



Curriculum Rationale

Drama Department

This document aims to inform parents and stakeholders of the knowledge and skills the students of Madeley School acquire and why they learn what they do over KS3 and KS4 in Drama.

Curriculum Rationale

Our vision and intent

Drama is a statutory part of English in the National Curriculum and at Madeley we strive to ensure that all pupils have the opportunity to participate in and gain knowledge, skills and understanding associated with the artistic practice of Drama. Our curriculum ambition is to provide an academic Drama curriculum that develops knowledge, skills and cultural capital. The coherent planning is sequenced towards pupils collaborating creatively to confidently present their ideas for an audience through live performance. We aim to develop pupils' interpersonal skills and to stimulate their imaginations to explore issues beyond their own experience, in a safe and supportive environment.

The rationale for Drama in KS3 is skill driven and aims to build personal competences which can be relied upon to succeed, not only in drama lessons, but beyond school life and in future employment. Drama promotes self-esteem and provides all pupils with a sense of achievement regardless of academic ability. The Drama curriculum is successfully adapted and developed to be as ambitious as possible, and to meet the needs of SEND pupils. It centers on social and communication skills which enable pupils to enjoy and achieve. Drama is the inspiring, rigorous and practical subject which prepares all young people to live and work with confidence in the wider world. The creative arts industry is growing faster than any other sector in the UK and the Drama curriculum at Madeley is designed to promote the creativity, empathy and problem solving skills needed for careers in this sector.

Drama places unique demands upon the critical thinking and emotional engagement of participants. It challenges pupils to move from a superficial response to texts and situations, to a more sophisticated response. When pupils are emotionally engaged, they experience for themselves roles, tensions and dilemmas while being able to step outside a text or situation to gain an additional perspective. Developing this ability to participate and observe means that, given a new situation, text or dilemma, pupils are able to transfer their analytical skills to them.

We intend for pupils at Madeley to explore, experiment and express themselves in a safe non-judgmental environment. In Drama, pupils can expand their thought processes and learn to articulate their ideas, opinions and feelings. The variety of options within the subject (performance, design, director, writer) give all pupils the opportunity to thrive.

Pupils are taught mainly through practical exploration to develop theoretical knowledge. Through experience and engagement, we believe this improves memory retention and learning. A significant part of the learning is also through creating and evaluation as well as the final performance as this is key to pupil understanding how to refine ideas, implement and use drama knowledge as well as analyse and evaluate for future development. Pupils also learn through quizzes and written assessments, which ask pupils to verbalise their practical experiences, underpinned by theory.

The Drama Curriculum is structured to build upon skills and knowledge gained in each topic taught previously and gradually introduces new skills and knowledge. The revisiting of previous skills is consistent throughout all topics, which allow pupils the opportunity to develop and improve. In year 7, the focus is on the fundamentals of performing and creating character and is layered up so that in year 8, emotion and believability is developed, year 9 practitioner and research context is added and within the GCSE, these skills are applied and developed to meet the specification and create well-educated dramatists and fantastic performers.

Within all topics throughout the 5 years, pupils understand the importance of mutual respect, listening to others' ideas and beliefs. This is often taught through presentation of performance and how to be a respectful audience or ensemble member. Socially, pupils engage every lesson with each other often in groups, understanding the way in which they should work as a team and receive feedback on how they rehearse and create together. Opinion and debate is encouraged within drama, often encouraged through constructive criticism. Culturally, pupils gain experience of art, music and drama along with the experience of theatre and live performance.

We aim to ensure cultural experience is gained for all pupils by bringing theatre to the classroom. Some pupils may not have experienced live performance before and through others performing, videos and modelling this should close the gap to ensure we are bringing this to pupils within the classroom.

Drama focusses on developing pupils' self-awareness as a team worker, communicator and leader and therefore equal focus is put on the rehearsal process, as it is the final presentation of performance. The end goal is for pupils to be able to gain transferable skills suited for later life and be able to 'hold their own' in social situations. Group work is key to this and hugely encouraged within our drama curriculum. Pupils should become culturally aware through the schemes of work offered and the reference made to wider context, as often drama is the medium in which historical and cultural events or styles are explored.

Along with gaining vital transferable skills for any job or career (communication, leadership, teamwork, problem solving, confidence), drama encourages pupils to speak confidently. This is vital for all careers. Industry work is often discussed within schemes of work, for example within 'Soap Opera', soap actors, scriptwriters and directors, along with theatre makers and performers within 'Pantomime'. There are of course careers directly linked to drama such as acting, TV/Radio presenting, producing, script writing, sound/light technician, choreographer, costume designer, dancer, teacher, stage manager, drama therapist, special effects artist just to name a few. All of these jobs would need an understanding of audience and therefore this is often the focus of schemes of work, discussing what the audience would expect and how to fulfil those expectations through communication and meaning.

Impact

Impact on the students

All Pupils are expected to take part and be part of the lesson and we encourage a 'team' feeling to the class or group.

By the end of Year 9 all pupils have participated in workshops and actively employed the skills they have honed throughout years 7, 8 and 9. This is a wholly inclusive project enabling disadvantaged and SEND pupils equal performance opportunities. The standard of these performances showcases the progress and achievement across the key stage. Pupils continue to achieve well in Drama at GCSE.

The foundations laid in KS3 will help pupils to go on to succeed in KS4 and beyond. They will have the knowledge and understanding to enable them to apply their skills and appreciation for performance. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as creative citizens living in a dynamic and interdependent world.

We believe feedback is vital in order to allow pupils to progress. In all lessons, time for rehearsal and performance is followed by verbal/written all class feedback, which focuses on the specific goal set for pupils' that lesson/ topic. The areas that make up the feedback process are; the focus of the feedback is kept clearly on improving student outcomes, feedback is related to clear, specific and challenging goals for the recipient; attention is on the learning rather than to the person or to comparisons with others; teachers encourage continual independent learners.

All units of work re-visit several skills and areas of knowledge as well as adding chunks of new learning. Amongst other things, drama supports the development of speaking and listening. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama; pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role; they should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

- Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. (dramaresources.com/drama-resources)
- Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.
- Reading, re-reading and rehearsing poems and plays for presentation and performance gives pupils opportunities to discuss language, including vocabulary; extending their interest in the meaning and origin of words.
- Pupils should be encouraged to use drama approaches to understand how to perform play and poems to support their understanding of the meaning.
- If we are to take reading seriously, we need to expose pupils to texts which make them think, which develop their language and their ideas. They need to be exposed to a wide repertoire of both literature and subject specific material

SEND and Drama

SEND students and Drama support

Children appear on the SEN register as:

E- They have an EHCP

K- They are receiving support that is in addition to/ different from their peers.

M- They have previously had intervention, but have now closed or begun to have 'closed the gap' so their progress is being (Monitored)

The aim of Drama is to empower each student regardless of their SEND status.

Drama is a subject that requires social interaction and the use of reading and oral skills. These are skills that some learners with SEND struggle with. Drama opens up a whole world of emotions, experiences, cultural insights and challenges for students. By exploring the settings, historical impact and cultural influence of drama pieces and characters, a student can develop a greater awareness of the wider world and the people living in it. Students can be provided with a degree of autonomy to make choices. Encouraging the use of initiative and problem-solving skills, building their own confidence to succeed without micro management. This helps prepare students for the work environment where they may be expected to work independently on long-term projects.

Drama is a flexible subject that blends together spontaneity and structure, provides a safe space for students to experiment with new skills and to fail in this safe space.

The space that is created in the drama studio is very different from the mainstream subjects such as Maths and English where SEND students may lose confidence as they may struggle with new concepts. Drama can provide a context in which skills can be practiced and learned, understanding fostered and, as a result, confidence heightened. This confidence can be taken into all other subject and therefore push forward their achievement.

It is important to listen to each student and respond accordingly to their reaction to certain situations. However, the drama department has a strict rule of ALL students will perform in each assessment. This will develop over the course of KS3 and may start as a non-speaking role and develop through the different topics.

In drama we work in collaboration with teaching assistants and SENCO to work on in class strategies and regularly review these strategies to best support the needs of the students.

Drama has many cross curricular links and regularly look at topics that have been explored in English lessons. Using drama lessons to practically explore these topics encourages students to engage with these topics in a different way and gives the students space to explore characters and stories in their own way.

It is important to note that all students are different and just because one student has a similar need to another, the same strategies may not work in the same way. Each student must be seen as an individual.

GCSE Assessment Objectives

AOs

AO1: Create and develop ideas to communicate meaning for theatrical performance [20%]

AO2: Apply theatrical skills to realise artistic intentions in live performance. [30%]

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. [30%]

AO4: Analyse and evaluate their own work and the work of others. [20%]

Component One Understanding Drama 80 Marks
AO3 – 30% AO4 – 10%
What's assessed <ul style="list-style-type: none">• Knowledge and understanding of drama and theatre• Study of one set play from a choice of six• Analysis and evaluation of the work of live theatre makers
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour and 45 minutes• Open book• 80 marks• 40% of GCSE
Questions <ul style="list-style-type: none">• Section A: multiple choice (4 marks)• Section B: four questions on a given extract from the set play chosen (44 marks)• Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)
Component Two Devising Drama 80 Marks
AO1 – 20% AO2 – 10% AO4 – 10%
What's assessed <ul style="list-style-type: none">• Process of creating devised drama• Performance of devised drama (students may contribute as performer or designer)• Analysis and evaluation of own work
How it's assessed <ul style="list-style-type: none">• Devising log (60 marks)• Devised performance (20 marks)• 80 marks in total• 40% of GCSE
This component is marked by teachers and moderated by AQA.
Component Three
AO2 – 20%
What's assessed <ul style="list-style-type: none">• Performance of two extracts from one play (students may contribute as performer or designer) Free choice of play but it must contrast with the set play chosen for Component 1
How it's assessed <ul style="list-style-type: none">• Performance of Extract 1 (20 marks) and Extract 2 (20 marks)• 40 marks in total• 20% of GCSE
This component is marked by AQA.

Curriculum Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 1 lesson P/W (60 mins), (assessment , feedback &	Drama foundations	Gloom Manor	Melodrama Traditions	Melodrama Superhero	A midsummers night's dream	A midsummers night's dream
Year 8 1 lesson P/W (60 mins), (assessment , feedback &	Comedy	Pantomime	Theatre in Education	Theatre in Education	Soap Opera	Soap Opera
Year 9 1 lesson P/W (60 mins), (assessment , feedback & review)	Script Writing	Brechtian Techniques	Physical Theatre	Stage Combat	Live Theatre Review	An inspector calls

Course title: AQA GCSE DRAMA			Link to specification on exam website: https://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016.PDF			
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 6 lessons P/FN (6 hours), (assessment , feedback & review)	Component two Devising Drama A01, A04	Component two Devising Drama A01, A04	Component one Blood Brothers A03, A04	Component one Live Theatre Review A03, A04	Component three Scripted performance A02	Component three Scripted performance A02

Course title: AQA GCSE Drama			Link to specification on exam website: https://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016.PDF			
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 6 lessons P/FN (6 Hours) (assessment , feedback & review)	Component 2: Devising and portfolio A01, A04	Component 2: Devising and portfolio A01, A04	Component 3: Scripted performance A02	Component 3: Scripted performance A02	Revision for Component 1 A03, A04	

Year 7 Lessons

Autumn Term

Topic: Foundations of Drama

- Developing the foundation skills that will be used in all practical work. These skills include facial expressions, body language, vocal skills, gestures and status.
- Other skills such as levels, physical theatre and freeze frames are explored in practical sessions where students are given feedback to improve on these skills.

Knowledge

What are the challenges of drama and how can we use our body and voice to tell convincing stories. How Drama can be used in other areas of life to help with confidence.

Skills

Basic mime skills, use of body language and gesture, use of voice- projection and speaking in role, facial expression, physical theatre, use of space, devising, rapport on stage, evaluation, self-assessment, imagination. Focus, creative performing and evaluating.

Assessment

Students will take part in an assessment titled Pirates. In this assessment students will use all the skills that they have been developing to devise a short piece of drama where they will bring to life their own Pirate characters.

Vocabulary

Mime, body language, gesture, facial expression, body as a prop, movement, use of space, evaluation, physicality, stage, freeze, imagination, voice, rehearse, ideas, devise, improvisation, structure, audience, role, character, perform, rapport, improve, volume, projection, end on stage.

Topic: Gloom Manor

- A further exploration of drama foundation skills.
- An identification of genre in theatre
- A development of a devised story and story telling to build tension

Knowledge

How can tension be used in a performance, awareness of audience, other's opinions, what acting is, quality of performance, physical communication, verbal communication

Skills

to play different character to themselves, debate, use of voice and body, building confidence, staying in role, improvisation, still image, use of levels, gesture and transitions.

Assessment

In this assessment students will use all the skills that they have been developing to devise a short piece of drama where they will bring to life their own ghost stories. In this assessment students will need to gradually build tension in a horror genre devised piece of theatre.

Vocabulary

Mime, body language, gesture, facial expression, body as a prop, movement, use of space, evaluation, physicality, stage, freeze, imagination, voice, rehearse, ideas, devise, improvisation, structure, audience, role, character, perform, rapport, improve, volume, projection, end on stage.

Topic: Melodrama

- Introduced to the topic of melodrama and the key elements to make their own melodrama.
- Skills that have been explored in previous topics will be strengthened in this topic and students will have the opportunity to work on development areas that they have pinpointed.
- To develop a traditional genre and skill into something more modern by looking at Superheroes

Knowledge

How exaggeration, stock characters and stock plot help create a specific genre of drama and how this is used in performances in modern day.

Skills

Exaggeration, body language, vocal, facial expressions, gestures, freeze frames, evaluation, focus, Aside

Assessment

Using a script in small groups students will perform a melodramatic performance. They will complete a traditional melodramatic performance and a modern adaptation.

Vocabulary

Mime, body language, gesture, facial expression, body as a prop, movement, use of space, evaluation, physicality, stage, freeze, imagination, voice, rehearse, ideas, devise, improvisation, structure, audience, role, character, perform, rapport, improve, volume, projection, end on stage.

Topic: A Midsummers night's dream

- Development and exploration of all skills used in drama in year 7.
- Reviewing an adaptation of the play and verbally reviewing this.

Knowledge

Students have studied this play previously in English. We will recap key moments of the play but the focus will be on creating characters through body language and voice whilst using the Shakespearean language.

Skills

to play different character to themselves, debate, use of voice and body, building confidence, staying in role, improvisation, still image, use of levels, gesture and transitions, stage location, giving reasoning for character choices.

Assessment

Students will be assessed on a short section of the script. This will be a duologue and show an argument. In this scene students will need to use all the skills that they have developed over the year 7 drama schemes to fully commit to the character and perform with confidence.

Vocabulary

Mime, body language, gesture, facial expression, body as a prop, movement, use of space, evaluation, physicality, stage, freeze, imagination, voice, rehearse, ideas, devise, improvisation, structure, audience, role, character, perform, rapport, improve, volume, projection, end on stage.

Year 8 Lessons

Autumn Term

Topic: Comedy

- Students start year 8 exploring the genre of comedy. This topic builds on previous learning from year 7 and builds to explore conventions of comedy and how it is used in performance.

Knowledge

Students will explore the genre of comedy and how to create comedy through different styles such as slapstick, failure and stereotypes.

Skills

Comedy as a style, conventions of comedy, rule of three, slapstick, failure, areas of the stage, responding to audience, reacting to actors

Assessment

Students will be assessed on a short script by John Godber and look at gender stereotypes.

Vocabulary

comedy, stock characters, slapstick comedy, still images, mime, transitions, eye contact, role-play, characterisation, staying in role, comic timing, humour, performance, exaggeration, stereotypical, narration, voice, accent, tone, volume, projection, levels, facial expression, body language, gesture, use of space, rule of three.

Topic: Pantomime

- This topic builds on the knowledge of stereotypes and encourages pupils to develop stock characters seen in the theatre style, Pantomime. Pupils explore the conventions of Pantomime such as slapstick comedy, narration, audience participation and pantomime dames and principle boys.

Knowledge

Pantomime as a style of theatre, conventions of the style, use of narration, still image, stock characters, stereotypes, slapstick comedy, use of costume/props how to encourage an audience to respond positively, the role of the director, use of dames and principle boys, fairy tales used as script, thought tracking, performing a play, end on staging.

Skills

comic timing, staying in role, line learning, organisation, projection, eye contact, transitions, exaggeration, audience participation, performing as a character, change of voice/body, levels, still image, narration, multi-rolling, facing the audience, facial expression, humour, gesture.

Assessment

Students will rehearse and perform a short Cinderella script. Lines will be learned and characters will need to be performed to the best of their ability.

Vocabulary

Pantomime, comedy, stock characters, slapstick comedy, still images, thought-tracking, mime, transitions, eye contact, role-play, characterisation, staying in role, comic timing, humour, performance, dame, principle boy, theatre, proscenium arch, audience participation, exaggeration, stereotypical, narration, voice, accent, tone, volume, projection, levels, facial expression, body language, gesture, use of space.

Topic: Theatre in Education

- Students will use skills from the topics from year 8 in a new genre of theatre called Theatre in Education. This topic will require students to be themselves and also be different characters.

Knowledge

Students will create a performance in the style of forum theatre. This will be aimed at perspective year 6 students who are joining Madeley school.

Skills

Direct address, forum theatre, education, clocking, involvement, decision making, audience interaction.

Assessment

Each group will create a piece of drama that educates year 6 students on an appropriate topic.

Vocabulary

Stereotypes, improvisation, staying in role, still image, mime, characterisation, narration, thought-tracking, dialogue, props, expressing views, transitions, confidence, voice, accent, tone, volume, projection, levels, facial expression, body language, gesture, use of space.

Topic: Soap Opera

- This topic stretches over a longer period of time as pupils are challenged to develop a character who, as in a soap, is shown over time and the storyline they are involved in links with real life issues so it allow pupils to consider how people cope with this within a similar community to that they may live in.

Knowledge

conventions of soap opera, historical context, storylines, cliff-hanger, suitable existing soap characters, stereotypes, relationships, acting for camera, creating a role on the wall, areas of the stage, forum theatre, melodrama, naturalism, sequencing, real life issues, unison, cannon, stage fighting, climax, multi strand narrative.

Skills

thought track, direct address, breaking the forth wall, creating characters, staying in role, projection, change of voice, body language, suitable reactions, awareness of the camera, suggestions to improve drama, exaggeration, spotlighting, mime, slow motion, facial expression, choral speech, rhythm, pace, tempo, dance, choreography, cross cutting, stunts, synchronisation, ensemble performance.

Assessment

Students will be responsible for planning, script writing, filming and editing together their own soap opera set in a school.

Vocabulary

Characterisation, role-play, thought-tracking, tension, choreography, synchronisation, improvisation, mood, comedy, cliff-hangers, issues, stereotypes, gossip, relationships, stage fight, marking the moment, role on the wall, forum theatre, characters, choral speech, direct address, climax, cross-cutting, voice, accent, tone, volume, projection, levels, facial expression, body language, gesture, use of space, melodrama, exaggeration, emotion, the forth wall.

Year 9 Lessons

Autumn Term

Topic: Script Writing

- This topic prepares students to creative writing in English language and for a KS4 competition with the National Theatre.

Knowledge

Students will develop their knowledge of what makes a good script and the structure the script takes on that page. Starting points and writing prompts will be explored to encourage creativity.

Skills

Structure, creativity, creative writing, teamwork, expression, interpretation.

Assessment

Students will write a duologue using the script writing conventions explored in lesson.

Topic: Brechtian Theatre

- This is the first full exploration of a theatre practitioner that can be used in GCSE drama. This topic has links to politics and personal development lessons. Topic explored will be linked to current affairs,

Knowledge

understanding different viewpoints, cultural diversity, promote British values, justice system, development of mood

Skills

develop empathy, devising and script skills for GCSE, narration, facial expression, thought tracking, gesture, role play, physical theatre, monologue, using testimony.

Assessment

Create a devised piece of theatre using Brechtian techniques and a political message.

Vocabulary

Politics, Characterisation, role-play, thought-tracking, narration, mime, still images, using scripts, tension, improvisation, marking the moment, character, testimony, witness, flashback, flash-forward, voice, accent, tone, volume, projection, levels, facial expression, body language, gesture, use of space, contrast, pace, unison, research, reconstruction, timeline, slow motion, cross-cutting,

Topic: Physical Theatre

- This topic is explored at a lower level and is now developed to identify key elements of the theatre company Frantic Assembly.

Knowledge

Frantic Assembly, Push Theatre, devising techniques, body as a prop, use of movement and dance to tell a story, motifs, Chair duets, formation.

Skills

physical theatre, accuracy, control, balance, lifts, contacts, duets, dynamics, direction, expression, gesture, movement, body language, sequencing, dance, motifs, formation.

Assessment

Students will create a piece of physical theatre that shows a relationship between characters.

Vocabulary

Abstract, Actor, Apron, Artistic Intention, Artistic Vision, Atmosphere, Audience, Backstage, Black Box Studio, Blocking, Body Language, Breaking The Fourth Wall, Canon, Cast, Centre Stage, Character, Characterisation, Choreographer, Choreography, Chorus, Climax, Collaboration, Company, Contemporary, Context, Costumes, Cue, Cultural, Context, Dancer, Devised Theatre, Directional Choices, Director, Downstage, Dramatic Tension, Dramatic Theatre, Dramatist, Dress Rehearsal, Dynamics, Emphasis, End On, Ensemble, Expressionistic, Facial Expression, Flash Forward, Flash-back, Flow, Freeze-Frame, Gaze, Genre, Gesture, Greek Theatre, Improvisation, In The Round, Levels, Lighting, Makeup, Mannerism, Marking The Moment, Melodrama, Mime, Mirroring, Motif, Motivation, Movement, Narrative, Naturalism, Neutral Position, Objective, Offstage, Over Exaggeration, Pace, Pause, Performance Conventions, Performance Style, Performance, Physical Theatre, Pitch, Plot, Posture, Projection, Props, Protagonist, Proscenium Arch, Proxemics, Rapport, Realism, Rehearsal, Rhythm, Scene, Semiotics, Sequence, Setting, , Slow Motion, Social Context, Sound Designer, Sound, Soundscape, Stage Areas, Stage Directions, Stage Left, Stage Manager, Stage Positions, Stage Right, Stereotype, , Still Image, Stillness, Stimulus, Structure, Stylised, Subtext, Symbolism, Synchronisation, Tableaux Vivant, Tableaux, Technical Rehearsal, Tension, Theatre Makers, Thespian, Thrust Stage, Tone, Total Theatre,

Topic: Stage Combat

- Practical exploration of the skill stage combat. Working on a piece of choreography.

Knowledge

How to work safely in a choreographed fight that looks realistic to an audience.

Skills

Physicality, nap, stage positioning, balance, slow motion, safety, reaction, body language, creating dialogue

Assessment

Students will create a choreographed piece of theatre that shows realistic fight.

Vocabulary

Blocking, Characterisation, Diction, Gesture, Inflection, Mime, Pace, Pitch, Projection, Rapport , heath and safety, listening, rules, nap, strike, arms length.

Year 9 Lessons

Summer Term

Topic: Live Theatre Review

- In this topic students will watch a digital recording of a National Theatre play. They will formulate a response using the correct terminology and give their opinion.

Knowledge

Students will describe, analyse and evaluate the performance or design elements of the play that they watch. They will then present their work to the rest of the class and have a discussion about their views.

Skills

Confidence, presentation, communication, oral communication, body language, descriptive writing, analysis, evaluation, debate.

Assessment

Students will review a digital recording of a performance and complete a PowerPoint review and an A3 poster.

Vocabulary

Describe, analyse, evaluate, debate, defend, set, lighting, sound, costume, acting style, Directional Choices, Director, Downstage, Dramatic Tension, Makeup, Mannerism, Marking The Moment

Topic: An Inspector Calls

- In this final topic students will study the text An Inspector Calls. This links to their English Literature exam for GCSE.

Knowledge

Students will get an knowledge of the structure of the play, the characters that are featured, the historical context and the structure/ genre of the play

Skills

defining how social, historical, cultural contexts and their effects on the text, exploring and identifying the characteristics of the text through practical preparation and be able to explain their impact, selecting examples from practical study which demonstrates knowledge and understanding of the full range of characteristics of the performance text, identify how a range of genres may have been used to inform the characteristics of the text, identify how meaning is communicated within the text, evaluate the roles that theatre makers have on developing, performing and responding to a text, state advantages and disadvantages for the decisions made directing, acting, and designing for a performance, apply knowledge and understanding of the development of drama and performance to the studied text.

Assessment

Students will create a short performance based on An inspector calls that follows a morality play.

Vocabulary

Script, Setting, Stage Directions, Stereotype, Stock Character, Structure, Subplot, Subtext, Forum Theatre, Melodrama, Naturalism, Physical Theatre, Realism, Style, Stylised, Symbolism, Backstage, Centre, Centre stage, Downstage, Offstage, Stage Left/right, Upstage, Wings, Apron, Freeze Frame, Hot Seating, Improvisation, Role Play, Role-on-the-wall, Still Image, Stimulus, Tableaux, Thought Tracking, Cue, Dress Rehearsal, Technical rehearsal, Choreography, Actor. Audience, Cast, Choreographer, Company, Costume Designer, Dancer, Director, Dramatist, Ensemble, Playwright, Professional, Understudy, Composite setting, Fourth Wall, Soundscape, Artistic Intention, Atmosphere, Audition, Cultural Context, Historical Context, Proxemics, Semiotics, Social Context,

Gifted and talented

- Are highly creative, have original ideas to interpret tasks in inventive ways
- Use a wide range of dramatic techniques and enjoy devising new scenarios drawing on previous learning, as well as their own observations or the experiences of others
- Experiment with staging, props, scenery, grouping and improvise reflectively
- Enjoy rehearsal and perfecting their performance skills
- Write scripts and devise ideas for their own enjoyment
- Listen well, reflect on the work of others and analyse effectively to improve work
- Think rigorously about characters, roles, themes and a range of interpretations in set texts Prioritise and organise work effectively, communicating well with others to meet objectives
- Seek out more information about the topic, artist or movement they are studying
- Reflect on the social, cultural, literary, historical or political context of work
- Create work which is individual, independent and mature relative to their age

Beyond the classroom

- Participate in school productions, taking the opportunity to understand all the elements of a show
- Enjoy street theatre and performance in Staffordshire and the surrounding areas
- Enjoy a wide range of live local theatre through Theatre Club, by using standby tickets, performances at the Rondo/Mission Theatre/ Roper Theatre/Kingswood Theatre
- Develop leadership by supporting younger students and/or originating a new performance
- Seek out amateur drama opportunities, local stage schools, or via voluntary organisations such as Scouts (Gang Show, Spring annually)
- Watch films on general release based on stage shows, or which have been adapted for stage.
- Use the internet to find clips of famous productions/actors/directors or interviews with actors or directors

KS3 LEARNING JOURNEY

Term 1 – Blood Brothers and Live theatre review (written exam)
Term 2 – Introduction to Devising
Term 3 – Text in Practice

Term 1 – Devising theatre exam
Term 2 – Text in Practice
Term 3 – Written exam revision

