



## SUBJECT AREA: Drama

Our Drama curriculum will give students the opportunity to:

- develop creativity through understanding the benefits of participation in the arts, performance and creativity during their school journey
- develop co-operation & collaboration
- develop confidence in communication through developing vocal and physical skills
- explore social issues through drama to develop tolerance and understanding
- be exposed to different peoples' perspectives and emotions on issues and events
- be exposed to and use subject specific vocabulary effectively
- study the history and influence of different practitioners on drama
- develop an ability to evaluate their own and others' work

| Year 7 |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|
| Term   | 1a   | 1b   | 2a   | 2b   | 3a   | 3b   |
| Topic  | <p><b>3 lessons per week</b><br/>Introduction to drama<br/><b>Introduction to Drama:</b></p> <p>Topics covered could include: collaborative group work; drama terminology; different genres, styles and practitioners. Naturalism Stanislavski, Brecht, verbatim/Documentary/Physical theatre/Kneehigh) - mock devising pieces on each practitioner</p> <p><b>Devising skills:</b> responding to a stimulus, devising building blocks, rehearsal skills, analysis and evaluation.<br/><b>Performance skills:</b> Voice, physical and characterisation.</p> <p><b>1 lesson</b><br/>Introduction to Set text DNA</p> <p>Analyse themes, plot, characters, social, historical &amp; political context.<br/>Application to 4/6 marker exam questions</p> | <p><b>3 lessons per week</b><br/>Introduction to drama<br/><b>Introduction to Drama:</b></p> <p>Topics covered could include: collaborative group work; drama terminology; different genres, styles and practitioners: Verbatim/Documentary, Paper Birds /Physical theatre/Kneehigh) - mock devising pieces on each practitioner<br/><b>Devising skills:</b> responding to a stimulus, devising building blocks, rehearsal skills, analysis and evaluation.<br/><b>Performance skills:</b> Voice, physical and characterisation.</p> <p><b>1 lesson</b><br/>Set text DNA</p> <p>Analyse themes, plot, characters, social, historical &amp; political context.<br/>Application to 4/6 marker exam questions</p> | <p><b>3 lessons per week</b><br/>DEVISING<br/><b>Component One: Devising.</b><br/>Students select and respond to specific stimuli given to them. The work collaboratively on creating a piece of drama to be performed to an invited audience. Students use the practitioner skills taught, to inspire their pieces.<br/><b>Devising skills:</b> responding to a stimulus, devising building blocks, rehearsal skills, analysis and evaluation.<br/><b>Performance skills:</b> Voice, physical and characterisation</p> <p><b>Written:</b> Students introduced to the 6 question Devising Portfolio (Q1) as well as keeping a log of what they do within the process.</p> <p><b>1 lessons</b><br/>Set text DNA<br/>Look at the design elements: Costume/Set/Lighting/Sound<br/>Application to 9/14 marker exam questions</p> | <p><b>3 lessons per week</b><br/><b>Component One: Devising.</b><br/>Students select and respond to specific stimuli given to them. The work collaboratively on creating a piece of drama to be performed to an invited audience. Students use the practitioner skills taught, to inspire their pieces.<br/><b>Devising skills:</b> responding to a stimulus, devising building blocks, rehearsal skills, analysis and evaluation.<br/><b>Performance skills:</b> Voice, physical and characterisation</p> <p><b>Written:</b> 6 question Devising portfolio 2000 words.<br/><b>Questions 1,2,3</b> answered. Extended writing again using (What/How/Why) structure<br/><b>2 lessons</b><br/>Set text DNA<br/>Finish scenes.<br/>Look at the design elements: Costume/Set/Lighting/Sound<br/>Revision to prepare for Mock: Context/themes/key characters/moments/question application/timing.</p> | <p><b>3 lessons per week</b><br/>Performance and devising skills</p> <p>Students embark on their devised piece for <b>Component One: Devising.</b><br/>Students are performance ready and perform their piece to invited AUDIENCE.<br/><b>Devising skills:</b> responding to a stimulus, devising building blocks, rehearsal skills, analysis and evaluation.<br/><b>Performance skills:</b> Voice, physical and characterisation<br/><b>Written:</b> 6 question Devising portfolio 2000 words. <b>Questions 1,2,3, 4</b> answered. Extended writing again using (What/How/Why) structure<br/><b>2 lessons</b><br/>Set text DNA<br/>Finish scenes.<br/>Walking/talking mock feedback – gaps identified</p> | <p><b>3 lessons per week</b><br/>Performance and devising skills</p> <p>Students have performed their devised piece for <b>Component One: Devising.</b><br/>Students watch back their performance to evaluate and analyse both their own work and that of the piece as a whole, comparing it to original intentions.<br/>They collate their Q&amp;A feedback.<br/>Students complete the final 2 questions of Devising Portfolio and refine their drafts.</p> <p><b>2 lesson of DNA</b><br/>Set text DNA<br/>Identifying and addressing gaps for interventions.</p> |



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| <b>Intent</b>           | The Drama curriculum will encourage students to become confident and independent thinkers, who will be able to create original work and critically analyse professional and non-professional repertoire. Students will have an appreciation of their own work and that of others, always demonstrating respect and empathy. Students will build on the core drama skills physical, vocal and devising skills in more depth practically and also transfer their knowledge to apply to the written aspects of the examination. Students will develop and apply their knowledge across the components of Devising, scripted and written analysis.             |   |  |  |  |   |
| <b>Subject Concepts</b> | Set Text<br>Devising Theatre   | Set Text<br>Devising Theatre  | Set Text<br>Devising Theatre   | Set Text<br>Devising Theatre   | Set Text<br>Devising Theatre   | Set Text<br>Devising Theatre  |
| <b>Knowledge</b>        | An introduction to varied styles of practitioner work and applying themselves to this style. Effectively collaborating in groups Knowledge of the plot, characters and context of Set Text for exam.   | An introduction to varied styles of practitioner work and applying themselves to this style. Effectively collaborating in groups Knowledge of the plot, characters and context of Set Text for exam.  | Students learn how to collaborate in groups to devise their own piece of theatre to a target audience. Students learn the terminology to describe the different production elements.   | Students learn how to collaborate in groups to devise their own piece of theatre to a target audience. Students learn the terminology to describe the different production elements. Students learn how to prepare for a written mock of <b>SECTION A</b> . They learn key targets of improvement from their mock results.   | Students learn how to get their <b>devised piece</b> performance ready, complete with refinement of performance, set/costume/lighting. Students learn how to build on extended writing log.  | Students learn how to evaluate and analyses their own performance and their groups performance as a whole against their original intentions. They learn how to gather the responses and articulate their findings.  |
| <b>Skills</b>           | <b>7 devising skills</b> ; role play, still image, narration, cross cutting, freeze frame, hot seating, thought tracking and marking the moment. Skills and methods used by the following <b>practitioners</b> : Stanislavski, Brecht<br><b>Written</b> : Application to exam (What, How Why), analytical skills from a Performers perspective, Designers perspective Writing using the terminology: <b>8 vocal skills</b> ; clarity, pitch, pace, pause, volume, intonation, emphasis (Phrasing) and accent. <b>8 physical skills</b> ; Facial Expression, gesture, Posture & Gait, Actions, Body language, Eye contact, Spatial awareness and Proximity. | <b>Practitioners</b> : Frantic Assembly, Knee High, Verbatim<br><b>Written</b> : Application to exam (What, How Why), analytical skills from a Performers perspective, Designers perspective Writing using the terminology: <b>8 vocal skills</b> ; clarity, pitch, pace, pause, volume, intonation, emphasis (Phrasing) and accent. <b>8 physical skills</b> ; Facial Expression, gesture, Posture & Gait, Actions, Body language, Eye contact, Spatial awareness and Proximity. | <b>Performance skills</b> : Physical, vocal, spatial, characterisation. <b>Devising skills</b> : Collaboration, creativity of ideas, narrative, structure, form, genre. <b>Design skills</b> : Set, props, costume, lighting, sound <b>Written</b> : Application to exam (What, How Why), analytical skills from a Performers perspective, Designers perspective. <b>Production elements terminology</b> : Costume, set/props, lighting, sound writing again using (What/How/Why) structure. | <b>Performance skills</b> : Physical, vocal, spatial, characterisation. <b>Devising skills</b> : Collaboration, creativity of ideas, narrative, structure, form, genre. <b>Design skills</b> : Set, props, costume, lighting, sound <b>Written</b> : Application to exam (What, How Why), analytical skills from a Performers perspective, Designers perspective. <b>Production elements terminology</b> : Costume, set/props, lighting, sound | <b>Performance skills</b> : Physical, vocal, spatial, characterisation. <b>Devising skills</b> : Collaboration, creativity of ideas, narrative, structure, form, genre. <b>Design skills</b> : Set, props, costume, lighting, sound <b>Written</b> : Application to exam (What, How Why), analytical skills from a Performers perspective, Designers perspective. <b>Production elements terminology</b> : Costume, set/props, lighting, sound | <b>Performance skills</b> : Physical, vocal, spatial, characterisation. <b>Evaluation</b> and critique of own performance and piece as a whole <b>Analysis</b> of performance and impact on audience <b>Refinement</b> of their work: performance and portfolio |
| <b>Experience s</b>     | Whole school musical encouraged audition Helping to lead KS3 drama/dance club  | Frantic Assembly Othello Theatre trip Whole school musical encouraged audition Helping to lead KS3 drama/dance club Christmas concerts  | Noughts and Crosses Theatre trip Whole school musical encouraged audition Helping to lead KS3 drama/dance club   | Whole school musical encouraged audition Helping to lead KS3 drama/dance club  | Summer Theatre trip Whole school musical encouraged audition Helping to lead KS3 drama/dance club  | Whole school musical encouraged audition Helping to lead KS3 drama/dance club   |
| <b>Assessme</b>         | <b>Practical assessment</b> : Brecht   | <b>Practical assessment</b> :   | <b>Practical assessment</b> :  | <b>Practical assessment</b> :  | <b>Practical assessment</b> :  | <b>Practical assessment</b> :   |

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| <b>nt Focus</b>                               | mock devising piece<br><b>Written assessment</b> 4/6 marker on DNA.  | Verbatim/Physical theatre piece<br><b>Written Assessment:</b> 4/6/9 marker on DNA  | Observations of devising process and research evidence<br><b>Written assessment:</b> 9/14 marker on DNA   | Devised piece so far.<br><b>Written assessment:</b> SAS SECTION A only  | Devised piece<br><b>Written assessment:</b> Redrafts of EBI's from SAS/Devising protfolio  | Devised piece<br><b>Written assessment:</b> Devising Portfolio   |
| <b>SMSC, British Values, Cultural Capital</b> | Understanding and respecting others, understanding how to communicate effectively to others.   | Understanding the social and historical context behind set text.<br>Understanding the cultural origins of the different theatre practitioners.<br>Understanding the power of live theatre performance and theatre productions                  | Understanding the power of live theatre performance and theatre productions<br>Researching current political images drawn out from devising stimuli.  | Understanding how to create their own capital cultural experience for an audience.  | Understanding how to create their own capital cultural experience for an audience.   | Understand commitment in terms of following through a group project to the end.  |
| <b>Subject Links</b>                          | <a href="https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1">https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1</a><br><b>Stanislawski:</b><br><a href="https://www.youtube.com/watch?v=Z2l657lJJwM">https://www.youtube.com/watch?v=Z2l657lJJwM</a><br>Brecht<br><a href="https://www.youtube.com/watch?v=Lk0baAeeqnE">https://www.youtube.com/watch?v=Lk0baAeeqnE</a><br>Physical theatre<br><a href="https://www.youtube.com/watch?v=VjnKwTAmSNs">https://www.youtube.com/watch?v=VjnKwTAmSNs</a> | Verbatim theatre<br><a href="https://www.youtube.com/watch?v=-a0qNEhCly4">https://www.youtube.com/watch?v=-a0qNEhCly4</a><br>Kneehigh<br><a href="https://www.youtube.com/watch?v=qZMAreY7N_c">https://www.youtube.com/watch?v=qZMAreY7N_c</a> | Noughts and crosses<br><a href="https://www.youtube.com/watch?v=8YHYBAF39x8">https://www.youtube.com/watch?v=8YHYBAF39x8</a><br>DNA Synopsis<br><a href="https://www.youtube.com/watch?v=5KwujlgvJjw">https://www.youtube.com/watch?v=5KwujlgvJjw</a><br>Themes<br><a href="https://www.youtube.com/watch?v=wTcahwr-hfo">https://www.youtube.com/watch?v=wTcahwr-hfo</a><br>Guidance on answering a 14 marker question<br><a href="https://www.youtube.com/watch?v=136i2T0cpwo">https://www.youtube.com/watch?v=136i2T0cpwo</a> | Devising techniques<br><a href="https://www.youtube.com/watch?v=hDKeZysIG4k">https://www.youtube.com/watch?v=hDKeZysIG4k</a><br><br>Example GCSE Devised piece<br><a href="https://www.youtube.com/watch?v=8hXBM3PCU_A">https://www.youtube.com/watch?v=8hXBM3PCU_A</a> | Devising techniques<br><a href="https://www.youtube.com/watch?v=47QhuMLDL8&amp;list=PL1F1XuBp9Y4hYxp3odRdM7MlbwBBnsHs4">https://www.youtube.com/watch?v=47QhuMLDL8&amp;list=PL1F1XuBp9Y4hYxp3odRdM7MlbwBBnsHs4</a> | Devising techniques<br><a href="https://www.youtube.com/watch?v=47QhuMLDL8&amp;list=PL1F1XuBp9Y4hYxp3odRdM7MlbwBBnsHs4">https://www.youtube.com/watch?v=47QhuMLDL8&amp;list=PL1F1XuBp9Y4hYxp3odRdM7MlbwBBnsHs4</a> |
| <b>Cross Curricular Links</b>                 |  |  |   |   |  |  |
| <b>CEIAG</b>                                  | Top employability skills:<br>Communication<br>Team work<br>Problem Solving<br>Organising and planning<br>Actor, presenter, script writer.  | Top employability skills:<br>Communication<br>Self-management<br>Organisation & planning<br>Actor, Director, Costume designer.   | Top employability skills:<br>Communication<br>Team work<br>Organising & planning<br>Reliability<br>Playwright, actor, teacher, counsellor   | Top employability skills:<br>Communication<br>Team work<br>Problem solving<br>Actor, director, practitioner.  | Top employability skills:<br>Communication<br>Team work<br>Organisation and planning<br>Self-management<br>Actor, playwright, director, practitioner.  | Top employability skills:<br>Communication<br>Team work<br>Reliability<br>Organising and planning<br>Strategic planning<br>Analysing performance   |