

“Theatre is a form of knowledge; it should and can also be a means of transforming society. Theatre can help us build our future, rather than just waiting for it.”

Augusto Boal

The purpose of our Drama curriculum is to inspire pupils creatively, whilst encouraging them to enhance the skills and qualities needed on their journey to future opportunities.

Throughout **KS3** students will:

- *Explore different play texts*
- *Develop skills and knowledge of different styles/ genres*
- *Use Explorative Strategies to devise and develop character*
- *Explore different Theatre Practitioners and begin to use elements of their style*

We strive for pupils to develop in confidence as well as broaden their understanding of key emotions, enabling them to place themselves in the shoes of another character and gain a deeper understanding of others.

Throughout **KS4** and **KS5** students will:

- *Analyse and evaluate live recorded performance*
- *Analyse and evaluate how design skills are used for purpose*
- *Devise from a stimulus by taking inspiration from Theatre Practitioners*
- *Analyse and perform different play texts*

The Drama team is committed to ensuring that pupils have high aspirations and will provide the support and encouragement required to help pupils to meet their full potential. We hope that Drama will allow them to develop their passion and knowledge of the subject while embedding transferable skills for the future.

<p>Y7</p>	<p>Pupils will know:</p> <p>Key Drama Techniques and implement these through the study of:</p> <p>Introduction to Drama Skills</p> <p>Prepared/ spontaneous improvisation- 'Casper'/'Darkwood Manor'</p> <p>Physical Theatre</p> <p>Advertising/News articles</p> <p>Storytelling</p> <p>Evacuation</p> <p>Melodrama- 'Sweeny Todd'</p> <p>Live Theatre (Peter Pan via digital recording)</p>	<p>Pupils will have acquired the skills to:</p> <ul style="list-style-type: none"> ➤ Perform a variety of contrasting characters ➤ To convey a story and emotions through physical skills ➤ To use their voice to create meaning ➤ To communicate their ideas, effectively and creatively, to an audience ➤ To use Explorative Strategies- flashback, role-play, freeze-frame, thought-tracking, Marking the Moment, Mime Scripts 	<p>Pupils will understand:</p> <ul style="list-style-type: none"> ➤ The importance of Drama Techniques in terms of building and forming a successful piece of performance ➤ The difference between vocal and physical skills and how both are required to create appropriate characters ➤ How to work effectively as part of a team in order to collaborate, communicate and creatively build and perform practical outcomes to an audience 	<p>Pupils will complete:</p> <p>Written and practical baseline carried out at the start of each half term.</p> <p>Baseline target setting based on initial written and practical tasks</p> <p>A practical performance assessment once termly at the end of term.</p> <p>Success of practical outcome against level requirements.</p> <p>Quality of practical and written tasks documented in teacher storybook.</p> <p>A written evaluative assessment once yearly.</p> <p>Level of engagement with practical tasks set within lessons.</p> <p>Regular Q&A in lessons to check understanding and to address misconceptions.</p> <p>Actions taken by pupils in the light of verbal feedback.</p> <p>Quality of homework tasks designed to extend learning.</p> <p>Verbal feedback given along with storybook documentation</p> <p>Written targets created and shared.</p>
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<p>Y8</p>	<p><i>Pupils will know how to:</i> Develop Key Drama Techniques and apply these through the study of: ‘Face’ -play text Time- Devising trauma stimulus Style/ Genre- Exploration of scripts Romeo and Juliet T.I.E The Hillsborough disaster Civil Rights Time Travel Titanic Live Theatre Teachers- John Godber Introduction to Theatre Practitioners</p>	<p><i>Pupils will have acquired the skills to:</i></p> <ul style="list-style-type: none"> ➤ Create different styles and categories of performance ➤ Show contrast in performance through consideration of time and application of flash back and flash forward ➤ To enhance characterisation by applying confidence and exaggerating features ➤ Explore a script and consider the playwrights intentions and how to stage/ perform different roles ➤ Devise work from a stimulus exploring; choral movement, climax, still image, storytelling, cross cutting, stylised movement. ➤ Exploring theatrical genre- Choral drama, Greek theatre, mask work, commedia dell ‘arte, characterisation, slapstick comedy, melodrama ➤ Exploration of Theatre practitioners ➤ Use of Explorative strategies: Marking the moment, role play, cross cutting, climax, thought tracking, still image, hot seating and whole class drama. 	<p><i>Pupils will understand:</i></p> <ul style="list-style-type: none"> ➤ The specific features, similarities and differences of many unique styles of performance ➤ How to effectively apply Drama Skills in order to demonstrate variation, range, contrast and appropriateness in their interpretations with consideration of the topic too ➤ How to enhance character by taking risks with levels of exaggeration and making decisions as to the appropriate level of exaggeration depending on the style and emotions linked to the topic. 	<p><i>Pupils will complete:</i> Written and practical baseline carried out at the start of each half term. Baseline target setting based on initial written and practical tasks A practical performance assessment once termly at the end of term. Success of practical outcome against level requirements. A written evaluative assessment once yearly. Quality of practical and written tasks documented in teacher storybook. Level of engagement with practical tasks set within lessons. Regular Q&A in lessons to check understanding and to address misconceptions. Actions taken by pupils in the light of verbal feedback. Quality of homework tasks designed to extend learning. Verbal feedback given along with storybook documentation Written targets created and shared.</p>
<p>Y9</p>	<p><i>Pupils will know how to:</i> Refine Key Drama Techniques and employ these through the study of: DNA Craig and Bentley (practitioners)</p>	<p><i>Pupils will have acquired the skills to:</i></p> <ul style="list-style-type: none"> ➤ Examine and analyse the depth and breadth of performance ➤ Confidently articulate and apply practitioner theories to enhance their practical work 	<p><i>Pupils will understand:</i></p> <ul style="list-style-type: none"> ➤ The social, cultural, historical and political context surrounding their topics of study and will understand how to use this knowledge successfully in order to show a 	<p><i>Pupils will complete:</i> Written and practical baseline carried out at the start of each half term. Baseline target setting based on initial written and practical tasks</p>

	<p>Live Theatre Devising Project</p>	<ul style="list-style-type: none"> ➤ Make effective dramatic decisions in order to enhance the: tension, creativity, emotion and authenticity of their drama performances 	<p>greater attention to detail in their practical outcomes</p> <ul style="list-style-type: none"> ➤ Will understand confidently, the theories of: Total Theatre, Epic Theatre, Method Acting and Physical/Movement based Acting ➤ The importance of fine attention to detail in practical work in order to create reaction and impact 	<p>A practical performance assessment once termly at the end of term. Success of practical outcome against level requirements.</p> <p>A written evaluative assessment once yearly.</p> <p>Quality of practical and written tasks documented in teacher storybook. Level of engagement with practical tasks set within lessons. Regular Q&A sessions to check understanding and to address misconceptions. Actions taken by pupils in the light of verbal feedback. Quality of homework tasks designed to extend learning.</p> <p>Verbal feedback given along with storybook documentation</p> <p>Written targets created and shared.</p>
Y12	<p><i>Pupils will know how to:</i></p> <ul style="list-style-type: none"> ➤ Create, perform and respond to Drama and Theatre ➤ Explore the relationship between theory and practice ➤ Develop creativity and independence to become effective theatre makers 	<p><i>Pupils will have acquired the skills to:</i></p> <ul style="list-style-type: none"> ➤ Carry out research ➤ Develop their own ideas ➤ Collaborate with other theatre makers ➤ Explore devising, interpreting and rehearsal methods ➤ Refine and amend work in progress 	<p><i>Pupils will understand:</i></p> <ul style="list-style-type: none"> ➤ The theatrical processes and practices involved in interpreting and performing theatre ➤ How conventions, forms and techniques are used in Drama and theatre to create meaning ➤ How creative and artistic choices influence how meaning is communicated to an audience 	<p><i>Pupils will complete:</i></p> <ul style="list-style-type: none"> ➤ Component 1- Drama and Theatre (Written Paper)- 2 hours <ul style="list-style-type: none"> - Section A- Drama Through The Ages: Hedda Gabler by Henrik Ibsen - Section B- Live Theatre Production <p>*The above will be completed as a mock assessment</p>

		<ul style="list-style-type: none"> ➤ Analyse and evaluate their contribution to the success of performance ➤ Interpret texts ➤ Create and communicate meaning ➤ Realise artistic intention in text based drama 	<ul style="list-style-type: none"> ➤ How performance texts are constructed to be performed, conveying meaning ➤ How performance texts are informed by their social/ cultural/ historical/ political contexts and are interpreted and performed for an audience 	Verbal feedback for practical performances
Y13	<p><i>Pupils will know how to:</i></p> <ul style="list-style-type: none"> ➤ Create, perform and respond to Drama and Theatre ➤ Develop the creativity and independence to become effective theatre makers ➤ Explore the relationships between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts ➤ Learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put understanding into practice ➤ Experience the ways in which theatre maker collaborate to create theatre 	<p><i>Pupils will have acquired the skills to:</i></p> <ul style="list-style-type: none"> ➤ Discuss how the play has been constructed to be performed and to communicate meaning ➤ Contemplate how the play is informed by social/ cultural/ historical/ political context ➤ Articulate their understanding of how the performers/ directors/ designers communicated meaning to the audience ➤ Consider in detail how aspects of the performance piece contributed to the impact of the production ➤ Assess how aspects of the production contributed to its effectiveness as a piece ➤ Develop their own ideas ➤ Research relevant processes and practices of theatre making to inform their own practice ➤ Apply what they have learnt from live theatre to their own work in practice ➤ Collaborate with other theatre makers 	<p><i>Pupils will understand:</i></p> <ul style="list-style-type: none"> ➤ The theatrical processes and practices involved in interpreting and performing theatre ➤ How conventions, forms and techniques are used in Drama and theatre to create meaning ➤ How creative and artistic choices influence how meaning is communicated to an audience ➤ How performance texts are constructed to be performed, conveying meaning ➤ How performance texts are informed by their social/ cultural/ historical/ political contexts and are interpreted and performed for an audience 	<p><i>Pupils will complete:</i></p> <ul style="list-style-type: none"> ➤ Component 1- Drama and Theatre (Written Paper)- 3 hours <ul style="list-style-type: none"> - Section A- Drama Through The Ages: - Hedda Gabler by Henrik Ibsen - Section B- 20th and 21st Century Drama: Metamorphosis by Steven Berkoff - Section C- Live Theatre Production <p><i>Worth 40% of final A Level</i></p> ➤ Component 2- Creating Original Drama <ul style="list-style-type: none"> - Group Devised Practical Performance - Working Notebook (Coursework) <p><i>Worth 30% of final A Level</i></p> ➤ Component 3- Making Theatre

		<ul style="list-style-type: none">➤ Explore devising and rehearsal methods➤ Refine and amend work in progress➤ Create and communicate meaning➤ Realise artistic intention in devised drama➤ Interpret texts➤ Realise artistic intention in text-based drama➤ Analyse and evaluate their own work		<ul style="list-style-type: none">- Practical Performance (Scripted Extract)- Reflective Report (Coursework) <p><i>Worth 30% of final A Level</i></p>
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