

Drama



Curriculum Staff: MJ/HK/SAL/JE/PHM

Department Intent: For every student to experience a high quality programme of study leading to a lifelong love of Drama and performance.

KS3

Intention Overview:

Curriculum Knowledge	
<p>Year 7: Students begin with learning the basic key skills in Drama. Beginning with Story-telling; using their creativity/imagination skills to create characters, using their performance skills to bring them to life on stage. We then focus on Narratives and this leads us to texts such as Christmas Carol, The Pied Piper and A Midsummer Night's Dream; all which differ in context and genre to fully stretch and challenge all learners and their understanding of the text. In-between we focus on the styles of Mime and Greek Theatre which practically prepares students on stage, working collaboratively and focusing more on Greek chorus elements to ensemble work.</p> <p>Year 8: Students begin building on physical skills introduced in Year 7 with a focus on ensemble/chorus group work with Flannan Isle, moving onto an introduction into Comedy focusing on 3 key stylistic topics. In contrast to this, we then focus on gothic genre looking at the story of Dark wood Manor where the understanding of tension and dramatic pause is utilised. In the Spring term we introduce a 2nd Shakespearian text in collaboration with English curriculum, primarily focusing on the characterisation, the analysis of script work and genre. SMSC is heavily instilled into the Soap Opera SOW where students also are challenged with roles/responsibilities within a production team alongside script writing. Finally students end the term with Technical theatre, a SOW designed for students to consider the other elements of theatre and broaden their sense of drama.</p> <p>Year 9: The Year 9 curriculum provides SOW's designed to prepare students for the demands of the GCSE Drama spec. Students start with an exploration into a GCSE set text, which they continue into Year 10 if they opt for Drama as a GCSE. This is followed with an exploration into AQA GCSE styles/practitioners including Frantic Assembly's Physical Theatre and Verbatim Theatre with a focus on Capital Punishment. In the Spring term, students then have the opportunity to devise in groups and further extend their improvisation skills; both essential for GCSE Drama. The curriculum ends with a focus on GCSE theatre practitioners, where students are introduced and challenge learning a range of styles and methodology of key theatre makers. They can progress with this knowledge into Year 10 and further build upon it.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Develop pupil resilience, creativity, independence in learning and the ability to work as a team by providing students with theatrical/performance opportunities. • Creativity and a nature to become open minded to new tasks. 	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none"> • Develop logical thinking and problem solving skills. • Group work tasks allow students to build their confidence as a leader and interpersonal skills.
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none"> • Develop cooperation and the appreciation of others efforts • Working with different plays/genres/styles allows students to become more open-minded and consider cultural, social and historical aspects. • Challenging tasks enable all group members to have a role, a responsibility for their group's progress giving them direction and developing leadership skills. • Engaging with professionals • Taking students to career events • Experiencing Live Theatre performances • Involvement with Vaudeville productions 	

Intention Overview:

Curriculum Knowledge	
<p>Year 10: Students begin their course with the practical and theoretical study of the professional acting practitioners, Stanislavski, Brecht, Artaud and Frantic Assembly to develop their application of techniques, styles and performance qualities. In Year 10, students will also start studying towards their Component 1 written exam with a focus on their set text, Blood Brothers, roles and responsibilities in a theatre and their live theatre essay style question. Students will also take part in a practical mock exam for their externally examined Component 3 exam and begin practical rehearsals in class for their Component 2 Devising exam which takes place in the first term of year 11.</p> <p>Year 11: Students start the year recapping their knowledge for their component 1 written exam whilst working towards their practical devised performance for Component 2. Here they will develop performance ideas within a group and complete their written coursework to support this. This component will be examined around October time. Students will then work towards their final practical Component 3 exam which is assessed by an external examiner. We then spend each lesson revising and preparing for the Summer written exam.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Develop pupil resilience, creativity, independence in learning and the ability to work as a team by providing students with theatrical/performance opportunities. • Creativity and a nature to become open minded to new tasks. • Be able to access the Performing Arts industry from an academic view and build passion for how theatre is made by professionals within the industry. 	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none"> • Develop logical thinking and problem solving skills. • Group work tasks allow students to build their confidence as a leader and interpersonal skills. • Students will develop knowledge and understanding of how theatre is made in the industry giving them clear insight into future career opportunities. • Visiting theatre allows a cultural experience for all students.
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none"> • Develop cooperation and the appreciation of others efforts • Develop empathy. • Working with different plays/genres/styles allows students to become more open-minded and consider cultural, social and historical aspects. • Challenging tasks enable all group members to have a role, a responsibility for their group's progress giving them direction and developing leadership skills. • Engaging with professionals • Taking students to career events • Experiencing Live Theatre performances • Involvement with Vaudeville productions to nurture talent and experience the thrill of a team producing a live theatre performance. 	

Intention Overview:

Curriculum Knowledge	
<p>Year 12: Students start the course looking at the preparation for the component 2 Devising exam conducting extensive research on the AQA prescribed practitioners. Students will also have the opportunity to take part in practitioner based workshops applying the appropriate styles and techniques for development. Students will also begin the study of Component 1, the written exam, looking at 2 set texts and an in depth response to live theatre delivered by the Drama teaching team. In year 12 students will also complete their performance extracts 1 and 2 for their practical component 3 and begin their supportive coursework alongside this.</p> <p>Year 13: Students will start the year working to complete their Devised performances for component 2 and this will be examined in the first term. Alongside this, students will continue their study/revision of the written exam making developments from teacher feedback throughout. Students will also prepare their practical performance exam for their Component 3 which is assessed externally by AQA in the Spring term. They will then focus on revision in lessons and personal time for their written exam which takes place in the Summer.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Develop pupil resilience, creativity, independence in learning and the ability to work as a professional by providing students with theatrical/performance opportunities. • Creativity and a nature to become open minded to challenging and engaging tasks. • Be able to access the Performing Arts industry from an academic view and build passion for how theatre is made by professionals within the industry. • Be able to appreciate the industry as a profession and apply high level skills and techniques when looking at specific styles / genres and practitioners. 	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none"> • Develop logical thinking and problem solving skills. • Group work tasks allow students to build their confidence as a leader and interpersonal skills with strong insight into the importance of development. • Students will develop knowledge and understanding of how theatre is made in the industry giving them clear insight into future career opportunities. • Visiting theatre allows a cultural experience for all students. • Students will gain and understanding of the importance of professionalism throughout their course.
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	