

# **FRAMEWORK FOR LEARNING**



CREATIVE
HAPPY
SUCCESSFUL

An education where imagination, curiosity and resilience enable us to ignite our learning.

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

#### SUBJECT DRAMA

INTENT

Our mission is to ignite creativity, uncover potential, and develop transferable skills through the arts, moulding creative, happy, and successful students at CHS South and beyond.

In an ever-changing world, drama and theatre offer the stability and creative opportunity to explore and discover in a safe and supportive environment. Studying current and historical events inspires us to develop our Local, National and Global responsibility, prompting emotional intelligence, resilience, empathy and a strong social conscience. Our students work as a drama family, they care for and support each other as they are challenged with provocative themes and questions. The centre of our ethos is that exploration through drama and theatre educates, promotes and empowers change, an ethos that is ever more important in fractious times. Drama helps develop creative, invested and passionate young people who recognise how theatre can be used to create positive change. Drama students will explore style and genre as well as developing their own acting skills through many practical performances while studying the AQA syllabus at Key Stage Four. Reviewing live theatre performances in order to develop analytical and evaluative understanding helps students expand their own opinions and can even challenge prejudice. Students become skilled at breaking down theatre to create meaning and subtext which then empowers their own practical performances.





#### YEAR GROUP YEAR 9 – ARTS ELECTIVE Through the exploration of strong themes students will further develop their understanding of local, National and Global responsibility. Students build up a **RATIONAL /** foundation of understanding the demands of the course through the exploration and performance of a contemporary play. A strong group identity is formed NARRATIVE throughout the rehearsal process, which provides universal skills to support them not only in drama but in their wider life. Character development and acting skills will be developed to fully understand how to perform in different styles. Many performance opportunities are provided to ensure students are gaining professional theatrical experience, maximizing their potential in Drama and to develop confidence. SPRING 2 TERM **AUTUMN 1** AUTUMN 2 SPRING 1 **SUMMER 2** SUMMER 1 Introduction to Skills, **Exploration of a** Rehearsal of a Performance of Performance of Non-Introduction to **KNOWLEDGE** practitioners and style **Contemporary Play Contemporary Play** contemporary play/ Naturalistic Plays devising. **Exploration of Non-** Characterisation Study a 21<sup>st</sup> Rehearse and **Naturalistic Plays** • Performing non- Create and develop workshops Century Play by perform a 21<sup>st</sup> naturalistic play ideas to Modern Playwright. Communicate performance to an • Stanislavski -Century scripted communicate ٠ Naturalism ٠ Rehearse scripted play for meaning in a audience that meaning in a performance to an theatrical focuses on theatrical scenes for Understanding how invited audience. performance. performance. performance educating and to act with script. • Understanding of Exploring the entertaining an Developing a Social, cultural and Understanding of technical theatre, different nonaudience. performance from historical context. character set, costume and naturalistic styles of Communicate research. development, • How meaning is theatre and what Understanding period and genre lighting design. meaning in a interpreted and this means. theatrical Preparation for Personal practitioners. communicated. Interpretation of performance. • Understanding Consideration of Characteristics of written paper. Role and context. non-naturalistic Learn roles and • Personal audience performance and responsibilities in dramatic works Interpretation of Developing artistic practitioners, such demographic and Role and context. intentions/a as Brecht. theatre. how this impacts Personal performance. message for their • Rehearse and Consideration of Interpretation of piece. explore a John chosen target • Creation of original Role and context. Preparation for self-Godber audience. material. reflective writing performance that Understanding how and evaluation focuses on to effectively educating an written papers. evaluate a audience. performance. Consideration of ٠ Marketing a show chosen target audience.





SKILLS	Portraying social, cultural and historical context through performance. Range of Acting Skills; SAVAMMETPPPPGBF Deployment of skills and efficiency. Personal Interpretation of Role and context. Portraying/ achieving artistic intentions Rehearsal skills – collaboration and teamwork	Understanding Drama knowledge and understanding. Characteristics of performance and dramatic works. Social, Cultural and historical context. How meaning is interpreted and communicated. Range of Acting Skills Demonstrated. Deployment of skills and efficiency. Personal Interpretation of play. Personal Interpretation of Role and context. Artistic Intentions.	Interpreting script, rehearsal skills Characteristics of performance and dramatic works. Social, Cultural and historical context. Deployment of skills and efficiency. Personal Interpretation of play. Personal Interpretation of Role and context. Artistic Intentions.	Developing ideas to communicate meaning. Collaborating with others. Rehearsing, refining and amending work. Analysing and evaluating process. The Creation and communication of meaning. Realising Artistic Intentions in devised drama. Use of theatrical skills, range of theatrical skills demonstrated. Contribution to the effectiveness of the piece, inventive ideas,	Developing ideas to communicate meaning. Collaborating with others. Rehearsing, refining and amending work. Analysing and evaluating process. The Creation and communication of meaning. Realising Artistic Intentions in devised drama. Use of theatrical skills, range of theatrical skills demonstrated. Contribution to the effectiveness of the piece, inventive ideas,	Devising Drama Analysis and evaluation Developing ideas to communicate meaning. Collaborating with others. Rehearsing, refining and amending work. Analysing and evaluating process. Devised performance The Creation and communication of meaning. Realising Artistic Intentions in devised drama. Use of theatrical skills, range of theatrical skills demonstrated. Contribution to the effectiveness of the piece, inventive ideas, realization of individual artistic intention.
				effectiveness of the	effectiveness of the	realization of individual
ASSESSMENT	Marking Point 1: Workshop performances	Marking Point 3: Rehearsal skills Marking Point 4:	Marking Point 5: PROGRESS TEST – Dress run of play	Marking Point 7: Evaluation of contemporary play	Marking Point 9: Non-naturalistic Play Final Performance	Marking Point 7: Thematic research for devised performance.
	Marking Point 2: Audition	Mock performance	Marking Point 6: Personalised performance feedback	Marking Point 8: Final performance	Marking Point 10: Non-naturalistic play evaluation	Marking Point 8: Progress Test: Mini Devised performance
HOME LEARNING	Learn scripted lines.	Learn scripted lines.	Progress Test Revision. Learn scripted lines.	Learn scripted lines.	Learn scripted lines.	Research for performance.





	Script reading.	Reading to learn lines.	Reading to learn lines.	Understanding of	Understanding of	Reading to understand
READING,	Sourcing subtext and	Continue to read to	Continue to read to	theatrical form and	theatrical form and	theatrical form and
WRITING, TALK,	foreshadow.	source subtext and	source subtext and	structure	structure	structure
	forestiddow.	foreshadow. Reading	foreshadow. Reading	Structure	Structure	Structure
NUMERACY	Writing and Talk– Use	for meaning and	for meaning and	Writing to analyse and	Writing to analyse and	Writing to analyse and
	of language	character	character	evaluate successful	evaluate successful	evaluate successful
	oninguage	development.	development.	processes when	processes when	processes when
	Learning lines.	acterophient	acterophient	creating a theatrical	creating a theatrical	creating a theatrical
	Understanding	Writing: Theatrical	Writing: Theatrical	performance.	performance.	performance.
	language and meaning.	terminology	terminology	periormaneer	performance.	performance
	Understanding subtext	approaching new	approaching new	Writing and Talk– Use	Writing and Talk– Use	Writing and Talk– Use
	through text analysis.	vocabulary and	vocabulary and	of language	of language	of language
		structure for analysis	structure for analysis			
	Understanding genres	and evaluative	and evaluative	Learning lines.	Learning lines.	Learning lines.
	and identifying in	response to Theatrical	response to Theatrical	Understanding	Understanding	Understanding
	written and verbal	Skills description.	Skills description.	language and meaning.	language and meaning.	language and meaning.
	response. Writing to	•	•	Understanding subtext	Understanding subtext	Understanding subtext
	extend understanding	Writing and Talk– Use	Writing and Talk– Use	through text analysis.	through text analysis.	through text analysis.
	of character.	of language	of language			
	Note taking in			Understanding genres	Understanding genres	Understanding genres
	rehearsal logs,	Learning lines.	Learning lines.	and identifying in	and identifying in	and identifying in
	identifying knowledge	Understanding	Understanding	written and verbal	written and verbal	written and verbal
	and understanding of	language and meaning.	language and meaning.	response. Writing to	response. Writing to	response. Writing to
	theatrical conventions	Understanding subtext	Understanding subtext	extend understanding	extend understanding	extend understanding
	and key terminology.	through text analysis.	through text analysis.	of character.	of character.	of character.
	Communicating			Note taking in	Note taking in	Note taking in
	themes and issues	Understanding genres	Understanding genres	rehearsal logs,	rehearsal logs,	rehearsal logs,
	from script.	and identifying in	and identifying in	identifying knowledge	identifying knowledge	identifying knowledge
	Communication style	written and verbal	written and verbal	and understanding of	and understanding of	and understanding of
	through delivery and	response. Writing to	response. Writing to	theatrical conventions	theatrical conventions	theatrical conventions
	acting skills.	extend understanding	extend understanding	and key terminology.	and key terminology.	and key terminology.
	Negotiating and	of character.	of character.	Communicating	Communicating	Communicating
	agreeing on	Note taking in	Note taking in	themes and issues	themes and issues	themes and issues
	interpretation of	rehearsal logs,	rehearsal logs,	from script.	from script.	from script.
	character.	identifying knowledge	identifying knowledge	Communication style	Communication style	Communication style
	Re-enforcing key	and understanding of	and understanding of	through delivery and	through delivery and	through delivery and
	words and conventions	theatrical conventions	theatrical conventions	acting skills.	acting skills.	acting skills.
	through questioning	and key terminology.	and key terminology.	Negotiating and	Negotiating and	Negotiating and
	and learning	Communicating	Communicating	agreeing on	agreeing on	agreeing on
	conversations. Peer	themes and issues	themes and issues	interpretation of	interpretation of	interpretation of
		from script.	from script.	character.	character.	character.





evaluation and	Communicating style	Communication style	Re-enforcing key words	Re-enforcing key words	Re-enforcing key
discussion.	through delivery and	through delivery and	and conventions	and conventions	words and conventions
	acting skills.	acting skills.	through questioning	through questioning	through questioning
Reading	Negotiating and	Negotiating and	and learning	and learning	and learning
Identifying key words	agreeing on	agreeing on	conversations. Peer	conversations. Peer	conversations. Peer
Reading to extend	interpretation of	interpretation of	evaluation and	evaluation and	evaluation and
understanding.	character.	character.	discussion.	discussion.	discussion.
Analytical reading of	Re-enforcing key	Re-enforcing key			
past papers.	words and conventions	words and conventions	Reading	Reading	Reading
Preparation for the	through questioning	through questioning	Identifying key words	Identifying key words	Identifying key words
written examination.	and learning	and learning	Reading to extend	Reading to extend	Reading to extend
Extended writing	conversations. Peer	conversations. Peer	understanding.	understanding.	understanding.
Evaluative writing	evaluation and	evaluation and	Analytical reading of	Analytical reading of	Analytical reading of
Descriptive writing	discussion.	discussion	past papers.	past papers.	past papers.
Analytic writing			Preparation for the	Preparation for the	Preparation for the
Writing and	Reading	Reading	written examination.	written examination.	written examination.
performing Identifying	Identifying key words	Identifying key words	Extended writing	Extended writing	Extended writing
and re-creating exam	Reading to extend	Reading to extend	Evaluative writing	Evaluative writing	Evaluative writing
structure.	understanding.	understanding.	Descriptive writing	Descriptive writing	Descriptive writing
From Stage to page	Analytical reading of	Analytical reading of	Analytic writing	Analytic writing	Analytic writing
communication	past papers.	past papers.	Writing and performing	Writing and performing	Writing and
through explicit	Preparation for the	Preparation for the	Identifying and re-	Identifying and re-	performing Identifying
reference to acting	written examination.	written examination.	creating exam	creating exam	and re-creating exam
skills.	Extended writing	Extended writing	structure	structure	structure
Re-enforcing key words	Evaluative writing	Evaluative writing	From Stage to page	From Stage to page	From Stage to page
and conventions	Descriptive writing	Descriptive writing	communication	communication	communication
through questioning	Analytic writing	Analytic writing	through explicit	through explicit	through explicit
and learning	Writing and	Writing and	reference to acting	reference to acting	reference to acting
conversations. Peer	performing Identifying	performing Identifying	skills.	skills.	skills.
evaluation and	and re-creating exam	and re-creating exam	Re-enforcing key words	Re-enforcing key	Re-enforcing key words
discussion.	structure.	structure.	and conventions	words and conventions	and conventions
	From Stage to page	From Stage to page	through questioning	through questioning	through questioning
	communication	communication	and learning	and learning	and learning
	through explicit	through explicit	conversations. Peer	conversations. Peer	conversations. Peer
	reference to acting	reference to acting	evaluation and	evaluation and	evaluation and
	skills.	skills.	discussion.	discussion.	discussion.
	Re-enforcing key	Re-enforcing key			
	words and conventions	words and conventions			
	through questioning	through questioning			
	and learning	and learning			
	conversations. Peer	conversations. Peer			





		valuation and	avaluation and			
			evaluation and			
	di	scussion.	discussion.			
	reate •	Analyse	Analyse	Identify	Identify	Identify
	evelop •		Perform	<ul> <li>Create</li> </ul>	<ul> <li>Create</li> </ul>	Create
	nnotate		<ul> <li>Role</li> </ul>	<ul> <li>Develop</li> </ul>	<ul><li>Develop</li></ul>	<ul><li>Develop</li></ul>
VOUADULANT			_	<ul> <li>Bevelop</li> <li>Research</li> </ul>	<ul> <li>Develop</li> <li>Research</li> </ul>	<ul> <li>Research</li> </ul>
	•	0.0010	<ul><li>Create</li><li>Evaluate</li></ul>	<ul> <li>Research</li> <li>Rehearse</li> </ul>	<ul> <li>Perform</li> </ul>	<ul> <li>Perform</li> </ul>
	enre •		character	Stage positioning:	character	Character
	ructure •	Theme	motivation and	<ul> <li>Upstage (left, right,</li> </ul>	motivation and	motivation and
	naracter	Musical theatre	interaction	center)	interaction	interaction
	orm •		<ul> <li>atmosphere</li> </ul>	<ul> <li>Downstage (left,</li> </ul>	<ul> <li>atmosphere</li> </ul>	Atmosphere
		Harrator	<ul> <li>pace and rhythm</li> </ul>	right, center)	<ul> <li>pace and rhythm</li> </ul>	<ul> <li>Pace and rhythm</li> </ul>
	• •	interpretation	<ul> <li>dramatic climax</li> </ul>	<ul> <li>Centre stage.</li> </ul>	<ul> <li>dramatic climax</li> </ul>	<ul> <li>Dramatic climax</li> </ul>
	inguage •	i lay wing it	<ul> <li>practitioners</li> </ul>	<ul><li>Staging</li></ul>	<ul> <li>stylised</li> </ul>	<ul> <li>Stylised</li> </ul>
	ub-text •	Genie	<ul> <li>practitioners</li> <li>Dramatic intention</li> </ul>	<ul> <li>Staging configuration:</li> </ul>	<ul> <li>stylised performance</li> </ul>	<ul> <li>Stylised performance</li> </ul>
	aturalism •	Structure		<ul> <li>Theatre in the</li> </ul>	<ul> <li>practitioners</li> </ul>	Practitioners
	•	character	Genre	round		
• Ag		TOTT	Structure	<ul> <li>Proscenium arch</li> </ul>	Target audience	Target audience
	olume •	Style	Character		Dramatic intention	<ul> <li>Dramatic intention</li> </ul>
	• ccent	Lunguage	Form	in use stuge		
	lannerism •	Sub text	• Style	Traverse		
	lovement •	Nataransin	Language			
	nphasis •	Status	Sub-text			
	one •	Age	<ul> <li>Naturalism</li> </ul>			
• Tir	ming •	Volume	<ul> <li>Status</li> </ul>			
• Po	osture •	Accent	• Age			
• Pa	•	Mannerism	Volume			
• Pit	tch •	Movement	Accent			
	esture •	Emphasis	<ul> <li>Mannerism</li> </ul>			
• Bo	ody language •	Tone	<ul> <li>Movement</li> </ul>			
● Fa	ecial Expressions •	Timing	<ul> <li>Emphasis</li> </ul>			
	•	Posture	Tone			
	•	Pace	Timing			
	•	Pitch	Posture			
	•	Gesture	Pace			
	•	Body language	Pitch			
	•	Facial Expressions	Gesture			
			<ul> <li>Body language</li> </ul>			
			Facial Expressions			





<b>PSPSMC</b> , <b>BRITISH</b>	Reflecting on social					
	and cultural identity of					
VALUES AND	characters in order to					
	interpret and create a					
DIVERSITY	believable and					
	sustainable character.					
	Exploring issues					
	through practical					
	rehearsal and					
	discussion. Identifying					
	the needs and					
	motivations of people					
	from a variety of					
	backgrounds.	backgrounds.	backgrounds.	backgrounds.	backgrounds.	backgrounds.
	Social Class and	_				
	poverty and political					
	opinion of the	opinion of the	opinion of the	opinion and why it is	opinion and why it is	
	playwright.	playwright.	playwright.	important in a devising	important in a devising	
				process.	process.	
				Exploring the themes	Exploring the themes	
				for the theatre in	for the theatre in	
				education.	education.	