



FRAMEWORK FOR LEARNING



CREATIVE

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

HAPPY

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

SUCCESSFUL

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

RATIONAL / NARRATIVE

Through the exploration of strong themes students will further develop their understanding of local, National and Global responsibility. Students build up a foundation of understanding the demands of the course through the exploration and performance of a contemporary play. A strong group identity is formed 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.

TERM KNOWLEDGE

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Introduction to Skills, practitioners and style <ul style="list-style-type: none"> Characterisation workshops Stanislavski - Naturalism Understanding how to act with script. Social, cultural and historical context. How meaning is interpreted and communicated. Characteristics of performance and dramatic works Personal Interpretation of Role and context. 	Exploration of a Contemporary Play <ul style="list-style-type: none"> Study a 21st Century Play by Modern Playwright. Rehearse scripted scenes for performance Understanding of character development, period and genre Preparation for written paper. Personal Interpretation of Role and context. 	Rehearsal of a Contemporary Play <ul style="list-style-type: none"> Rehearse and perform a 21st Century scripted play for performance to an invited audience. Understanding of technical theatre, set, costume and lighting design. Personal Interpretation of Role and context. Developing artistic intentions/a message for their piece. Preparation for self-reflective writing and evaluation written papers. 	Performance of contemporary play/ Exploration of Non-Naturalistic Plays <ul style="list-style-type: none"> Communicate meaning in a theatrical performance. Exploring the different non-naturalistic styles of theatre and what this means. Understanding non-naturalistic practitioners, such as Brecht. Rehearse and explore a John Godber performance that focuses on educating an audience. Consideration of chosen target audience. 	Performance of Non-Naturalistic Plays <ul style="list-style-type: none"> Performing non-naturalistic play performance to an audience that focuses on educating and entertaining an audience. Communicate meaning in a theatrical performance. Learn roles and responsibilities in theatre. Consideration of chosen target audience. Understanding how to effectively evaluate a performance. Marketing a show 	Introduction to devising. <ul style="list-style-type: none"> Create and develop ideas to communicate meaning in a theatrical performance. Developing a performance from research. Understanding practitioners. Consideration of audience demographic and how this impacts performance. Creation of original material.



<h2>SKILLS</h2>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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, realization of individual artistic intention.</p>	<p>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, realization of individual artistic intention.</p>	<p>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.</p>	
	<h2>ASSESSMENT</h2>	<p>Marking Point 1: Workshop performances</p> <p>Marking Point 2: Audition</p>	<p>Marking Point 3: Rehearsal skills</p> <p>Marking Point 4: Mock performance</p>	<p>Marking Point 5: PROGRESS TEST – Dress run of play</p> <p>Marking Point 6: Personalised performance feedback</p>	<p>Marking Point 7: Evaluation of contemporary play</p> <p>Marking Point 8: Final performance</p>	<p>Marking Point 9: Non-naturalistic Play Final Performance</p> <p>Marking Point 10: Non-naturalistic play evaluation</p>	<p>Marking Point 7: Thematic research for devised performance.</p> <p>Marking Point 8: Progress Test: Mini Devised performance</p>
	<h2>HOME LEARNING</h2>	<p>Learn scripted lines.</p>	<p>Learn scripted lines.</p>	<p>Progress Test Revision. Learn scripted lines.</p>	<p>Learn scripted lines.</p>	<p>Learn scripted lines.</p>	<p>Research for performance.</p>



READING, WRITING, TALK, NUMERACY

<p>Script reading. Sourcing subtext and foreshadow.</p> <p>Writing and Talk– Use of language</p> <p>Learning lines. Understanding language and meaning. Understanding subtext through text analysis.</p> <p>Understanding genres and identifying in written and verbal response. Writing to extend understanding of character. Note taking in rehearsal logs, identifying knowledge and understanding of theatrical conventions and key terminology. Communicating themes and issues from script. Communication style through delivery and acting skills. Negotiating and agreeing on interpretation of character. Re-enforcing key words and conventions through questioning and learning conversations. Peer</p>	<p>Reading to learn lines. Continue to read to source subtext and foreshadow. Reading for meaning and character development.</p> <p>Writing: Theatrical terminology approaching new vocabulary and structure for analysis and evaluative response to Theatrical Skills description.</p> <p>Writing and Talk– Use of language</p> <p>Learning lines. Understanding language and meaning. Understanding subtext through text analysis.</p> <p>Understanding genres and identifying in written and verbal response. Writing to extend understanding of character. Note taking in rehearsal logs, identifying knowledge and understanding of theatrical conventions and key terminology. Communicating themes and issues from script.</p>	<p>Reading to learn lines. Continue to read to source subtext and foreshadow. Reading for meaning and character development.</p> <p>Writing: Theatrical terminology approaching new vocabulary and structure for analysis and evaluative response to Theatrical Skills description.</p> <p>Writing and Talk– Use of language</p> <p>Learning lines. Understanding language and meaning. Understanding subtext through text analysis.</p> <p>Understanding genres and identifying in written and verbal response. Writing to extend understanding of character. Note taking in rehearsal logs, identifying knowledge and understanding of theatrical conventions and key terminology. Communicating themes and issues from script.</p>	<p>Understanding of theatrical form and structure</p> <p>Writing to analyse and evaluate successful processes when creating a theatrical performance.</p> <p>Writing and Talk– Use of language</p> <p>Learning lines. Understanding language and meaning. Understanding subtext through text analysis.</p> <p>Understanding genres and identifying in written and verbal response. Writing to extend understanding of character. Note taking in rehearsal logs, identifying knowledge and understanding of theatrical conventions and key terminology. Communicating themes and issues from script. Communication style through delivery and acting skills. Negotiating and agreeing on interpretation of character.</p>	<p>Understanding of theatrical form and structure</p> <p>Writing to analyse and evaluate successful processes when creating a theatrical performance.</p> <p>Writing and Talk– Use of language</p> <p>Learning lines. Understanding language and meaning. Understanding subtext through text analysis.</p> <p>Understanding genres and identifying in written and verbal response. Writing to extend understanding of character. Note taking in rehearsal logs, identifying knowledge and understanding of theatrical conventions and key terminology. Communicating themes and issues from script. Communication style through delivery and acting skills. Negotiating and agreeing on interpretation of character.</p>	<p>Reading to understand theatrical form and structure</p> <p>Writing to analyse and evaluate successful processes when creating a theatrical performance.</p> <p>Writing and Talk– Use of language</p> <p>Learning lines. Understanding language and meaning. Understanding subtext through text analysis.</p> <p>Understanding genres and identifying in written and verbal response. Writing to extend understanding of character. Note taking in rehearsal logs, identifying knowledge and understanding of theatrical conventions and key terminology. Communicating themes and issues from script. Communication style through delivery and acting skills. Negotiating and agreeing on interpretation of character.</p>
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	<p>evaluation and discussion.</p> <p>Reading Identifying key words Reading to extend understanding. Analytical reading of past papers. Preparation for the written examination. Extended writing Evaluative writing Descriptive writing Analytic writing Writing and performing Identifying and re-creating exam structure. From Stage to page communication through explicit reference to acting skills. Re-enforcing key words and conventions through questioning and learning conversations. Peer evaluation and discussion.</p>	<p>Communicating style through delivery and acting skills. Negotiating and agreeing on interpretation of character. Re-enforcing key words and conventions through questioning and learning conversations. Peer evaluation and discussion.</p> <p>Reading Identifying key words Reading to extend understanding. Analytical reading of past papers. Preparation for the written examination. Extended writing Evaluative writing Descriptive writing Analytic writing Writing and performing Identifying and re-creating exam structure. From Stage to page communication through explicit reference to acting skills. Re-enforcing key words and conventions through questioning and learning conversations. Peer</p>	<p>Communication style through delivery and acting skills. Negotiating and agreeing on interpretation of character. Re-enforcing key words and conventions through questioning and learning conversations. Peer evaluation and discussion</p> <p>Reading Identifying key words Reading to extend understanding. Analytical reading of past papers. Preparation for the written examination. Extended writing Evaluative writing Descriptive writing Analytic writing Writing and performing Identifying and re-creating exam structure. From Stage to page communication through explicit reference to acting skills. Re-enforcing key words and conventions through questioning and learning conversations. Peer</p>	<p>Re-enforcing key words and conventions through questioning and learning conversations. Peer evaluation and discussion.</p> <p>Reading Identifying key words Reading to extend understanding. Analytical reading of past papers. Preparation for the written examination. Extended writing Evaluative writing Descriptive writing Analytic writing Writing and performing Identifying and re-creating exam structure From Stage to page communication through explicit reference to acting skills. Re-enforcing key words and conventions through questioning and learning conversations. Peer evaluation and discussion.</p>	<p>Re-enforcing key words and conventions through questioning and learning conversations. Peer evaluation and discussion.</p> <p>Reading Identifying key words Reading to extend understanding. Analytical reading of past papers. Preparation for the written examination. Extended writing Evaluative writing Descriptive writing Analytic writing Writing and performing Identifying and re-creating exam structure From Stage to page communication through explicit reference to acting skills. Re-enforcing key words and conventions through questioning and learning conversations. Peer evaluation and discussion.</p>	<p>Re-enforcing key words and conventions through questioning and learning conversations. Peer evaluation and discussion.</p> <p>Reading Identifying key words Reading to extend understanding. Analytical reading of past papers. Preparation for the written examination. Extended writing Evaluative writing Descriptive writing Analytic writing Writing and performing Identifying and re-creating exam structure From Stage to page communication through explicit reference to acting skills. Re-enforcing key words and conventions through questioning and learning conversations. Peer evaluation and discussion.</p>
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TIER 2 VOCABULARY

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		evaluation and discussion.	evaluation and discussion.			
	<ul style="list-style-type: none"> • Create • Develop • Annotate 	<ul style="list-style-type: none"> • Analyse • Perform • Role • Create 	<ul style="list-style-type: none"> • Analyse • Perform • Role • Create • Evaluate 	<ul style="list-style-type: none"> • Identify • Create • Develop • Research • Rehearse 	<ul style="list-style-type: none"> • Identify • Create • Develop • Research • Perform 	<ul style="list-style-type: none"> • Identify • Create • Develop • Research • Perform
	<ul style="list-style-type: none"> • Genre • Structure • Character • Form • Style • Language • Sub-text • Naturalism • Status • Age • Volume • Accent • Mannerism • Movement • Emphasis • Tone • Timing • Posture • Pace • Pitch • Gesture • Body language • Facial Expressions 	<ul style="list-style-type: none"> • Context • Theme • Musical theatre • Narrator • Interpretation • Playwright • Genre • Structure • Character • Form • Style • Language • Sub-text • Naturalism • Status • Age • Volume • Accent • Mannerism • Movement • Emphasis • Tone • Timing • Posture • Pace • Pitch • Gesture • Body language • Facial Expressions 	<ul style="list-style-type: none"> • character motivation and interaction • atmosphere • pace and rhythm • dramatic climax • practitioners • Dramatic intention • Genre • Structure • Character • Form • Style • Language • Sub-text • Naturalism • Status • Age • Volume • Accent • Mannerism • Movement • Emphasis • Tone • Timing • Posture • Pace • Pitch • Gesture • Body language • Facial Expressions 	<ul style="list-style-type: none"> • Stage positioning: • Upstage (left, right, center) • Downstage (left, right, center) • Centre stage. • Staging configuration: • Theatre in the round • Proscenium arch • Thrust stage • Traverse 	<ul style="list-style-type: none"> • character motivation and interaction • atmosphere • pace and rhythm • dramatic climax • stylised performance • practitioners • Target audience • Dramatic intention 	<ul style="list-style-type: none"> • Character motivation and interaction • Atmosphere • Pace and rhythm • Dramatic climax • Stylised performance • Practitioners • Target audience • Dramatic intention



PSPSMC, BRITISH VALUES AND DIVERSITY

Reflecting on social and cultural identity of characters in order to interpret and create a believable and sustainable character. Exploring issues through practical rehearsal and discussion. Identifying the needs and motivations of people from a variety of backgrounds. Social Class and poverty and political opinion of the playwright.

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