# *Drama Learning Journey*

**Penwortham Priory ACADEMY**

## Legend
- 🟧 Cross Curricular Links
- 🟩 Knowledge
- 🟥 Subject Specific Skills

Underlined = Deeper development of earlier skills / knowledge

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## Year 11 — Component 3
### Responding to a Brief

Responding to a brief
Charities
Development
Interrelationships
Roles & Responsibilities
Lighting
Set
Props
Creative Intentions
Brecht
Stanislavski
Artaud

**Big Question – How important is it to communicate your creative intentions to an audience?** You will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief.

L4L-Charities, Self help
Citizenship - Working as a team. Respect for others. Basic manners.
Art- The use of a Stimulus

Devising, Lighting, Staging, Style, Characterisation, Vocal skills, Physical skills,

Science – breathing
Citizenship - Working as a team. Respect for others. Basic manners
Technology and Art – lighting/colours to create atmosphere portray information to the audience

Progression to next stage of learning:
A Level Drama & Theatre
BTEC Performing Arts L3
Performing Arts Colleges eg CAPA / MADD

Lighting
Hair & Makeup
Staging
Characterisation
Style
Proxemics
Vocal Skills
Physical Skills

Repertoire
Development
Performance Style
Text Exploration
Creative Intentions
Engaging an Audience

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## Component 2
### Developing Skills and Techniques in the Performing Arts

**Big Question – How can developing techniques and skills have a positive impact on a piece of theatre?** Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work.

Lighting
Staging
Naturalism
Non- naturalistic
Characterisation
Proxemics
Levels

Interrelationships
Roles & Responsibilities
Lighting
Set
Props
Creative Intentions
Brecht
Stanislavski
Artaud

L4L – Themes and topics covering Identity, sexuality, equality and relationships.
Citizenship - Working as a team. Respect for others. Basic manners.

Production & Technical
Themes
Processes
Acting Techniques
Rehearsals
Starting Points

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## Musical Theatre

**Big Question - Can an actor sustain constant high ability as a triple threat?** To discover a deeper more professional approach to Musical Theatre allowing you to understand the discipline and fitness required
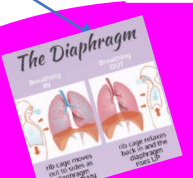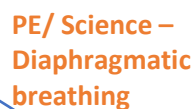
Characterisation
Choreography
Timing
Dynamics
Focus
Coordination
Diaphragmatic breathing

Unison    Canon
Musicality
Structure    Timing
Proxemics
Styles of songs
Triple threat
Diaphragmatic breathing

PE/ Science – Diaphragmatic breathing

Stanislavski
Stans System
Artaud
Space
Sound
Physicality

Emotional Memory
Characterisation
Universal Language
Vocal skills
Physical skills
Staging/set
Magic IF
Given Circumstances

Practitioners
Stanislavski
Artaud

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## Component 1
### Exploring the Performing Arts

**Big Question – How can the performing Arts industry work together to create a successful piece of theatre?** You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance.

MAKING THEATRE

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## Introduction into Musical Theatre

**Big Question - Can an actor create a holistic character through the use of acting, singing and dancing?** To learn about Musical Theatre allowing you to understand that performing arts can be entertaining and thought provoking.

History – WW2, why theatre was popular.
L4L - Working as a team. Respect for others. Basic manners.

Jukebox Musical
Concept Musical
Book Musical

History of Musicals
Unison    Canon
Musicality
Structure    Timing
Proxemics
Styles of musicals
Triple threat

Characterisation
Choreography
Timing
Dynamics
Focus
Coordination

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## Year 9 — Practitioners

**Big Question – How can theatre change society?** To learn about Naturalism and Theatre of Cruelty.

History - Nazi Germany
Mental Institutions
L4L – Mental Health

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## Performing Arts Industry

**Big Question – How do all aspects of Performing Arts interrelate?** To look at the Performing Arts sector, holistically, and how it all interrelates

Educating    Target Audience
Lighting Design
Props    Roles & Responsibilities
Set    Creative Intentions
Semiotics
Engaging an audience

Technology and Art – lighting/colours to create atmosphere, to portray information. Drawing to represent costume, makeup
L4L – Discrimination, being yourself, tolerance

Everybody's talking about Jamie

Musical Theatre

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## Year 8 — Acting Through Dance

**Big Question – Can you create a relatable character through choreography?** To understand how acting though dance can inform the audience of your characters feelings and objectives

Unison
Canon
Musicality
Communication through movement
Levels
Timing
Proxemics
Engaging an audience

Choreography
Characterisation
Focus
Still Image
Unison
Canon
Proxemics

L4L– Discrimination
Working as a team
RE – Belonging
LORIC

LORIC
PE – Dance/ Choreography
L4L – Team work

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## Techniques

**Big Question – How can you communicate effectively to an audience?** Grounding in basic acting – use techniques and the processes to understand what makes an effective performance.

Narration
Still Image
Body as props
Soundscape
Thought-Tracking

Levels, Movement, Facial Expressions, Body Language
Sound, Pitch, Tone, Storytelling

Lighting
Proxemics
Staging

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Year markers: 11, 10, 9, 8, 7