



Rayner Stephens
HIGH SCHOOL

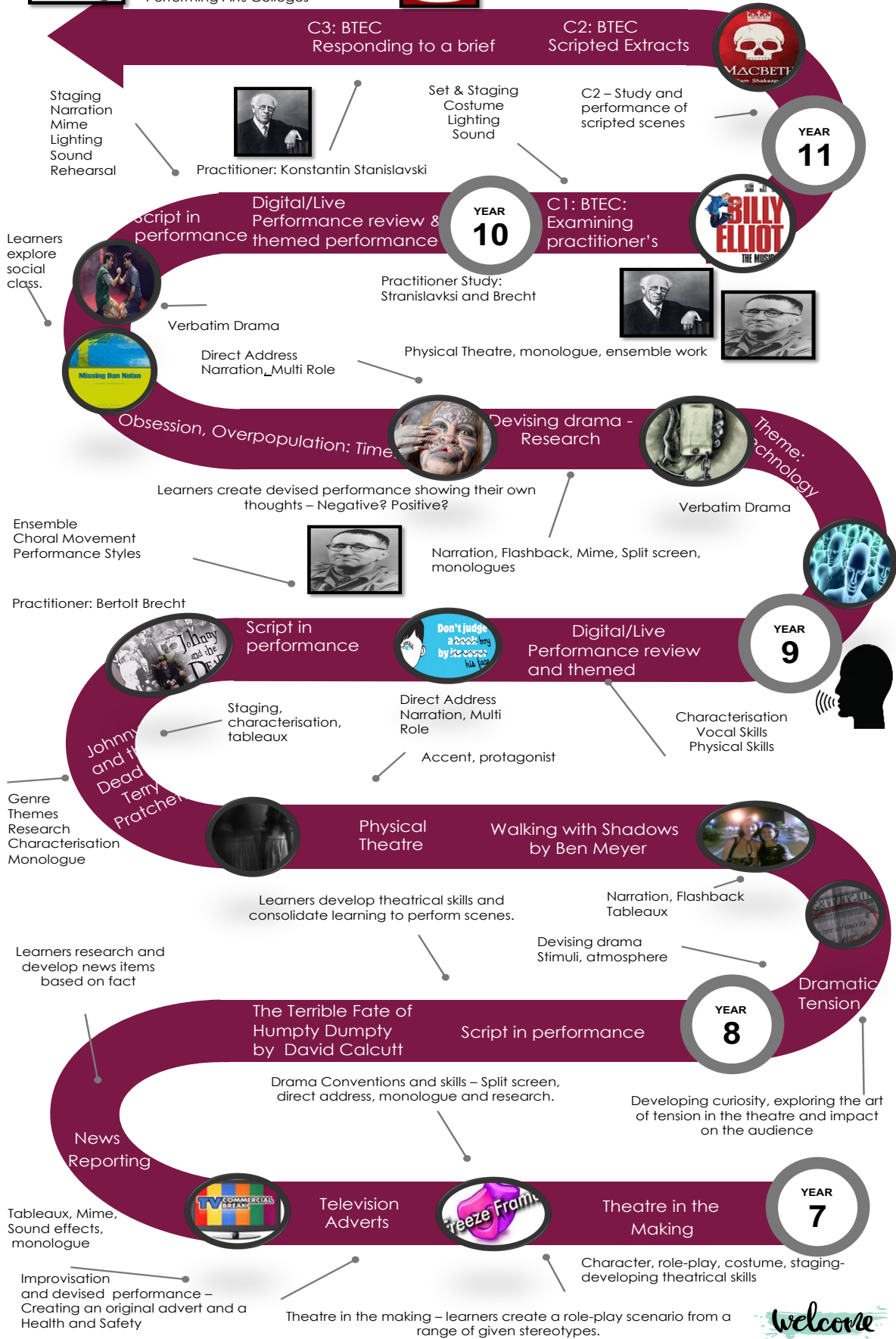
Curriculum
Intent
for
Drama

Drama is not simply for those who want to be 'actors'; rather it is a subject concerned with the development of transferrable skills that are relevant to all, in terms of personal and social awareness and future employability, whatever the ultimate career choice. Drama involves imagination and feelings and helps us to make sense of the world. At Rayner Stephens High School, students have opportunities to devise their own work, use drama techniques to explore themes, issues and ideas, interpret the work of playwrights and theatre practitioners and understand text. Practically, they develop their physical and vocal skills in performing to an audience and explore how meaning is communicated to an audience through choices of form, style and convention. They respond to a wide and diverse variety of stimuli, exploring a range of social, cultural and historic contexts. They also learn how to evaluate and discuss their own work and the drama produced by others including the work of professional theatre makers. Whilst our curriculum is designed to support students in the development of their skills in making, performing and responding, it is fundamentally about the growth of the individual. Our drama curriculum focusses on our whole school global themes linked to our key texts, and allows students to consider key qualities which they can develop as individuals, enabling them to become effective global citizens within their communities.

Drama Learning Journey



Progression to next stage of learning:
A Level Drama & Theatre
BTEC Performing Arts
Performing Arts Colleges




Year 7 - Drama

Curriculum intent	The aim of the curriculum is that students are able to develop understanding of some of the key theatrical concepts required as the foundational building blocks necessary to build knowledge and foster a love of learning of performing, creating devised work and exploring Theatre roles and responsibilities. Students will understand theatre techniques, staging ideas, have lighting opportunities and will hopefully build confidence to express their own thoughts and opinions either on topical or scripted themes. Students will receive a mixture of practical and theory lessons and demonstrate the skills learnt in the classroom in assessments.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Theatre in the Making: Developing vocal and physical skills in an improvisation.	Television Advertising and persuasive language.	Rehearsals and Planning: Developing a scripted scene from 'The Terrible Fate of Humpty Dumpty': Playwright David Calcutt	Staging and performance: Performing a scripted scene from 'The Terrible fate of Humpty Dumpty': Playwright David Calcutt	News reporting: Social and topical events.	Digital/Live Performance-Successful Actor study and review: and devised themed performance.
Skills	Establishing expectations, boundaries and positive relationships and introducing stereotypes and characterisation Keywords: Style Analysing Evaluating Characterisation Monologue Tableaux Reading Writing	To have begun to understand the influence of advertisements in shaping our attitudes. Resource: WAGOLL: Effective TV adverts SKILLS: Non-fiction reading & writing skills. Performance skills (to persuade). Creative thinking skills Keywords: Style Genre Analysing Evaluating Characterisation Staging (ideas) Monologue Tableaux	To understand the themes and storyline of the play 'The Terrible Fate of Humpty Dumpty' (T.F.H.D) SKILLS: Fiction reading skills Performance skills & techniques, Lighting/sound planning, Time period. Keywords: Style Genre Analysing Evaluating Characterisation Staging (ideas) Monologue Tableaux	To rehearse the whole scene and be ready to perform a scene. Keywords: Rehearsal techniques Audience Time period Social Class Staging Props – referred to Genre Sound effects Line learning techniques	To make connections with their own ideas compared to the visual stimulus. Intro to documentary/informative style improvisation. Keywords: Style Genre Analysing Evaluating Characterisation Staging (ideas) Monologue Tableaux	To understand the themes and reflect on learnt techniques in the film SKILLS: Creative thinking skills. Stimulus Research Creative writing skills. Performance skills/techniques Keywords: Genre Analysing Evaluating Characterisation Themes

Assessments	In a practical performance and theory task on the knowledge and skills learned throughout the topics.	In a practical performance and theory task on the knowledge and skills learned throughout the topics.	In a practical performance and theory task on the knowledge and skills learned throughout the topics.	In a practical performance and theory task on the knowledge and skills learned throughout the topics.	In a practical performance and theory task on the knowledge and skills learned throughout the topics.	An analysis and evaluation of a successful performance written task and devised performance.
Enrichment **Drama Club open to all year groups to develop vocal and physical skills	Writing a character monologue and bringing props and costume for the role. https://www.youtube.com/watch?v=yDPSr8gbnxA	Theatre visit – Pantomime tbc Research products, creating own logo, motto, jingle and character costume. https://www.creativebloq.com/features/top-10-tv-logos-of-all-time	Theatre Company perform in school developing theme of Bullying tbc. Researching the play and context; https://uteachlessons.com/lesson-index/english/ks3/the-play-the-terrible-fate-of-humpty-dumpty/ https://prezi.com/wxi25--e5pw/the-terrible-fate-of-humpty-dumpty/ https://annanacadmeyenglishdepartment.wordpress.com/online-learning/higher-and-intermediate-1-and-2/the-critical-essay/int-1-drama/ https://prezi.com/h_nak3tqs1vf/design-project-terrible-fate-of-humpty-dumpty/	Learn character dialogue. https://www.stagemilk.com/how-to-learn-lines/	Research social events: Research facts for decided story. https://www.youtube.com/watch?v=8_NmVtnEEA8 https://www.youtube.com/watch?v=4tniGGAgmP0	Theatre visit: Watch a live performance tbc. Preparing draft notes per paragraph for evaluation. Research themes: Kindness, differences and prejudice

Year 7 Drama Spring Term Knowledge Organiser





Key Vocabulary:		
1	Characterisation	Use of voice and movement to create a role.
2	Stage Levels	Staging to create Status – height, in charge, locations
3	Facial Expressions	Matches the character's feelings/emotions
4	Body language	Over exaggerated to create identifiable characters to a young audience.
5	Gestures	Exaggerated hand and head movements
6	Monologue	A character speaks directly to the audience about their feelings.
7	Tableaux	A single frame forming a motionless image

The Terrible Fate of Humpty Dumpty Rehearsals	
8	<p>What is characterisation?</p> <p>At the heart of all good drama is a story and characters. The art of story telling is one of the most necessary skills required to create meaningful and interesting dramatic work. During this topic you will study and practically explore how to create characters and storylines.</p>
9	<p>What is Stereotyping?</p> <p>Stereotyping is a popular and simplified characterisation of people often made according to how they visually appear or behave. In drama, stereotypes are how we assign a role to a character in a drama. The Hero, the Mentor, the Villain and so forth.</p>
10	<p>Which key skills are developed?</p> <p>Communication Freeze Frames Teamwork Characterisation Script writing Reading Vocal and physical</p>
11	<p>Facial Expressions and emotions</p> <p>What are the emotions?</p> 
12	<p>What we do</p> <ul style="list-style-type: none"> • Explore vocal acting skills • Experiment with strategies for use of stage voice to show meaning. • Read and interpret characters in scripts. • Learn to look for the given circumstances. • Explore character motivation and develop vocal performance from this. • Prepare for and perform scenes from 'The Terrible Fate of Humpty Dumpty' by David Calcutt

The Terrible Fate of Humpty Dumpty Performance																																											
13	<p>Performance Keywords</p> <table border="1"> <thead> <tr> <th>Key words</th> <th>Definitions</th> </tr> </thead> <tbody> <tr> <td>Diction</td> <td>How clear and precisely words are spoken</td> </tr> <tr> <td>Projection</td> <td>Speaking using clear stage voice</td> </tr> <tr> <td>Pace</td> <td>The speed of speech</td> </tr> <tr> <td>Pitch</td> <td>How high or low the voice is</td> </tr> <tr> <td>Pause</td> <td>Break in the speech</td> </tr> <tr> <td>Volume</td> <td>How loud or soft you speak</td> </tr> <tr> <td>Accent</td> <td>Pronunciation based on place of origin</td> </tr> <tr> <td>Emphasis</td> <td>The syllable or word that is stressed</td> </tr> <tr> <td>Intonation</td> <td>Adapting voice to show meaning</td> </tr> <tr> <td>Expression</td> <td>Making the emotion clear to the audience – visual and audible</td> </tr> <tr> <td>Given Circumstances</td> <td>The facts about the character that the actor cannot change</td> </tr> <tr> <td>Script</td> <td>A play text</td> </tr> <tr> <td>Interpretation</td> <td>Deciding on the meaning of a script</td> </tr> <tr> <td>Motivation</td> <td>What a character wants in a scene</td> </tr> <tr> <td>Stage direction</td> <td>Instructions in a script for action and interpretation</td> </tr> <tr> <td>Staging</td> <td>Plan the use of space</td> </tr> <tr> <td>Rehearsal</td> <td>Practising the piece of drama.</td> </tr> <tr> <td>Blocking</td> <td>To stage a scene focusing on transition</td> </tr> <tr> <td>Dramatic Tension</td> <td>To create suspense for the audience</td> </tr> <tr> <td>Dialogue</td> <td>Conversation between characters</td> </tr> </tbody> </table>	Key words	Definitions	Diction	How clear and precisely words are spoken	Projection	Speaking using clear stage voice	Pace	The speed of speech	Pitch	How high or low the voice is	Pause	Break in the speech	Volume	How loud or soft you speak	Accent	Pronunciation based on place of origin	Emphasis	The syllable or word that is stressed	Intonation	Adapting voice to show meaning	Expression	Making the emotion clear to the audience – visual and audible	Given Circumstances	The facts about the character that the actor cannot change	Script	A play text	Interpretation	Deciding on the meaning of a script	Motivation	What a character wants in a scene	Stage direction	Instructions in a script for action and interpretation	Staging	Plan the use of space	Rehearsal	Practising the piece of drama.	Blocking	To stage a scene focusing on transition	Dramatic Tension	To create suspense for the audience	Dialogue	Conversation between characters
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Year 7 Drama Autumn Term Knowledge Organiser

Key Vocabulary:		
1	Characterisation	Use of voice and movement to create a role.
2	Improvisation	Create spontaneously or without preparation
3	Facial Expressions	Matches the character's feelings/emotions
4	Body language	Over exaggerated to create identifiable characters to a young audience.
5	Gestures	Exaggerated hand and head movements
6	Monologue	A character speaks directly to the audience about their feelings.
7	Tableaux	A single frame forming a motionless image

Theatre in the Making	
8	<p>What is characterisation?</p> <p>At the heart of all good drama is a story and characters. The art of story telling is one of the most necessary skills required to create meaningful and interesting dramatic work. During this topic you will study and practically explore how to create characters and storylines.</p>
9	<p>What is Stereotyping?</p> <p>Stereotyping is a popular and simplified characterisation of people often made according to how they visually appear or behave. In drama, stereotypes are how we assign a role to a character in a drama. The Hero, the Mentor, the Villain and so forth.</p>
10	<p>Which key skills are developed?</p> <p>Communication – Clear voice Freeze Frames – to exaggerate a point in the story Teamwork – Creating a group performance Characterisation – to be in the shoes of someone else Script writing – Creating your own structured storyline Reading aloud – Developing confidence Vocal and physical skills – to present a believable character</p>
11	<p>Facial Expressions and emotions</p> <p>What are the emotions?</p> 
12	<p>Props, Costume, sound and lighting effects.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Spotlights</p>  </div> <div style="text-align: center;"> <p>Character</p>  </div> <div style="text-align: center;"> <p>Atmosphere</p>  </div> </div>

Television Advertisements - Persuasion	
13	<p>Persuasive Techniques</p> <p>Character list – a list of names. Scene title – usually the setting, a theme or even just a number. Stage Directions – descriptions of action placed in brackets during dialogue or in italics elsewhere. Character Names – written in the left hand margin, often in capitals or before a colon Dialogue – speech between characters Scene – a moment of continuous action Act – a grouping of scenes within a play</p>
14	<p>Research</p> <p>Research makes the activity more visible, and heightens its status in society. through establishing distance, from Research allows you to include facts that make your audience believe more in your idea because they can relate to it.</p>
15	<p>What are the 5 qualities of a good advertisement?</p> <p>What are five qualities of a good advertisement? These are also known as salient features or characteristics of a good advertisement copy.</p> <ol style="list-style-type: none"> (1) It Should Be Simple: (2) It Should Be Capable Of Holding The Reader's Attention: (3) It Must Be Suggestive: (4) It Should Have Conviction Value: (5) It Should Educate The People: (6) It Should Have Memorising Value

Year 7 Drama Summer Term Knowledge Organiser

Key Vocabulary:		
1	Characterisation	Use of voice and movement to create a role.
2	Stage Levels	Staging to create Status – height, in charge, locations
3	Facial Expressions	Matches the character's feelings/emotions
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The World Around us- News reporting	
8	<p>What is Verbatim Drama</p> <p>What is Verbatim Performance? Also known as Ethno drama or documentary theatre, verbatim performance involves actors portraying as precisely as possible the exact words and gestures of people from media artefacts, such as video and audio recordings, interviews, court reports, or newspaper articles.</p>
9	<p>What is news reporting?</p> <p>What is the importance of news reporting? Mainly to inform the public about events that are around them and may affect them. Often news is for entertainment purposes too; to provide a distraction of information about other places people are unable to get to or have little influence over. News can make people feel connected too</p>
10	<p>Which key skills are developed?</p> <p>Communication Freeze Frames Teamwork Characterisation Research Reading Vocal and physical</p>
11	<p>Key skills for journalists</p> <p>Enthusiasm. Stamina. Determination. Confidence. Perseverance. Excellent oral or written skills. Interpersonal skills</p>
12	<p>What are the six major elements of news reports?</p> <p>The Six Elements of News: Timeliness. Proximity. Prominence. Consequence. Human Interest. Conflict.</p>

13 Reflective Performance Keywords	
Key words	Definitions
Diction	How clear and precisely words are spoken
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