

# DRAMA

## YEAR 7 – CURRICULUM

## YEAR 8 – CURRICULUM

### Autumn:

#### 1: The factory

Students will be introduced to drama at Fortis Academy. They will explore the fundamental skills required in drama as the building blocks for the curriculum as working children in a factory.

#### Skills:

Body language, Facial expressions, Levels, Vocal skills, and Freeze frames.

#### 2: Harry Potter

Students will begin to embed their fundamental skills into the story of Harry Potter. Exploring characters and plot.

**Skills:** Juxtaposition, thought track, Mark the moment and Split screen.

### Spring:

#### 1: Greek Melodrama

Students will be introduced to the history and concept of Greek theatre.

**Skills:** Proscenium arch theatre, Choral speech and movement and stock characters.

#### 2: Charlie and the chocolate factory

Imagine fantastic performances through the delectable Roald Dahl story.

**Skills:** Reactions, Hot seating, Soundscape, Physical theatre, and Improvisation.

### Summer:

#### 1: Our day out

Students will study the play Our day out by Willy Russell. They will be introduced to scripts and professional theatre.

**Skills:** Contrast, Split stage, Moral message, Flashback and Montage.

#### 2: Bullying

Students will follow a fictional bullying story acting out sections using their skills whilst also developing social skills.

**Skills:** Gestus, Multirole, Direct address, Epic theatre and practitioner Brecht.

### Autumn:

#### 1: Homelessness

Students will communicate a key moral message about Homelessness in our city using theatre in education.

**Skills:** Split screen, Tension, Pause, Symbolic statue and Mime.

#### 2: MacBeth

Study the classic Shakespeare tale of Macbeth through page to stage work.

**Skills:** In the round staging, Shakespearean, language, Soliloquy and abstract drama.

### Spring:

#### 1: Noughts and Crosses

Students will study the novel Noughts and Crosses by Malorie Blackman.

**Skills:** Spatial relationships, Devil and angel, Mark the moment, Pressure circle and creating atmosphere.

#### 2: Missing

Solve the case of Missing children whilst exploring tension in drama.

**Skills:** Pace, Pause, Silence, Sound effects, Flashback and Cliffhanger.

### Summer:

#### 1: Curious Incident

Students will build on physical theatre skills by studying this set text play, the curious incident of the dog in the night-time by Mark Haddon.

**Skills:** Improvisation, Narrative, freeze frame, Thought track, Naturalism.

#### 2: Devising part 1

Students will work on a devising project in which they will be given a stimulus to inspire creativity using the skills developed in Y8.

## YEAR 9 – CURRICULUM

### Summer:

#### 1: Stephen Lawrence

Students explore the true story of Stephen Lawrence and discuss themes such as racism.

**Skills:** Interviews, Flashback, Role on the wall, Slow motion and marking the moment.

#### 2: Devising part 2

Students will work on a devising project in which they will be given a stimulus to inspire creativity using the skills developed in Y9.

### Autumn:

#### 1: DNA

Students explore the play DNA by Dennis Kelly discussing the themes of bullying and friendship.

**Skills:** Proxemics, Cross cutting, Thought track, Conscience alley and flashforward.

#### 2: When they see us

Students explore the true story of five teens from Harlem who become trapped in a nightmare when they're falsely accused of a brutal attack in Central Park.

**Skills:** Split screen, vocal collage, Traverse and thrust staging and pressure circle.

### Spring:

#### 1: Patient 901

Solve the mystery of patient 901 through creating tension.

**Skills:** Surrealism, Multirole, Mirror image, Artaud practitioner, plot twist and structure.

#### 2: Cookies

Students explore the play Cookies by Emily Jenkins based on the theme of cyberbullying.

**Skills:** Verbatim theatre, freeze frame, thought track, Choral speech, Monologues.

## YEAR 11 CURRICULUM

### Spring 1:

Students will complete their **external component** during the spring term.

The brief is released in January.

Students will be given a brief and a stimulus, they will create a performance in groups in line with this brief. Students will create 3 logs whilst creating their performance.

**Log 1- Ideas log**  
**Log 2- Skills log**  
**Log 3 – Evaluation log**

### Autumn:

Students will complete their internal component in the autumn term (**component 2- developing skills and techniques in the performing arts**).

Students will explore a play and will replicate a section of the script developing their physical and interpretative skills. They will create a log book to document their journey and will evaluate their final performance.

## YEAR 10 BTEC

### Autumn:

#### Introduction

Students are introduced to drama practitioners through schemes of work which develop their skills and knowledge.

#### 1: Introduction

Students will be introduced to the BTEC course and the structure and expectations for the course. They will begin developing their practical skills through a series of tasks linking to all components. Students will explore devising skills in preparation for component 3.

#### 2: Waterloo road

Students will explore a scheme of work which is based on the TV series Waterloo Road. The students explore themes and topics and devise performances using dramatic devices. Students develop their confidence when performing and work on their evaluative skills.

### Spring:

During the spring term students complete their internal component (**component 1- exploring the performing arts**).

Students will explore the professional play 'I love you Mum, I promise I won't die'.

Students will explore the script practically and alongside this they will create a piece of coursework which documents their understanding of this performance and the processes undertaken to create and rehearse the performance.

### Summer:

#### 1: Mock of component 3- devising theatre.

Students will work to complete a mock of their component 3 in preparation for Y11. They will be given a realistic stimulus from a previous year.

#### 2: Mock of component 2- performing from a text.

Students will work to complete a mock of their component 2 in preparation for Y11. They will be given a script to work from and will perform.