

- SAIL
- Cross Curricular Links
- Knowledge
- Subject Specific Skills

# Drama Learning Journey



Underlined = Consolidation of earlier skills / knowledge

**Question: How can we reach our potential?**  
Component 1 – Set text (Blood Brothers) and live performance

Vocal Skills, Physical Skills, Spatial Skills

**Question: What is dramatic intent?**  
Component 3 – study of plays for monologues and group work

Proxemics  
Blocking  
Narration  
Lighting  
Sound  
Costume

## Understanding Drama

## Text in Performance

Progression to next stage of learning:  
A Level Drama & Theatre Studies  
BTEC Performing Arts  
Performing Arts Colleges e.g. LIPA, ALRA

Analysing Text, Exam Questions

**Question: How can you communicate effectively to an audience?**  
Component 3 – study of plays for monologues and group work

Proxemics  
Blocking  
Narration  
Lighting  
Sound  
Costume

Devising

PSHE & History  
Various

**Question: Whose style is it anyway?**  
Component 2 intro to devising – workshop practitioner's style

Blocking  
Costume  
Lighting  
Sound

**Question: How do we record our drama work?**  
Component 2 intro to devising – response, development and evaluation.

Written analysis

PSHE & History  
Various

## Devising Drama

## The Logbook

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Directing

## From Page To Stage

**Question: Is it important to stay true to a playwright's intention?**  
Component 1 - Understanding Drama - Study of set text Blood Brothers.

Blocking, Vocal Skills  
Physical Skills, Spatial Skills

**Question: What makes good theatre?**  
Students will explore a range of stimuli & use their knowledge of performance styles, genre & form to devise a piece of theatre  
Component 2

**Question: Should drama educate or entertain?**  
Exploring a true story – students explore Verbatim Theatre

Analysing text  
Learning lines

**Question: How can we make an audience think?**  
Students explore the techniques of Brecht and devise a performance designed to educate.

PSHE Knife Crime

## Blood Brothers

## Too Much Punch For Judy

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**Question: How can drama be used to explore a serious topic or issue?**  
Students examine celebrity and devise a performance based on the price of fame.

Narration, Flashback, Transition

**Question: What makes a sincere performance?**  
Students explore the techniques of Stanislavski to create a naturalistic performance of a script extract.

Naturalism  
Melodrama

## Brecht

## Fame

## Stanislavski

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English – Exploring a play text

Vocal Skills  
Physical Skills

Audience Awareness  
Characterisation  
Monologue

Roleplay  
Cross cutting

## Enterprise

## Silent Movies

**Question: How can we use drama to persuade and change opinion?**  
Students create an advert to sell a product that they develop.

## Enterprise

## Silent Movies

**Question: How can we communicate without dialogue?**  
Students to develop their physical comedy skills over a series of teacher led workshops, including the art of slapstick to create their own silent movie presentation.

Still images  
Roleplay  
Soundscape

## Shakespeare

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Shakespeare's language  
Blocking  
Symbolism

Making a Stand

## Making a Stand

## Min-Na-Way

**Question: How do we 'read' a script?**  
Students learn about three different playwrights and perform an extract from one of their works.

Audience awareness  
Analysing text  
Learning lines

**Question: How can drama help us make a stand?**  
Students write and deliver a speech on a topic that is important to them.

Discrimination, Learning lines, Emotion

**Question: Is Shakespeare relevant to today's society?**  
Students will explore a range of Shakespeare's works and perform a short extract.

English Macbeth

## British Playwrights

## Bullying

## The Pied Piper

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**Question: How important is performance to cultural identity?**  
Students explore an Aborigine folktale.

Global Citizen

Narration  
Roleplay  
WHOOSH

PSHE British Values  
English Lit  
Analysing a text

Who am I?

Characterisation  
Reading a text  
Language of the role

Slow motion  
Transition  
Cross cutting

PSHE Bullying  
RE  
Belonging

Rules  
Expectations  
Audience Awareness

**Question: How can we use drama skills to convey a story?**  
Students develop their characterisation skills by exploring two stories with similar themes.

Who am I?

**Question: What makes an effective monologue?**  
Students will write, develop and perform their own monologue based upon a character from a play.