

**SUBJECT:** Teaching, Learning and Curriculum Principles

**Drama**  
2019 - 2021

*'We must all do theatre, to find out who we are, and to discover who we could become' – Augusto Boal*

*'Actors are agents of change... a film, a piece of theatre, or a book can make a difference. Can change the world.' – Alan Rickman*



Drama equips students with positive communication skills and opportunities to collaborate creatively with their peers which, in turn, can lead to moments of improved self-esteem and self-expression. Through Drama, students can obtain transferable skills that employers most demand: commitment, dependability, self-motivation, team work, written and oral skills and self-management. Equipped with these skills, students can become more confident in adapting to different situations on stage and transfer them into everyday life.

YEAR GROUP	SCHEME or QUALIFICATIONS	AUTUMN TOPICS	SPRING TOPICS	SUMMER TOPICS	ASSESSMENT
7	<ul style="list-style-type: none"> <li>Exploring basic skills in drama and the theatre as well as a variety of themes.</li> <li>Developing and applying skills within various styles: silent movies, pantomime, naturalism and non-naturalism.</li> <li>Understanding how to apply the basic skills to a range of group performances.</li> <li>Beginning to develop verbal and written evaluations.</li> </ul>	<p><b>Silent Movies</b> <b>PRIDE</b></p> <p>Year 7 will start the year exploring basic skills in drama and the theatre. They will explore a range of techniques working from varied stimuli, both independently and in group settings. These will then be applied to the style of 'Silent Movies' where the focus will be on movement and gesture.</p>	<p><b>Oliver Twist</b> <b>RESILIENCE, INDEPENDENCE</b></p> <p>During this term the students will study key themes of identity, social class, family, crime and violence through the medium of the musical version of Oliver Twist. They will be developing their understanding of how scripts are written and characters are developed. The final assessment of this scheme will be monologue performances. This scheme forges links with Humanities and PSHE to develop analysis and moral stances.</p>	<p><b>Non-Naturalism</b> <b>PRIDE, EXCELLENCE</b></p> <p>This term will see students understanding and applying non-naturalistic techniques to performances based on Grimm fairy tales. An emphasis will be placed upon creativity, teamwork and audience engagement. They will prepare and perform a short, adapted version of Grimm fairy tales, creating, performing and responding to their own and others' work. This scheme forges links with Dance and English to develop movement, textual analysis and symbolism.</p>	This will happen throughout the year using the assessment criteria for creating, performing and evaluating.
8	<ul style="list-style-type: none"> <li>Developing knowledge of understanding of a script.</li> <li>Exploring the themes and emotions of plays and analysing how to communicate these successfully to an audience.</li> <li>Looking into the wider picture of the theatre and roles. Exploring the responsibilities of each role and how they communicate artistic intentions</li> <li>Creating original pieces based on factual information</li> </ul>	<p><b>Wacky Soap</b> <b>PRIDE, DETERMINATION</b></p> <p>Year 8 will begin the year working on their first text that is focused around the theme of substance abuse. They will be required to implement the skills achieved at Year 7 whilst developing a further understanding of devising using a stimulus. Students will be introduced to practitioner theory within small group exercises, requiring them to respond to the characters and scripts with an advanced understanding of how to interpret a script and direct and perform it in a range of styles. Links to PSHE and Science due to the exploration of key themes: alcohol, substance abuse and nuclear power.</p>	<p><b>Theatre Around the World/The Lion King</b> <b>PRIDE, EXCELLENCE</b></p> <p>Students will explore the different roles in a theatre through theatre from different cultures. They will be exploring a range of staging methods in preparation and performance. Students will work through the history of the theatre, developing an understanding of how staging is used and the effects this has on a script and the action on stage. They will examine the different roles within a theatre production and how they work together to bring scenes to life on stage. Links to Humanities, Art and Technology.</p>	<p><b>Titanic devised piece</b> <b>PRIDE, EXCELLENCE</b></p> <p>Students will work on a scripted play whilst exploring a range of staging methods in preparation and performance. Students will work through the history of the theatre, developing an understanding of how staging is used and the effects this has on a script and the action on stage. They will examine the different roles within a theatre production and how they work together to bring a play to life on stage. Students will begin to introduce abstract theatre and will be expected to apply this to their practical performances to the set text. Links to Humanities, Art and Technology.</p>	This will happen throughout the year using the assessment criteria for creating, performing and evaluating.
9	<ul style="list-style-type: none"> <li>Studying a script and exploring different means of bringing it from page to stage.</li> <li>Exploring practitioners and their influence on acting and the theatre today.</li> <li>Acting techniques and styles, why and how we apply them to performance.</li> <li>Devising drama from a range of stimuli, using a range of skills and techniques.</li> <li>Performing suited to a particular purpose, style and target audience.</li> </ul>	<p><b>Comedy/Commedia</b> <b>DETERMINATION, RESILIENCE</b></p> <p>This scheme of learning will explore a range of different comedy styles such as slapstick and black comedy using various stimuli and watching classic examples. Students will work both independently and in groups in order to produce a 'comedy showcase' displaying the different types of comedy. Evaluation and response will be key in developing their work.</p>	<p><b>Lord of the Flies</b> <b>INDEPENDENCE</b></p> <p>Students will study the play exploring context, themes, characters and plot. They will then take part in themed workshops aimed to explore how the characters change from the beginning to the end of the play. They will use appropriate vocal and physical skills to portray particular characters and cement their team-working skills by displaying PRIDE characteristics.</p>	<p><b>Devising</b> <b>EXCELLENCE</b></p> <p>Year 9 will spend the final term of Drama in KS3 applying the range of skills they have achieved to a final text. Students will apply their knowledge of practitioner theory to a new text that challenges them to be able to use a range of techniques in performances. They will analyse language, debate ideas and themes and rehearse and perform sections of the text using theories and skills from a range of sources. Links to PSHE.</p>	This will happen throughout the year using the assessment criteria for creating, performing and evaluating.

<p><b>10</b></p>	<p>Embedding knowledge and understanding of the skills and processes of Drama.</p> <p>Developing knowledge and understanding of practical and theoretical drama skills in a devised piece.</p> <p>Preparation for the written exam paper through the evaluation of own work and the work of other both professionally and in school; study of a set text 'Blood Brothers'.</p>	<p>Introduction to GCSE Drama / Mini-component 2 (devising)</p> <p>Students will be required to develop a stronger understanding of devising off script in preparation for the GCSE devised piece at the end of year 10. They will be introduced to further history of practitioner theory to enable them to develop the skills required for performing at GCSE level.</p>	<p>Study of set text (Blood Brothers) for component 1 (written exam)</p> <p>Exploration of the play Blood Brothers in a practical way to consider vocal/physical skills needed for characterisation and transfer this into written exam answers. Students will focus on skills required for this section of the exam: design, vocal/physical/spatial interactive acting skills, analysis and evaluation.</p>	<p>Component 2 – devising unit</p> <p>There are three parts to this – response to a stimulus, Students should maintain a written record of the rehearsal process.</p>	<p>This will happen throughout the year from the evidence that pupils create using the GCSE assessment criteria provided by AQA.</p>
<p><b>11</b></p>	<p>Embedding knowledge and understanding of practical and theoretical drama skills in a final performed piece.</p> <p>Preparation for the written exam paper through the evaluation of own work and the work of other both professionally and in school.</p>	<p>Component 3 – texts in practice</p> <p>Year 11 will use this term to embed and apply the previous skills and techniques explored in the course in to a final piece of scripted theatre. They will research plays to perform by working practically in small group on a range of techniques to prepare them for the exam.</p> <p>After researching a wide range of suitable material, they will move forward with a selected play that they will work on in groups to prepare for a performance exam in front of a visiting examiner. They will need to show all aspects of knowledge in drama following the journey of page to stage, incorporating the full requirements of a professional performance</p>	<p>Component 1 – written exam</p> <p>Following their performance of the final scripted play, the group will begin to move forward with the study of the written exam paper. Students will have seen professional plays throughout the course, organised by the school and they will work through a process of reviewing and analysing all aspects of these performances. This will prepare them for the performance review section of the exam and they will be encouraged to see as much theatre as possible to help them with this unit. Having evaluated their work throughout the course, the students will be led through the self-evaluation section of the exam paper, which asks students to critically evaluate their part in a piece of theatre, from the rehearsal stages to the final performance. This will take place through the use of both written and practical sessions.</p>	<p>Revision for the written exam</p> <p>Final preparation for the written exam. Students will be set exam questions to work on and revision sessions, where they will work through the questions to reinforce the writing style and content that is required for the written exam.</p>	<p>This will happen throughout the year from the evidence that pupils create using the GCSE assessment criteria provided by AQA.</p>