Social	Moral	Spiritual	Cultural	Personal development & wellbeing
<p>Different opinions and beliefs are encouraged to develop different viewpoints promoting healthy dialogue.</p>	<p>Pupils are encouraged to articulate their views on a range of moral issues in relation to character, textual analysis and a range of stimuli.</p>	<p>Pupils are regularly given the opportunity to use their imagination and develop creativity. Pupils reflect upon their own experiences and those of others.</p>	<p>Pupils are taught about theatre as an important cultural aspect of society. As they move through the curriculum they gain an appreciation of how theatre can shape conversations, ideas and beliefs.</p>	<p>Pupils are provided with a safe and supportive environment in which they are free to express themselves. They are encouraged to reflect upon the world in which we live and their place with it.</p>
Links to careers / jobs	Careers talk	Career & labour market information	Workplace visit	Encounters with further / higher education
<p>Drama display in the department shows links to careers and further education. KS3- When discussing criteria links are made to skills needed for all industries. KS4 – Time is allocated to discuss future pathways linking learning to their future.</p>	<p>Careers talks covering numerous aspects of theatre production.</p> <ul style="list-style-type: none"> • Performerance • Directing • Lighting • Sound 	<p>Regular research by staff is undertaken to explore the changes in the Arts labour market and regularly inform pupils.</p>	<p>Workplace encounters via links with regional theatre outlets.</p>	<p>Pupils are given practical support selecting and preparing audition pieces for further education institutions.</p>