

SUBJECT: Drama

Key Stage 3 Curriculum:

2019-20	Year 7	Year 8
Autumn 1	<p>Topic: <u>Darkwood Manor</u></p> <p>Essential Question: How can we create a successful character?</p> <p>Investigating how to use:</p> <p>Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>This topic will help students explore characterisation for the first time, allowing students to understand what makes a character as well as how showing these characters on stage. The social element to this topic is to make students aware of the dangers of roaming in abandoned houses and the consequence of lying to parents.</p>	<p>Topic: <u>Lulu the Runaway</u></p> <p>Essential Question: How can we use rehearsal techniques to develop characters?</p> <p>Investigating how to use: Facts to develop a story Hot-seating Thought tunnels Magic If Given circumstances</p> <p>Within this topic students are introduced to Drama practitioners for the first time. Stanislavski introduced rehearsal techniques to improve quality performances so students will learn to use these techniques to help them get to know their characters and make them more truthful for the audience. The social context of this topic is to explore the effects of children running away.</p>
Autumn 2	<p>Topic: <u>Wacky Soap</u></p> <p>Essential Question:</p>	<p>Topic: <u>Too Much Punch for Judy</u></p> <p>Essential Question: How can we use scripts to help create theatre?</p>

	<p>How do we use performance to promote making good decisions?</p> <p>Investigating how to use the following techniques:</p> <p>Thought tracking Choral speaking Split scene Synchronised movement</p> <p>This topic will help students continue their exploration on how to build characters and perform these on stage, as well as learning new techniques. This will be the first time students have been introduced to these techniques and applying them to their performance. The social content to this topic includes the students investigating the dangers of drug taking and understanding the effects these have on you.</p>	<p>Investigating how to use:</p> <p>Narrative Plot twists Music in performances Props Setting a scene</p> <p>Within this topic based on Students are different pages of the verbatim script which tells the dangers of drink driving. Students will be looking at building an atmosphere with using script as well as theatrical conventions. The social context is for students to understand the implications of drink driving.</p>
Spring 1	<p>Topic: : <u>It was Terrifying</u></p> <p>Essential Question: How do we explore different social situations through performance?</p> <p>Investigate how to use the following communication techniques:</p> <p>Proxemics Eye contact Status Audience involvement Creating an atmosphere</p>	<p>Topic: <u>The London Riots</u></p> <p>Essential Question: How do we infuse techniques within scripts to create an audience worthy performance?</p> <p>Investigating how to use:</p> <p>Symbolism Chair duets Consequence of actions Contrasting characters</p>

	<p>Students are introduced to the foundations of interacting with the audience and using symbols and motifs to give audience information about the characters and their relationships on stage. There is another social theme with the content of the performance as students are asked to look at a short story based on a student starting a new school.</p>	<p>Students will look at more complex techniques, getting introduced to theatre company Frantic Assembly and their famous chair duets. By using these techniques, students are getting more technical in their ability and learning how to take their performances towards GCSE standard. The social element within this topic is looking at both why the riots of 2011 started and what happened to some of the looters as a consequence.</p>
Spring 2	<p>Topic: <u>Greenal/Graynal</u></p> <p>Essential Question: How can we use performance as a tool to debate and discuss what's happening around us?</p> <p>Investigating how to use:</p> <p>Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>Within this topic, it is the second time students will be focusing on not only how they build a character, but how they show their character to the audience and the effect on the audience this may have. The social content to the topic is the exploration of climate change and the environment around us.</p>	<p>Topic: <u>Mask work</u></p> <p>Essential Question: How do we use Masks within performance?</p> <p>Investigating how to use: Stock characters Music to create atmosphere Sound effects/sound scape Levels to show status</p> <p>Within this topic students will look at the conventions of using mask in performance – students will each have their own masks for the topic and learn the rules of mask, as well as the difficulties when using mask.</p>

Summer 1	<p>Topic: <u>The Terrible Fate of Humpty Dumpty</u></p> <p>Essential Question: How do we use techniques to develop scripts?</p> <p>Investigating how to use the following techniques and characterisation within a script: Performing with a script Narration Essence machine Flash forward Cross cutting</p> <p>Along with characterisation skills: Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>For this final topic, students will use a complete script for the first time, therefore linking directly with both the GCSE and BTEC Drama. The students will work on the same script for the whole term so they can complete the play and get used to reading and analysing the play within discussion alike to GCSE English. The social content is linked to exploring the terrible impact of bullying and peer pressure.</p>	<p>Topic: <u>Arson About</u></p> <p>Essential Question: How do we create realistic characters using scripts?</p> <p>Investigating how to use: Circle of attention Backstory Objective Subtext Super-objective</p> <p>Along with characterisation skills: Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>Within this topic students will be working on the same script for the whole term in order for them to get used to working with scripts for both GCSE/BTEC units as well as English GCSE. The social element within this topic is to explore the effects of arson and the repercussions that can cause for all involved.</p>
----------	---	---

Summer 2	<p>Topic: <u>The Terrible Fate of Humpty Dumpty</u></p> <p>Essential Question: How do we use techniques to develop scripts?</p> <p>Investigating how to use the following techniques and characterisation within a script: Performing with a script Narration Essence machine Flash forward Cross cutting</p> <p>Along with characterisation skills:</p> <p>Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>For this final topic, students will use a complete script for the first time, therefore linking directly with both the GCSE and BTEC Drama. The students will work on the same script for the whole term so they can complete the play and get used to reading and analysing the play within discussion alike to GCSE English. The social content is linked to exploring the terrible impact of bullying and peer pressure.</p>	<p>Topic: <u>Arson About</u></p> <p>Essential Question: How do we create realistic characters using scripts?</p> <p>Investigating how to use: Circle of attention Backstory Objective Subtext Super-objective</p> <p>Along with characterisation skills:</p> <p>Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>Within this topic students will be working on the same script for the whole term in order for them to get used to working with scripts for both GCSE/BTEC units as well as English GCSE. The social element within this topic is to explore the effects of arson and the repercussions that can cause for all involved.</p>
----------	---	---

Key Stage 4 Curriculum:

2019-20	Year9	Year 10	Year 11
Autumn 1	<p>Topic: <u>Responding to a brief (component 3)</u></p> <p>Essential Question: How do we respond successfully to a piece of stimuli?</p> <p>Investigating how to use:</p> <p>Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief</p> <p>Within this unit, students will be working on their original performance which they have created from a stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>Topic: <u>Developing skills and techniques within the Performing Arts (component 2)</u></p> <p>Essential Question: How do we add in techniques to a scripted performance?</p> <p>Investigating how to use: Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance</p> <p>Students will put in all the skills they have previously learnt to a scripted performance. Students will have an edited script which they will have to add their own style, form and structure to make it more interesting for their audience.</p>	<p>Topic: <u>Devising</u></p> <p>Essential Question: How can we devise a performance which communicates aims to the audience?</p> <p>Investigating how to use: Style Form Characterisation Language structure</p> <p>Within this unit, students will be working on their original performance which they have created from three stimuli's. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>
Autumn 2	<p>Topic: <u>Responding to a brief (component 3)</u></p> <p>Essential Question: How do we respond successfully to a piece of stimuli?</p>	<p>Topic: <u>Developing skills and techniques within the Performing Arts (component 2)</u></p> <p>Essential Question: How do we add in techniques to a scripted performance?</p>	<p>Topic: <u>Devising</u></p> <p>Essential Question: How can we devise a performance which communicates aims to the audience?</p>

	<p>Investigating how to use:</p> <p>Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief</p> <p>Within this unit, students will be working on their original performance which they have created from a stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>Investigating how to use:</p> <p>Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance</p> <p>Students will put in all the skills they have previously learnt to a scripted performance. Students will have an edited script which they will have to add their own style, form and structure to make it more interesting for their audience.</p>	<p>Investigating how to use:</p> <p>Style Form Characterisation Language structure</p> <p>Within this unit, students will be working on their original performance which they have created from three stimuli's. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>
Spring 1	<p>Topic: <u>Exploring the Performing Arts (component 1)</u></p> <p>Essential Question: How do we research and explore different Practitioners?</p> <p>Investigating how to use: Examine professional practitioners' performance work</p>	<p>Topic: <u>Responding to a brief (component 3)</u></p> <p>Essential Question: How do we respond successfully to a piece of stimuli?</p> <p>Investigating how to use:</p> <p>Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and</p>	<p>Topic <u>Performance from a Text</u></p> <p>Essential Question: How can we produce a performance which shows our skills through text?</p> <p>Investigating how to use: Themes, issues, performance conventions stage directions</p>

	<p>Explore the interrelationships between constituent features of existing performance material.</p> <p>Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context</p>	<p>techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief</p> <p>Within this unit, students will be working on their original performance which they have created from a stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>character relationships Character development.</p> <p>Students will be put into small groups/pairs to produce a performance from script. The students will have to understand the context of the performance for a successful production.</p>
Spring 2	<p>Topic: <u>Exploring the Performing Arts (component 1)</u></p> <p>Essential Question: How do we research and explore different Practitioners?</p> <p>Investigating how to use: Examine professional practitioners' performance work Explore the interrelationships between constituent features of existing performance material.</p> <p>Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context</p>	<p>Topic: <u>Responding to a brief (component 3)</u></p> <p>Essential Question: How do we respond successfully to a piece of stimuli?</p> <p>Investigating how to use: Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief</p> <p>Within this unit, students will be working on their original performance which they have created from a stimuli. Students work will be constantly reviewed at milestones so</p>	<p>Topic: <u>Performance from a Text</u></p> <p>Essential Question: How can we produce a performance which shows our skills through text?</p> <p>Investigating how to use: Themes, issues, performance conventions stage directions character relationships Character development.</p> <p>Students will be put into small groups/pairs to produce a performance from script. The students will have to understand the context of the performance for a successful production.</p>

		students have a different foci per milestone and relating to their coursework questions.	
Summer 1	<p>Topic: <u>Developing skills and techniques within the Performing Arts (component 2)</u></p> <p>Essential Question: How do we add in techniques to a scripted performance?</p> <p>Investigating how to use: Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance</p> <p>Students will put in all the skills they have previously learnt to a scripted performance. Students will have an edited script which they will have to add their own style, form and structure to make it more interesting for their audience.</p>	<p>Topic: <u>Exploring the Performing Arts (component 1)</u></p> <p>Essential Question: How do we research and explore different Practitioners?</p> <p>Investigating how to use: Examine professional practitioners' performance work Explore the interrelationships between constituent features of existing performance material.</p> <p>Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context.</p>	<p>Topic: <u>Theatre Makers in Practice</u></p> <p>Essential Question: How can we analyse text and live theatre to understand Drama?</p> <p>Investigating how to use: Acting style and purpose, including vocal and physical skills Set and props, including stage furniture and personal props Lighting and sound, including colour and music Costume, makeup and masks as appropriate.</p> <p>Students will be prepared for their GCSE final written exam on analysing a live performance and the set text 'An Inspector Calls'.</p>
Summer 2	<p>Topic: Choreography and media</p> <p>Duet/trio choreography, creating and performing. Students will develop a performance in a site sensitive space using the skills developed in the previous half</p>	<p>Topic: <u>Exploring the Performing Arts (component 1)</u></p> <p>Essential Question: How do we research and explore different Practitioners?</p>	<p>Topic: <u>Theatre Makers in Practice</u></p> <p>Essential Question: How can we analyse text and live theatre to understand Drama?</p> <p>Investigating how to use:</p>

	<p>term. They will choreograph, video and edit an on-screen performance.</p> <p>More developed choreography created by students in a site sensitive space.</p>	<p>Investigating how to use: Examine professional practitioners' performance work Explore the interrelationships between constituent features of existing performance material.</p> <p>Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context.</p>	<p>Acting style and purpose, including vocal and physical skills Set and props, including stage furniture and personal props Lighting and sound, including colour and music Costume, makeup and masks as appropriate.</p> <p>Students will be prepared for their GCSE final written exam on analysing a live performance and the set text 'An Inspector Calls'.</p>
--	--	--	---

Key Stage 5 Curriculum:

2019-20	Year 12	Year 13
Autumn 1	<p>Topic: <u>Developing skills and techniques for live performance (unit 2)</u></p> <p>Essential Question: How can we develop our skills and techniques for live performance?</p> <p>Investigating how to use: Understanding of contextual factors that influence work of performing arts practitioners. Apply knowledge of how contextual factors influence the creative intentions and themes of performing arts practitioners</p> <p>Students will understand how to produce a performance which is influenced by their chosen practitioner. Students will be introduced to their practitioners techniques and apply these to the play.</p> <p>Practitioners- Merce Cunningham, Martha Graham, Jose Limon, Matthew Bourne.</p>	<p>Topic: <u>Acting Skills (Unit 19)</u></p> <p>Essential Question: How can we show our acting skills in a performance?</p> <p>Investigating how to use: Understand acting styles and techniques for performance Develop acting styles, skills and techniques for performance Apply acting styles, skills and techniques in rehearsal and performance Review personal development and own performance.</p> <p>Students will use all of their acting skills which they have learnt from year 7 and apply them to this final acting performance, students will perform a performance which is influenced by different theatre practitioner and perform in their style.</p>
Autumn 2	<p>Topic: <u>Developing skills and techniques for live performance (unit 2)</u></p> <p>Essential Question: How can we develop our skills and techniques for live performance?</p> <p>Investigating how to use:</p>	<p>Topic <u>Acting Skills (Unit 19)</u></p> <p>Essential Question: How can we show our acting skills in a performance?</p> <p>Investigating how to use:</p>

	<p>Understanding of contextual factors that influence work of performing arts practitioners. Apply knowledge of how contextual factors influence the creative intentions and themes of performing arts practitioners</p> <p>Students will understand how to produce a performance which is influenced by their chosen practitioner. Students will be introduced to their practitioners techniques and apply these to the play.</p>	<p>Understand acting styles and techniques for performance Develop acting styles, skills and techniques for performance Apply acting styles, skills and techniques in rehearsal and performance Review personal development and own performance.</p> <p>Students will use all of their acting skills which they have learnt from year 7 and apply them to this final acting performance, students will perform a performance which is influenced by different theatre practitioner and perform in their style.</p>
Spring 1	<p>Topic: <u>Investigating Practitioners Work (Unit 1)</u></p> <p>Essential Question: How can we analyse theatre practitioners?</p> <p>Investigating how to use: Understanding of contextual factors that influence work of performing arts practitioners. Apply knowledge of how contextual factors influence the creative intentions and themes of performing arts practitioners.</p> <p>Students will prepare for their final BTEC AS written exam, while studying the different practitioner's, students will get a wide range of understanding of the world of Drama. Students will investigate different plays from the practitioners, with all plays having social themes from War, to the elderly.</p>	<p><u>Group Performance Workshop (Unit 3)</u></p> <p>Essential Question: How can we produce a performance for a target audience?</p> <p>Investigating how to use: Understand how to interpret and respond to stimulus for a group performance Develop and realise creative ideas for a group performance in response to stimulus Apply personal management and collaborative skills to a group performance workshop process Apply performance skills to communicate creative intentions during performance workshop</p> <p>Student will produce a performance based on the stimuli provided by the exam board released in January. Students will create the performance based on their chosen target audience.</p>
Spring 2	<p>Topic: <u>Investigating Practitioners Work (Unit 1)</u></p>	<p>Topic: <u>Group Performance Workshop (Unit 3)</u></p>

	<p>Essential Question: How can we analyse theatre practitioners?</p> <p>Investigating how to use: Understanding of contextual factors that influence work of performing arts practitioners. Apply knowledge of how contextual factors influence the creative intentions and themes of performing arts practitioners.</p> <p>Students will prepare for their final BTEC AS written exam, while studying the different practitioner's, students will get a wide range of understanding of the world of Drama. Students will investigate different plays from the practitioners, with all plays having social themes from War, to the elderly.</p>	<p>Essential Question: How can we produce a performance for a target audience?</p> <p>Investigating how to use: Understand how to interpret and respond to stimulus for a group performance Develop and realise creative ideas for a group performance in response to stimulus Apply personal management and collaborative skills to a group performance workshop process Apply performance skills to communicate creative intentions during performance workshop</p> <p>Student will produce a performance based on the stimuli provided by the exam board released in January. Students will create the performance based on their chosen target audience.</p>
Summer 1	Topic: Finish <u>Investigating Practitioners Work</u>	Year 13 will leave by May.
Summer 2	<p>Topic: Start Year 13</p> <p><u>Acting Skills (Unit 19)</u></p> <p>Essential Question: How can we show our acting skills in a performance?</p> <p>Investigating how to use: Understand acting styles and techniques for performance Develop acting styles, skills and techniques for performance Apply acting styles, skills and techniques in rehearsal and performance</p>	

	<p>Review personal development and own performance.</p> <p>Students will use all of their acting skills which they have learnt from year 7 and apply them to this final acting performance, students will perform a performance which is influenced by different theatre practitioner and perform in their style.</p>	
--	---	--