

Curriculum Vision - *Drama*

What is the purpose of the curriculum?

- To develop students' confidence.
- To develop students' communication skills.

Why is Drama an important subject?

- Drama enables students to approach situations creatively and proactively, enabling collaboration, independence, resilience and reflectiveness.
- Drama teaches empathy and compassion for others and develops communication skills, equipping students for their life outside of school.



Types of Knowledge - *Drama*

Declarative Knowledge – (knowing what)

Techniques - For example -*still image, monologue*, staging configurations - *proscenium arch, thrust*, technical terms - *gel, Fresnel*

Practitioners / genres- For example Brechtian Epic theatre, physical theatre, Melodrama etc

Conventions – freeze frame, narration, thoughts aloud, montage, flashback etc

Script analysis – understanding plot, character exploration, given circumstances

Procedural knowledge - (knowing how)

Devising Skills: The collaborative, exploratory process of creating original theatre from a stimulus. This includes improvisation, character development, and structuring dramatic tension. The process of devising, building, and adapting original performance ideas

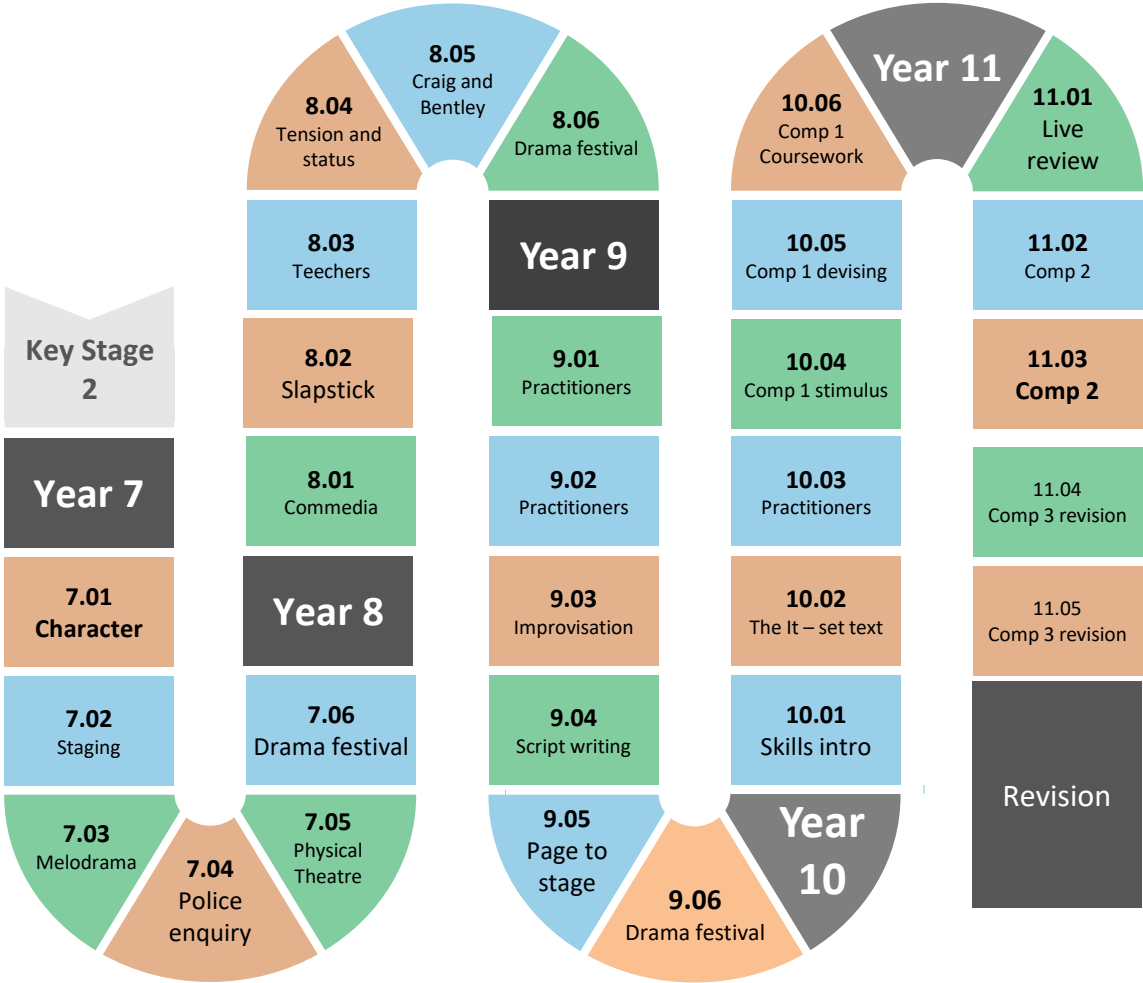
Performance Skills: The translation of text or concept into a live performance using appropriate performance or technical techniques. The physical and vocal techniques used to communicate a narrative or character. This includes *spatial awareness, blocking* (movement), *projection, pitch*, and *pace, gestures*,

Technical & Design Skills: The use of lighting, sound, costume, set, and props to enhance mood, setting, and meaning in a play for an audience.

Responding/Evaluating: The reflective analysis of work (your own or others') to determine what works and what doesn't work when engaging an audience. How to use specific examples from performance, looking at what was being communicated and how elements of drama contributed to this.



Drama Curriculum Five Year Journey



Curriculum Five Year Journey - Drama

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Character	Staging	Melodrama	Police Enquiry	Physical theatre	Drama festival
	Bringing a character to life on stage focusing on common vocal and physical performance techniques.	Exploring how 4 different stage layouts affect performance choices.	The origins, key conventions and techniques used in Melodrama	Using the story of James Tyler to learn key conventions such as hot-seating, flashback, cross-cutting and direct address	Using movement and bodies to create meaning. Looking at the work on frantic assembly and exploring the Jabberwock poem	Using a range of stimuli as a starting point for a whole group devised performance.
Year 8	Commedia	Slapstick	Teechers	Tension and Status	Craig and Bentley	Drama festival
	The origin of comedy – stock characters, improvisation, <u>Lazzi</u> , masks and exaggeration	Contemporary comedy– Boss / Sidekick, stage fighting, sound effects and mime.	John <u>Godbur's play</u> Teechers, looking at the application of multirole, narration and thoughts aloud.	Analysing how to create and sustain tension in a performance using acting and technical skills.	The true story of Craig and Bentley. Key drama techniques – flashback, montage and narration.	Using a range of stimuli as a starting point for a whole group devised performance.
Year 9	Practitioners	Practitioners	Improvisation	Script writing	Page to Stage	Drama festival
	Exploration of Brecht, Stanislavski and Artaud	Exploration of Brecht, Stanislavski and Artaud	Practising the skills and techniques needed to successfully improvise in drama.	Learning key elements and processes involved with writing original scripts	Interpreting given circumstances and communicating these in performance.	Using a range of stimuli as a starting point for a whole group devised performance.
Year 10	Skills intro	Set Text – The It	Practitioners	Comp 1 exploration	Comp 1 performance	Comp 1 coursework and evaluation
	Sills, conventions and techniques necessary for the drama GCSE course. Short scripts, improvisations and workshops <u>used</u> .	Plot, <u>characters</u> , <u>key</u> themes and style of the GCSE set text. Performance, lighting, <u>sound</u> , costume and staging.	In depth examination of key drama practitioners- Emma rice, Frantic Assembly, Brecht and T.I.E.	Exploration of stimulus in groups, in preparation for devised performance. Workshops involving key drama techniques, conventions and practitioners.	Devised performance from a stimulus. 900word coursework and controlled assessment evaluation	Devised performance from a stimulus. 900word coursework and controlled assessment evaluation
Year 11	Live review	Comp 2 Scripted	Comp 2 Scripted	Comp 3 revision and practice	Comp 3 revision and practice	
	Preparation of notes in response to live performance seen. <u>15 mark</u> essay question structure.	Small group work as an actor / technician bringing a script to life in performance for an examiner.	Small group work as an actor / technician bringing a script to life in performance for an examiner.	Practical exploration of the set text. <u>Walking</u> , talking mocks and exam technique. Revision sessions with live marking.	Practical exploration of the set text. <u>Walking</u> , talking mocks and exam technique. Revision sessions with live marking. Exam = 8 th May	

Curriculum Themes Map – Drama

Theme	Description	KS3	Year 10	Year 11
Devising	The creation process of a performance in small groups. Normally from a given starting point or stimulus.	Every lesson in KS3 has the opportunity for devising, performing, responding and refinement.	Term 1 - Devising, performing, responding and refinement – linked to practitioners , scripts and stimuli. Term 2 – exploring a script . Previously taught in Teechers topic year 8.	Term 1 -Responding – Live theatre Term 2 - performing
Performing	The realisation of ideas in front of an audience. This can be through the lens of an actor or a technician.		Term 3 – Exploring drama through the lens of practitioners- Previously taught in year 9 term 1 and 2.	Term 3 - performing
Responding	Evaluating and reviewing performances to highlight how meaning is communicated through different choices.		Term 4- Devising. Term 5 – Refinement and performing	Term 4 – Responding
Refinement	Incrementally improving performance in response to specific and developmental feedback.		Term 6 - Responding	Term 5 - responding



Careers opportunities - Drama

Year	Specific opportunities for teaching about careers linked to Science
7	• Voiceover artist – Unit 1 character – lesson 2 • Theatre director – Unit 2 Staging – lesson 4.
8	• Drama therapist – Unit 5 – Craig and Bentley – lesson 3 • PR / Marketing – Unit 6 drama festival – lesson 3
9	• Playwright – Unit 4 script writing – lesson 1. • Sales – Unit 6 Drama festival – lesson 3
10	• Lawyer- unit 1 Skills intro – lesson 4 • Politician – unit 3 – Practitioners lesson 3
11	• Actor – Unit 2 Comp 2 – Any lesson • Theatre reviewer – Unit 1 live review – lesson 2.

