

Drama

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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: Stanislavski and Naturalism 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. exploration of naturalism through the use of Stanislavski's actor training. • Apply skills to create performance work, using the techniques of naturalism and Stanislavski. • 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. Exploration of the social, cultural, historical and political contexts. • Explore the structure of plays: plot/theme/form/style/genre/dialogue • Explore the history of theatre through the study of Stanislavski. • Understand theatre practice: Stanislavski's System etc. • Understand theatre space: the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness • Experience live theatre: an opportunity to attend a trip to the theatre and 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.
Autumn Term 2	Topic: Continued Stanislavski and Naturalism 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.	

Spring Term 1	Topic: Splendid Productions & Brecht 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. exploration of epic theatre through the study of Splendid Productions. • Apply skills to create performance work e.g. use of physical theatre, atmosphere, set & props, multi-role playing, use of gestus, devising, naturalism, Brechtian theatre, stylised, minimalism etc. • Appreciate and understand theatre design. • Be an effective cast member: communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.
Spring Term 2	Topic: Continued Splendid Productions & Brecht 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. Exploration of the social, cultural, historical and political contexts. • Explore the structure of plays: plot/theme/form/style/genre/dialogue • Explore the history of theatre through the study Brecht. • Explore Contemporary Theatre Companies: Splendid Productions, a variety of contemporary devising theatre companies. • Understand theatre practice: devising, script writing, Brecht's Epic Theatre. • Understand theatre space: the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness • Experience live theatre: an opportunity to attend a trip to the theatre and 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: Performing from a script 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. exploration of naturalism through the use of Stanislavski's actor training. • Apply skills to create performance work e.g. use of physical theatre, atmosphere, set & props, multi-role playing, use of gestus, devising, naturalism, Brechtian theatre, stylised, minimalism etc. • Appreciate and understand theatre design. • Be an effective cast member: communication skills, leadership skills,

Summer term 2	Topic: Continued Performing from a script The application of skills to be an effective actor. The art of directing and designing for theatre. Being an informed member of an audience through analysis and evaluation.	working collaboratively, compromising, problem solving, being creative. • Interpret plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. • Explore the structure of plays: plot/theme/form/style/genre/dialogue • Understand theatre space: the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness • Experience live theatre: an opportunity to attend a trip to the theatre and 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.		
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 <u>not</u> 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 live theatre that they have either seen at the theatre or streamed on one of our live theatre platforms that we subscribe to.		
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. If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue		
How is my knowledge developed further at GCSE? C1: Devising Theatre: working from a stimulus to create an original piece of theatre for performance. A portfolio and evaluation responding to the process and final performance will be submitted as part of the assessment. Students can specialise as either an actor or designer. 40% of qualification C2: Performing from a Text: performance of an extract of text in groups to an external examiner. Students can specialise as either an actor or designer. 20% of the qualification. C3: Interpreting Theatre: a written exam paper with questions on a set text and analysis and evaluation of live theatre performance seen as part of the course. 40% of the qualification.		