

Drama Curriculum 2020-21

Intent:

Drama is a subject that encompasses a multitude of skills and disciplines from across the curriculum. Not only does Drama teach you about the world of theatre and performance, it also allows you to explore technical theatre and stage design. Drama students develop creativity, confidence, emotional intelligence, and resilience. Drama is the study of creatively exploring the world around you, and teaches students what it means to be human. Through Drama, students are given the chance to express themselves in ways they might not have been able to before, and gives students the opportunity to flourish and grow in both performance and their personal lives and beyond. Studying Drama at Studley High School, students can expect a well-rounded curriculum exploring the different pathways in Drama. In Key Stage Three, students will learn how to create both devised and scripted performances as part of a group, and explore a variety of dramatic styles and conventions. Students will explore how Drama has developed through history and how it differs in other cultures, and discover Drama as a form of storytelling and imagination, as well as developing performance skills through vocal and physical expression. In year 9, Drama students are introduced to the dramatic style of a number of different theatre companies and practitioners, learning how to use their techniques in practical work to move into the style of “non-naturalism” and create more “GCSE-style” performances. In year 10 and 11, as part of GCSE Drama, students are provided with a stimulus, and work in small groups to devise a 10 minute performance for their first examination-students are encouraged to work creatively and independently, without being directed by their teacher. Students will also prepare two scripted performances for a visiting examiner as well as study “An Inspector Calls” and critique some live theatre in preparation for their final written examination.

Implementation:

Drama is delivered by a number of staff at Key Stage Three, and Miss Blackford at Key Stage Four. In Drama lessons, students will be working in groups during most lessons, and will learn how to negotiate and be a leader as well as part of a team to create their performances. Students will also develop the ability to self and peer evaluate, as well as reflect on their performances through small written tasks. Students will develop a range of skills in planning, rehearsing and performing work. At Key Stage Four, academic written skills are highly developed, as students are required to write a devising portfolio, analyse and evaluate live theatre and understand how to approach exam questions. To support their studies, students will be given the opportunity to see live theatre throughout the year, as well as our popular Drama club and Musical Theatre club, often run by our older students.

Impact:

Drama is a popular and exciting subject at Studley High School. Student’s individual progress is extremely important in their performance and academic abilities, and GCSE outcomes are positive within Drama. Students are assessed on their ability to work as a group, create, rehearse and finesse performance work, and their ability to evaluate and reflect. Student’s progress is measured through a variety of means, including performance skills, evaluation and analysis skills, creating and rehearsing work and understanding of Drama conventions and terminology. The Drama curriculum is exciting and engaging, and has ample opportunity to allow students to be continually



assessed through questioning, observation, and formative and summative assessment. However, the transferable life skills that students develop in Drama are equally valued-communication, leadership, empathy, problem-solving, an understanding of the world around them and resilience, just to name a few. These skills are important for any career, not just the arts, and will enable students to further develop into well-rounded individuals. The skills that are developed in Drama are needed for most further education courses and will aid students to achieve their full potential in their chosen path.

	Autumn Term		Spring Term		Summer Term	
	7 ½ weeks	7 weeks	6 weeks	6 weeks	6 weeks	6 ½ weeks
Year 7 1 hour per week	Introduction to Drama Intro to basic Drama techniques and performance skills. Skill focus: confidence, physicality, FTA and SIR	Matilda Introduction to more advanced Drama techniques and vocal work Skill focus: terminology, vocal skills, evaluating	Theatre through the Ages Exploring theatre throughout different points in history Skill focus: scripted/devised work, historical drama, style and genre	Theatre from around the world Student will explore cultural differences in theatre all over the world Skill focus: devised work, exploring mime and exaggeration	Harry Potter/Physical Theatre Exploring different styles of physical theatre using a well-known story Skill focus: physical theatre, storytelling	Short Scripts Text into performance, exploring the role of director and designer as well as performer Skill focus: learning lines, performing from a script, practical design workshops
	Assessment Point: Formally assessed group performance, peer and self-assessment throughout	Assessment Point: Formally assessed group performance, peer and self-assessments throughout	Assessment Point: Formally assessed group performance (choice of era), peer and self-assessment throughout	Assessment Point: Formally assessed group performance (choice of country), peer and self-assessment throughout	Assessment Point: Formally assessed group performance (tale of three brothers), peer and self-assessment throughout	Assessment Point: Formally assessed scripted performance OR design, peer and self-assessment throughout
Year 8	Darkwood Manor	Silent Movie	Devising from a stimulus	Storytelling	The Terrible Fate of Humpty Dumpty	



1 hour per week	<p>Understand how devices and techniques produce dramatic effects Explore imagination through devising</p> <p>Skill focus: Develop repertoire of drama techniques and their vocabulary</p>	<p>Explore a range of key skills, focusing on mime and slapstick Students will learn how to act without relying on their voice.</p> <p>Skill focus: mime and slapstick</p>	<p>Develop practical skills in preparation for GCSE, exploring from stimulus.</p> <p>Skill focus: Develop key terminology. Build self-reflection Explore evaluative skills when developing performance material</p>	<p>Understanding a number of storytelling techniques</p> <p>Skill focus: Exploring non-naturalistic acting in preparation for GCSE</p>	<p>Text into performance, the study of an entire play text, understanding plot, theme and character, intro to design elements, Scripted Performances</p> <p>Skill focus: learning lines, performing from a script, practical design workshops</p>
	<p>Assessment Point: Formally assessed group performance, peer and self-assessment throughout</p>	<p>Assessment Point: Formally assessed group performance, peer and self-assessment throughout</p>	<p>Assessment Point: Formally assessed group performance, peer and self-assessment throughout</p>	<p>Assessment Point: Formally assessed group performance, peer and self-assessment throughout</p>	<p>Assessment Point: Formally assessed scripted performance OR design, peer and self-assessment throughout. MID-POINT ASSESSMENT AS WELL.</p>
<p>Year 9 1.5 hours per week</p>	<p>Introduction to GCSE Drama/ vocal and physical skills</p> <p>Understanding the GCSE specification Key terminology Higher level vocal and physical performance skills Improvisation</p> <p>Skill focus: "GCSE" level of working, vocal and physical skills</p>	<p>Introduction to practitioners</p> <p>Intro to many different styles of drama and practitioners Developing devising and script work skills Developing key terminology.</p> <p>Skill focus: genre and style, stylised performance</p>	<p>Theatre Companies unit</p> <p>Exploring the work of several well-known theatre companies and apply their techniques to devised work</p> <p>Skill focus: Devising, improvisation, genre and style</p>	<p>Devising from Stimulus and practitioners</p> <p>Devising from a stimulus and a variety of devising techniques explored. Students will work largely without teacher assistance to create, devise and perform their own pieces based on teacher stimulus. This must include as many techniques and styles as possible from throughout the year.</p> <p>Skill focus: Devising, improvisation, genre and style, collaboration</p>	<p>Performing from scripts</p> <p>Performing from scripts, learning the criteria for the performance (monologues and duologue)</p> <p>Skill focus: learning lines, page to stage</p>



	<p>Last two/three weeks: Commedia Dell'Arte exploration to break the "naturalistic mould" from KS3.</p>				
	<p>Assessment Point: Formally assessed group performance on commedia dell'arte, with written self-evaluation, written reflection throughout</p>	<p>Assessment Point: Formally assessed scripted performance with a focus on a chosen practitioner, with written self-evaluation, written reflection throughout</p>	<p>Assessment Point: Formally assessed devised performance with a focus on a chosen theatre company, with written self-evaluation, written reflection throughout</p>	<p>Assessment Point 1: Watch live theatre (digital theatre) and written review questions</p> <p>Assessment Point 2: Performance and evaluation of devising performances (10 mins)</p>	<p>Assessment Point: Formally assessed scripted performance, with written self-evaluation, written reflection throughout</p>
<p>Year 10 2 hours per week</p>	<p>Practitioners introduction and live theatre</p> <p>4 weeks recap on practitioners 4 weeks on live performance unit</p> <p>Skill focus: different practitioner styles, evaluation and analysis</p>	<p>Component 3 prep: An Inspector Calls</p> <p>Bringing text to life, exploring the text and preparation for exam, learning techniques and terminology. How to respond to the play as an actor/director.</p> <p>Skill focus: Section A performer questions (2ai, 2aii, 2bii)</p>	<p>Component 3 prep: An Inspector Calls</p> <p>Bringing text to life, exploring the text and preparation for exam, learning techniques and terminology. How to respond to the play as an director/designer</p> <p>Skill focus: Section A designer questions (2bi, 2c)</p>	<p>Component 1: Devising</p> <p>Release chosen stimulus, running workshops on the work. Touring theatre company to come and support the devising process? Develop portfolio at an early stage, understanding how to fill in the writing. Use written sessions (1 per fortnight)</p> <p>Summer 1-Double lessons used for devising, Single lesson used as revision for Component 3: Mock exams.</p> <p>End of June-Component 1 practical exams July: Complete portfolios</p> <p>Skill focus: Devising, evaluation and analysis</p>	
	<p>Assessment Point: Section B mock (Live Theatre questions)</p>	<p>Assessment Point: Section A mock (2ai, 2aii, 2bii)</p>	<p>Assessment Point: Section A mock (2bi, 2c)</p>	<p>Assessment Point: Component 1 exam end of June Mid-point assessment before this (end of spring term)</p>	



<p>Year 11</p> <p>2 hours per week</p> <p>Dependent on what happens with the qualification?? This is what "normal" year 11 would look like</p>	<p>Inspector Calls revision- re read play, designer questions</p> <p>Skill focus: recall of key points of play, recall of exam skills</p>	<p>Component 2 Preparation-Scripted Examination external assessment</p> <p>Skill focus: vocal and physical skills, characterisation and communication, audience intent</p>	<p>Revision for Component 3 Written exam (theatre makers in practice) EXAM APPROX MID MAY</p> <p>Begin with section B, then Section B single, Section A double</p> <p>Skill focus: terminology, how to structure each question</p>	
	<p>Assessment Point: Section A mock (2bi, 2c)</p>	<p>Assessment point 1: informal assessment of performances so far (end of aut term)</p> <p>Assessment point 2: mock performances two weeks before examination</p> <p>EXAMINATION MID-MARCH</p>	<p>Assessment Point: Recall on each key area for Section A, recall of Section B material, exam questions on each section.</p>	