



Drama

Curriculum Overview



Drama

Director of Learning – Charlotte Dahroug

Vision

'Qualifications are what girls get; they do not define who they are and will play only a part in shaping the people they become.'

The technical skills that are learnt in a Drama lesson are important and will help our girls to develop as actors. However, the personal, social and emotional skills that are developed in a Drama lesson are **vital** and will help to shape the people they become.

Drama lessons have an important role to play. The personal skills and qualities developed by pupils in drama lessons – such as teamwork, creativity, respect for other opinions, developing empathy for and understanding of other people, places and cultures, leadership and risk-taking – are all invaluable skills which permeate home life, social life and, importantly, life at work.

Drama promotes self-esteem and provides all pupils with a sense of achievement, regardless of academic ability. These feelings will influence all other aspects of learning, school, home and social life. It allows young people to be both introspective and outward-looking – and it's also about having fun!

Our vision is to not only create stimulating and fun lessons for our pupils but also to develop fundamental life skills that will help them across all subjects and later in life.

Skills at KS3

Pupils are taught how to create a character using physicality and voice. They learn how to move around the stage and how to engage an audience during a performance. A selection of contemporary and classic texts are used every year, we aim to choose texts that are relatable and relevant to current events happening in the world and in the community. Indeed drama can also respond to events happening in the news and/or happening locally – for example year students have recently devised a piece on online safety to share with younger students at the school following a spike of incidents involving mobile phones. Devising stimulus is also suited to the needs of the year group and focuses on themes that are important to them and the world. We therefore have a skeleton scheme of work which we can then layer to suit the needs of the individual pupils, year group.

Whilst reading a text pupils develop the skills to interpret and analyse character as well as explore the social, political and historical context. Pupils are encouraged to communicate their views and opinions and to respect different opinions and cultures.

DRAMA YEAR 7

"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being."

Oscar Wilde

Term 1:

Many pupils who come to us in Year 7 have not experienced Drama as a standalone subject. Because of this we begin the year with lots of different exercises that will help the pupils get to know each other and build confidence and team working skills. Pupils then begin to explore how an actor uses their physicality and voice to create a simple character.

Term 2:

In term two pupils will explore how to structure a short three scene play using improvisation. The themes for the improvisation are changeable so that they can relate to the world around them and current events. They continue to develop the skills needed to develop a character using their voice, physicality and the stage space. We then introduce the pupils to a short piece of script (this changes yearly). The pupils learn how to read a script and how to interpret a character for performance. Using the skills that they have learnt throughout the term they then rehearse and perform the script to the rest of the class.

Term 3:

In term three pupils are introduced to Physical Theatre. They focus on how to use their facial expressions, posture, body language, gait and movement to create different characters and emotions as well as how to use their bodies and movement to create props and set. They will then create a movement performance as an ensemble to a well-known story, fairy-tale or theme.

Term 4:

In term four pupils will continue develop their improvisational skills and learn how to create short scenes focused on different themes, characters. They will continue to develop their use of voice as a performer thinking about intonation, pace, pause, tone and volume.

Term 5/6

Term five and six is a culmination of everything that the pupils have learnt over the year. They will read a whole play (this changes yearly). They will get into groups and work on blocking, rehearsing and performing a section of this play to an audience. They will need to include all of the skills that have been learnt to create their character using vocal colouring, physicality and audience awareness.

Pupils will be expected to complete **written** as well as **practical** assessments. These take place in terms two, four and six.

DRAMA YEAR 8

Term 1

Pupils are taught how to use stage directions and how to move around the stage in order to create an engaging piece of theatre. Pupils are given a short script (changes yearly), which they have to block and rehearse ensuring they are following the stage directions and know the areas of the stage.

Term 2

Melodrama and Pantomime. Pupils learn about the structure of a melodrama and the stock characters. They then get given a Pantomime to block, rehearse and perform. This is a fun unit but also gives the pupils insight into the history of theatre. This will result in a trip to a Christmas Pantomime to end the term before Christmas.

Term 3

Pupils will work from a script (changes yearly). They will develop the skills to interpret and realise a section of script for performance. This focuses on characterisation as well blocking and rehearsing a performance. ([Link to GCSE Scripted Performance](#))

Term 4

Pupils are introduced to the Devising Process ([Link to GCSE Devising Unit](#)). This unit focuses on the building blocks to devise a piece of original theatre. Stimulus changes yearly and focuses on important social, political events.

Term 5/6

Terms 5 and 6 are a culmination of all of the skills learnt throughout the year. Pupils will look at a script (changes yearly) and interpret and communicate character using acting skills. They will also devise short scenes focusing on the themes and characters in the play.

DRAMA YEAR 9

Term 1

Pupils are taken through the basic skills of characterisation and how to use the stage space, the aim is to ensure pupils can recall previous learning in years 7 and 8 which are fundamental foundation skills. Pupils choose a monologue to rehearse and perform.

Term 2/3

Pupils are introduced to the practitioner Constantine Stanislavski. They take part in practical workshops which Stanislavski used to develop his actors. This gives the pupils the opportunity to learn how to really embody themselves into a character, how to engage in a role and believe. Stanislavski's techniques are still used widely today in industry. Pupils are then given a script and must use the techniques they have learnt to interpret and develop a character for performance. Pupils will then perform their pieces as part of an assessment. ([Link to GCSE Scripted Performance](#))

Term 4/5

Pupils begin to explore the Devising process in depth. The aim is to focus on the skills needed to get from initial idea to final performance. Pupils will be given a variety of stimuli which they will base their performances on. Pupils are then taken through a series of teacher led workshops to help them to understand the building blocks of the devising process. Pupils will then perform their pieces as part of an assessment. ([Link to GCSE Devising](#))

Term 6

Pupils are introduced to the style 'Physical Theatre' and will use techniques from the theatre company Frantic Assembly. Pupils will have the opportunity to work with Frantic Assembly in a full day workshop. Pupils will then create their own original piece of Physical Theatre.

Skills that are taught in this year are fundamental to their success in year 10 and 11. It is essential that they have knowledge of different styles of theatre and will use these techniques when creating their final examined performances.

GCSE Drama year 10/11

Technical Skills

This course encourages pupils to:

- Apply knowledge and understanding of drama when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- Develop a range of theatrical skills and apply them to create performances
- Work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective pupils able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

In Year 10

- Pupils will study the text that will be used in Unit 1 Understanding Drama, they will also begin theory lessons focusing on the demands of the written paper for Section A and B.
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- Pupils will complete Unit 3 Devising Drama

In Year 11

- Pupils will study the plays that they will perform to a visiting examiner for Unit 2 Texts in Practice.
- Pupils will continue to work towards their written exam paper, consolidating their knowledge and developing their interpretation of the text studied as well focusing on Section C of the written paper which is a Live Theatre Review

ASSESSMENT

Assessment comprises three units

- **Unit 1 Understanding Drama (40%)** – This component is a 1 hour 45 minute written exam which comprises of three sections
 - Section A focuses on staging and stage directions as well as theatre roles and responsibilities.
 - Section B Focuses on a play, the pupils have to write about how they would perform a certain character from an extract given to them in the paper.
 - Section C is a live theatre review.
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- **Unit 2 Devising Drama (40%)** is internally assessed and externally moderated. This also includes written coursework which is worth 30%.
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- **Unit 3 Texts in Practice (20%)** this unit is solely practical. Pupils perform extracts from a script to a visiting examiner.

A Level Drama and Theatre Year 12/13

Pupils will complete three units over the two years.

Component 1: Drama and theatre (40%) – Written Paper 3 hours 2021

Component 2: Creating original drama (practical and written coursework worth 30%)

Component 3: Making theatre (practical worth 30%)

Year 12

Focus will be on the Theatre practitioners and different styles of performance, the texts that will be used in the 2021 written examination are used during the workshops. Pupils will then complete Component 2 on May 22nd 2020. The majority of the year focuses on practical workshops with some focus on writing the devising working log once the devising process has started.

Pupils will focus on

Stanislavski – Naturalism – Timberlake Wertenbaker ‘Our Country’s Good’

Bertolt Brecht – Epic – Bertolt Brecht ‘The Caucasian Chalk Circle’

Antonin Artaud – Theatre of Cruelty -Theatre of Cruelty will be used as the Devised practitioner.

Year 13

Pupils will work on both component 1 and 3 throughout the year. Lessons will be split equally between each component. Pupils will complete Component 3 in March 2021. Pupils will then complete the written exam in May 2021. Pupils work practically through the exam texts.

Component 2 – Creating Original Drama 2019-2020

Devise an original performance piece.

Devised piece must be influenced by the work and methodologies of one prescribed practitioner

Internally assessed and externally moderated.

There are two parts to the assessment:

- 1) A portfolio (40 marks)
- 2) The devised performance (20 marks)

Component 3 – Making Theatre 2020-2021

Performance of three extracts from different plays. Extract 3 must use a practitioners methodologies.

Pupils will perform extract 3 to a visiting examiner.

Pupils will write a reflective report analysing how you interpreted each extract.

Component 1 – Drama and Theatre

- 3 hour written exam
- 80 marks
- Broken into three sections
- Section A – One question from a set text
- Section B – One three part question on a selected extract from a set text
- Section C – Theatre Review