

Drama

Subject Leader: Mrs R Gerrard

Email: rgerrard@taptonschoool.co.uk

Curriculum Intent: To deliver a challenging, engaging, broad and accessible curriculum across all three key stages. Valuing the individual and achieving excellence. To provide a skills based spiral curriculum that builds on students' basic ability with a focus on skills, practitioners, a variety of theatrical genres and analytical skills. To create confident performers with a genuine understanding and passion for the subject; providing a strong foundation to study the subject beyond GCSE & A-level. If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	Topic: <i>The Tempest</i> by William Shakespeare & Frantic Assembly. The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	Students will: • Interpret character – facial expression, body language, voice etc. • Apply skills to create performance work e.g. use of physical theatre inspired by Frantic Assembly. • Appreciate and understand theatre design. • Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.
Autumn Term 2	Topic: Continued <i>The Tempest</i> by William Shakespeare & Frantic Assembly. The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	• Interpret plays – from the point of view of a director, actor and designer. • Explore the structure of plays – plot/theme/form/style/genre/dialogue. • Explore the history of theatre through the study of Elizabethan Theatre. • Understand theatre space – actor interaction and audience awareness. • Experience live theatre – access to Drama Online to support the delivery of the units of work. • Analyse and evaluate theatre through verbal responses in lessons. • Use subject knowledge to answer questions on how to act, direct or design for an extract of script.
Spring Term 1	Topic: Script writing & staging The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	Students will: • Creating character – facial expression, body language, voice etc. • Apply skills to create a script, looking at the dramatic theatre framework. • Appreciate and understand theatre design. • Be an effective cast member – communication skills, leadership skills, working collaboratively,

Spring Term 2	Topic: Continued Script writing & staging The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	compromising, problem solving, being creative. • Interpret plays – from the point of view of a director, actor and designer. • Explore the structure of plays – plot/theme/form/style/genre/dialogue. • Exploring different staging configurations and stage spaces. • Understand theatre space – actor interaction and audience awareness. • Experience live theatre – access to Drama Online to support the delivery of the units of work. • Analyse and evaluate theatre through a written assessment task and verbal responses in lessons.
Summer Term 1	Topic: Brecht on theatre The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	Students will: • Interpret character – facial expression, body language, voice etc. • Apply skills to create performance work e.g. using specific Brechtian techniques including third person narration and multi role play. • Appreciate and understand theatre design. • Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. • Interpret plays – from the point of view of a director, actor and designer. • Explore the structure of plays – plot/theme/form/style/genre/dialogue. • Explore the history of Brecht and the origins of his theatre. • Understand theatre space – actor interaction and audience awareness. • Experience live theatre – access to Drama Online to support the delivery of the units of work. • Analyse and evaluate theatre through verbal responses in lessons.
Summer term 2	Topic: Continued Brecht on theatre The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.	Students will: • Interpret character – facial expression, body language, voice etc. • Apply skills to create performance work e.g. using specific Brechtian techniques including third person narration and multi role play. • Appreciate and understand theatre design. • Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. • Interpret plays – from the point of view of a director, actor and designer. • Explore the structure of plays – plot/theme/form/style/genre/dialogue. • Explore the history of Brecht and the origins of his theatre. • Understand theatre space – actor interaction and audience awareness. • Experience live theatre – access to Drama Online to support the delivery of the units of work. • Analyse and evaluate theatre through verbal responses in lessons.
Homework: Students will be given a specific revision homework task to prepare for each of the assessment periods. More frequently students will be given: • rehearsal tasks to be completed outside of lesson • line learning homework tasks in preparation for performances • script writing tasks in preparation for performances • short written tasks to prepare for the assessment points The purpose of the homework in Drama is to: 1. Develop students' evaluative and analytical written skills in response to practical work completed in lessons. 2. To develop students' creative design skills by recognising the impact of design on creating meaning for an audience. 3. To use drama terminology correctly to explain their opinions and provide alternative ideas. To learn and practise the style of writing required to be successful in Drama.		

Assessment:

Students will have two formal assessments across the year.

Practical (for both assessments):

Both assessments will include a performance element. Students work in groups to create a piece of theatre using the skills explored during that term. Students will be assessed on their rehearsal and the realisation of the performance. These performances will not take place during assessment week.

Written:

During assessment week:

For the first assessment students will complete a 40-minute exam paper answering a series of questions on a text studied that term from the point of view of an actor, director and designer.

For the second assessment students will complete an extended piece of writing in 40 minutes analysing and evaluating a piece of theatre that they have created that term.

Links to Personal Development:

Careers in the theatre industry - including acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.

Personal & social development - including confidence building, communication skills, team working skills, leadership skills.

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How is my knowledge further developed in Year 9?

Students will continue to develop their interpretation and devise theatre, as well as studying the work of Stanislavski.