



## SUBJECT & QUALIFICATION: Drama

### Why is the study of Drama important?

The study of Drama means practically exploring performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. It also means the use of drama techniques to explore issue based work relating to personal development and moral/ethical dilemmas. Its study will require learners to question the purpose of performance and the intention of a range of practitioners, theatre companies and playwrights in their creation of performance work.

Learners will also explore their own creative intention and develop their personal performance skills in expressing their thoughts and ideas through the medium of drama. Performance studies will encourage students to express their personal views within group work and through the creative choices they make about your devised drama and/or scripted work. From Year 7 they will have the exciting opportunity to develop their practical understanding of performance skills including techniques such as characterisation and physical/vocal expression, they will also learn all of the basic devising and staging techniques to create their own work such as still images, thought tracks, narration, blocking, split staging and movement devices. Learners will perform their work regularly in order to develop their confidence and develop a strong understanding of the audience experience. Student's study of Performing Arts will encourage them to think deeply and help them to effectively express themselves – a great life skill that all universities and employers will appreciate.

Across their study of Drama, learners will explore a number of professional theatre practitioners which will extend their understanding of acting approaches and the creative process. Students will learn about contrasting approaches to performance, and why the key practitioners developed these different approaches to suit the intention of their work. Learners will analyse a range of text extracts and use their understanding of the plot, characters and style to stage their own version of the text. Lessons will provide a wide range of opportunities for practical workshopping, developing performance material, staging extracts of text and performing work to other members of the class. The Drama classroom should be brimming with practical opportunities for students to express themselves and share their ideas with others.

*Big Questions such as why people create performance and the intended impact on their audience will be considered through study of this subject.* Learners will develop their understanding of how performance has changed over the centuries and consider the reason why this might be. Study of Drama will encourage learners to question the purpose of performance through the analysis of ground-breaking performance companies such as 'Frantic Assembly'. In Drama, learners will explore playwrights that have a very clear intention for their work such as Mark Wheeller and Willy Russell. Students will extend their understanding of how playwrights may use their work to make social comments, such as can be seen in 'Blood Brothers' by Willy Russell. Exploration of all these key concepts will have a practical focus, which will allow students to develop their own practical skills at the same time. Learners will practically explore the techniques of companies such as 'Frantic Assembly', and apply performance techniques in a range of scripted and devising tasks.

### What skills will the study of Drama teach you?

As a citizen in this world, students need to know how to work collaboratively with other people, express their personal views, understand their view of others, and communicate clearly. Drama provides a framework for understanding people through the analysis of characters, playwrights and live performance work; as well as the opportunity to work collaboratively to create work that will express their own ideas.



### **Drama will teach students to...**

- Apply physical and vocal skills to communicate a character
- Analyse the effectiveness of your own use of body language and vocal expression
- Express your ideas within a group during collaborative creative tasks
- Develop physical control through the development of performance work
- Speak clearly to an audience of people
- Communicate ideas through the application of drama techniques

### **What will you know and understand from your study of Drama?**

- Playwrights and theatre companies have an intention for their work and there is often a political or social meaning within the work.
- There are many different styles of theatre that have been developed with different approaches and intentions
- Theatre practitioners have developed a range of different approaches to match the intention of their work
- The importance of considering your audience in the creation of performance work
- To articulate the aspects of a piece of performance that they like/dislike and why
- Understand the response from your audience and adapt their work to increase the clarity and effectiveness

### **Curriculum Guidelines**

To ensure the curriculum in Performing Arts is knowledge rich and offers learners significant opportunities to expand their knowledge of the subject, all learners must cover the following within their year 7/8 curriculum:

- Shakespeare- All students studying Drama must be exposed to a minimum of one Shakespeare text, including the plot, language characters and cultural context.
- Genre/Style- All students must be exposed to at least one genre/style within their Performing Arts curriculum. For example, Melodrama, Commedia dell'arte, Physical Theatre, Naturalism. They should develop a practical understanding of the genre, as well as the historical context and key practitioners
- Contemporary Practitioners – In Drama, all learners must explore the work of one contemporary playwright. For example, Willy Russell.
- Creating- All learners must be given the opportunity to use devising/choreography skills in creating their own work. They should be clear about their intentions for their work and evaluate the success.
- Professional Work- All learners must be exposed to one piece of professional work. They should have the opportunity to view the work and carry out activities to allow them to analyse the intention and success of the piece.

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### Coursework requirements

The course requires two Pearson Set Assignments that are completed under controlled assessment conditions. These are then assessed by the teacher and sent to the exam board for moderation.

### How can Drama support your future?

The transferable skills of empathy, critical thinking, confidence, collaboration and creativity can be applied to many different job roles and are often desirable qualities for employers.

### Study of Drama can lead to a wide range of careers:

Careers can include: teaching, theatre performer, director, drama therapist, hospitality, project manager, film and TV production.

Drama develops many transferable skills which are often desirable in the workplace. For example: team work, problem solving, communication, confidence, creativity and time management.



<b>DRAMA CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY SHAFTON</b>			
	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>Year 9</b>
<b>Autumn 1</b>	<p><b><u>Harry Potter</u></b></p> <p>This provides an Introduction to key Drama Skills including still images, thought tracks, devising techniques and characterisation. This scheme creates a baseline where we can build from during the rest of KS3.</p>	<p><b><u>Kes - Barry Hines</u></b></p> <p>Students develop knowledge of the plot, social context and the intentions of Barry Hines. They gain a practical understanding of characterisation, how to develop these more fully using techniques such as hot seating, and staging of text.</p>	<p><b><u>Mark Wheeler/Verbatim</u></b></p> <p>Using extracts from Wheeler plays and knowledge developed through a previous Wheeler project, students will explore issue based theatre and the skills and techniques involved in the style.</p>
<b>Autumn 2</b>	<p><b><u>Silent movies</u></b></p> <p>This scheme encourages the development of mime and physical skills looking at famous examples such as Charlie Chaplin. There is also a focus on the use of music to create atmosphere and enhance the mood of a scene.</p>	<p><b><u>Horror</u></b></p> <p>The scheme develops skills that help to build tension within a performance. Students will also explore the technical side of the performing arts, designing sound and lighting and applying this. There is also a focus on how dynamics can be built into a performance alongside pace. This scheme also introduces the concept of immersive theatre performances and makes links with Grimm Fairy Tales.</p>	<p><b><u>Crime/Masks</u></b></p> <p>Developing the use of non-verbal communication through the exploration of mask work is the main focus of the scheme. This is a new skill for the students but builds on their prior knowledge of why some types of theatre used masks Eg. Commedia Dell'Arte, Greek Theatre</p>
<b>Spring 1</b>	<p><b><u>Matilda - Roald Dahl</u></b></p> <p>The students focus on the plot and key characters within the story. They also explore the use of staging, and develop the key skills applied to creating and sustaining a character. Matilda is explored using the original book, the film and references are also made to the musical.</p>	<p><b><u>Romeo and Juliet - Shakespeare</u></b></p> <p>This scheme focuses on exploring the plot, key characters and Shakespearean language. It also explores how the themes of the play are still relevant in modern society.</p>	<p><b><u>Two - Jim Cartwright</u></b></p> <p>Two is based on developing and staging scripted extracts from the play by Jim Cartwright. The students focus on developing characterisation and understanding multi-role. There is also a focus on how to show relationships on stage to communicate more effectively with the audience. The skills developed during this half term are in preparation for KS4/BTEC.</p>



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<p><b>Spring 2</b></p>	<p><b><u>Matilda - Roald Dahl</u></b></p> <p>The focus this half term is on how to apply physical and vocal techniques to a piece of text, developing their knowledge of the characters while deepening their understanding of theatre staging.</p> <p>There are opportunities to learn and communicate a section of text and to develop skills in performing to an audience.</p>	<p><b><u>Frantic Assembly - Physical Theatre</u></b></p> <p>An introduction to the physical theatre style and approaches within the genre. This scheme provides exposure to the work of Frantic Assembly and the students develop skills through the key exercises the company uses to devise their work. There is an opportunity to apply the skills in devising a chair duet.</p>	<p><b><u>A Midsummer Night's Dream - Shakespeare</u></b></p> <p>This scheme is to deepen the students' knowledge of Shakespeare. This is done by exploring a Shakespearean comedy and developing the use of the language and physicality when playing characters in the play.</p>
<p><b>Summer 1</b></p>	<p><b><u>Macbeth - Shakespeare</u></b></p> <p>This scheme focuses on the plot, key characters and Shakespearean Language in the play. This is done through characterisation, with particular focus being on the three witches and their importance in the play..</p>	<p><b><u>Chicken - Mark Wheeler</u></b></p> <p>The students explore the style of Theatre in education while looking at the documentary style theatre play 'Chicken' by Mark Wheeler. This is a play about road safety. It also looks at teenage attitudes towards this important issue. This is a new style but it helps to develop skills from previous topics, such as physical theatre and characterisation.</p>	<p><b><u>Blood Brothers - Willy Russell</u></b></p> <p>This scheme encourages understanding of the plot, social context, intentions of Willy Russell, and introduces the musical theatre style. Practical understanding of characterisation is a focus and staging of a section of text. Links are made to KS4 in preparation for those that have opted.</p>
<p><b>Summer 2</b></p>	<p><b><u>Commedia Dell'Arte</u></b></p> <p>An introduction to the style, this scheme encourages students to develop understanding of caricature and exaggeration in preparation for later in KS3 and BTEC studies. Links are also made to Greek Theatre as part of this scheme.</p>	<p><b><u>Our Day Out - Willy Russell</u></b></p> <p>The scheme encourages knowledge of the plot, social context and the intentions of Willy Russell. Students gain a practical understanding of characterisation and staging of a section of text. Different staging types are explored and the impact these have when blocking a performance.</p>	<p><b><u>Devising</u></b></p> <p>Students devise issue based performances using real -life quotes and speeches from events. They turn these into engaging stage performances using the skills developed through KS3. This links to the KS4 BTEC course and helps develop the skills required for this.</p>

### Btec Performing Arts (Drama) Course Overview

Term	Year 1	Year 2
<p>Autumn 1</p>	<p><b><u>Baseline</u></b></p> <p>Baseline assessment of performance skills through team building exercises</p> <p>Re-capping skills, including facial expression, interpreting stage directions, body language and voice.</p>	<p><b><u>Component 2 Pearson Set Assignment - Developing skills and techniques in the performing arts.</u></b></p> <p>During this assignment, students will explore:</p> <ul style="list-style-type: none"> <li>● Development of acting skills</li> <li>● Understanding the playwright's intentions of a work.</li> <li>● Application of skills to a performance.</li> <li>● Analysis of the script style, intentions of the work and roles</li> <li>● Analysis of live performance of script</li> </ul>



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		<ul style="list-style-type: none"> <li>• Practical exploration of the style and script</li> <li>• Application of the techniques to a text.</li> </ul> <p>Students will create a research report, track their own progress in performance skills and evaluate their performance work.</p>
Autumn 2	<p><b><u>Component 1 Preparation</u></b></p> <p>Developing repertoire and exploring text and language and how these can be applied in original context and contemporary styles. The aim is to study a minimum of 3 styles/practitioners so that an informed decision can be made when the PSA is released.</p> <p>Students will keep a log book of notes for each style/practitioner in preparation for the PSA release.</p>	<p><b><u>Component 2 completion</u></b></p> <p>C2 PSA will be completed, marked and submitted to the exam board for moderation.</p>
Spring 1	<p><b><u>Component 1 Pearson Set Assignment - Exploring the performing arts</u></b></p> <p>This is a research project based on the Pearson Set Assignment. The practitioner and style studied as part of this is dependent on the theme in the brief. During the PSA, students focus on developing understanding of a practitioner and their influences. They show an appreciation of the production process and the roles and responsibilities involved while also applying the skills and techniques.</p>	<p><b><u>Component 3 External Assessment - Responding to a Brief</u></b></p> <p>This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</p> <p>Learners will be given a brief and stimulus to create performance material as either a performer or designer. In groups consisting of a minimum of three and a maximum of seven performers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.</p>
Spring 2	<p><b><u>Component 1 completion</u></b></p> <p>C1 PSA will be completed, marked and submitted to the exam board for moderation.</p>	<p><b><u>Component 2 completion</u></b></p> <p>C3 will be completed under controlled assessment conditions and submitted to the exam board for marking.</p>
Summer 1	<p><b><u>Component 3 mock introduction</u></b></p> <p>Learners will be given a brief and stimulus to create performance material as either a performer or designer. In groups consisting of a minimum of three and a maximum of seven performers, learners will respond to the stimulus and create a workshop</p>	



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	performance that communicates ideas and creative intentions to a target audience of their choice.	
Summer 2	<p><b><u>Component 2 Preparation</u></b></p> <p>Students begin to study scripts in preparation for the Pearson Set Assignment of component 2. Through this half term students are encouraged to consider:</p> <ul style="list-style-type: none"><li>• Development of acting skills</li><li>• Understanding of different playwright's intentions of a work.</li><li>• Application of skills to a performance.</li><li>• Analysis of the script style, intentions of the work and roles</li><li>• Analysis of live performance of script</li><li>• Practical exploration of the style and script</li><li>• Application of the techniques to a text.</li></ul>	