

## Drama Year 7

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Introduction to mime</li> <li>• Audience Awareness</li> <li>• Devising Drama</li> <li>• Stimulus</li> <li>• exploring posture, tensions, characterisation</li> <li>• audience awareness</li> <li>• How drama is used to communicate ideas</li> <li>• Hot Seating</li> <li>• Flashback</li> <li>• Flashforward</li> </ul>	<ul style="list-style-type: none"> <li>• Perform scripted plays drama. 'The Twits' by Roald Dahl</li> <li>• Characterisation and audience awareness to tell a story</li> <li>• How to encapsulate the grotesque nature of the 'Twit' characters</li> <li>• students can now apply their skills with text bases in the work of the practitioner Steven Berkoff and the style of Total Theatre</li> <li>• How drama is used to communicate ideas</li> <li>• How movement and exaggerated physicality is used to inform an audience</li> </ul>	<ul style="list-style-type: none"> <li>• We have chosen to focus on cyberbullying as our last topic of the year to engage and interest students and allow them to develop their knowledge of Theatre in Education (TIE)</li> <li>• Split-scene</li> <li>• Monologue</li> <li>• direct address</li> <li>• social and communication skills and promote reflection their own behaviour online</li> <li>• devise characters by responding to stimuli, allow students to be able to differentiate themselves from the role they are playing and stay in role for the duration for the performance</li> <li>• How theatre in education can be used to influence educate and inform an audience.</li> <li>• The basic conventions of TIE</li> </ul>

### Assessment

A group performance based around a specific stimulus, performed in front of the class with the opportunity for immediate feedback.

## Drama Year 8

Term 1a and 1b	Term 2a,2b and 3a	Term 3
<ul style="list-style-type: none"> <li>• An exploration into the work of Joan Littlewood and Theatre Workshop</li> <li>• Extracts from the musical</li> <li>• Reading skills and promote reflection on the social and historical context of post war Britain and the rise of the political Drama of the 1960s.</li> <li>• Develop knowledge of comedy through study of comedy routines of the work of Mischief Theatre enable the development of key Drama techniques as well as, reading and performance skills and promote reflection on what really makes comedy effective.</li> <li>• devise characters</li> <li>• A celebration of the 50<sup>th</sup> anniversary of the film adaptation of the musical 'Oh, What a Lovely War!'.</li> <li>• A celebration of one of Drama's key elements with focus on British comedy troupes and productions.</li> <li>• How drama can be used as a vehicle for social change.</li> <li>• The basic conventions of comedy.</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespeare session lasting forms from scriptwriting (techniques and storyboarding) screen play and screenwriting and radio play based on William Shakespeare's "A Midsummer Night's Dream"</li> <li>• different mediums performance can be explored through the literary canon of William Shakespeare.</li> <li>• Know how drama can be adapted into other forms, to acquire some knowledge of Shakespearean language in performance</li> <li>• An introduction to masterful works of Willy Russell, specifically 'Our Day Out'.</li> <li>• reflection on what really makes the mix of comedy and tragedy effective.</li> </ul>	<ul style="list-style-type: none"> <li>• In the final term students will explore injustices in society</li> <li>• This is an introduction to BAME and injustices in society, this is an important topic and explores the role theatre has in creating social change.</li> <li>• To prepare students for wider conversation in year 9 SOW and to begin questioning our own roles in supporting inclusivity and diversity In society.</li> <li>• Historical knowledge of Rosa Parks, Martin Luther King, Hillsborough and Holocaust</li> </ul>

### Assessment

- Group or solo performance devised or scripted
- Perform a duologue in which you will be expected to apply a range of vocal and physical skills, including proxemics to explore character

## Drama Year 9

Term 1a	Term 1b and 2a	Term 2b and 3a	Term 3b
<ul style="list-style-type: none"> <li>• An introduction to the work of Frantic Assembly and the more intense realm of Abstract Theatre</li> <li>• develop knowledge of Abstract Theatre</li> <li>• development of key drama techniques as well as, social and communication skills and promote reflection on what different symbols/ ideas signify to each audience member</li> <li>• create basic characters, movements and motifs for use in later performances, devise characters by responding to stimuli, differentiate themselves from the role they are playing and stay in role for the duration for the performance</li> <li>• How symbolism can be used to influence an audience</li> <li>• The basic conventions of abstract theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Devised theatre</li> <li>• collaborative theatre. It's when a team of artists work together to devise a show and usually take it from its inception to completion.</li> <li>• This term students will create their own original performance based in a series of images set to provoke creative thought. Students will show their creative process through a portfolio and through performance process.</li> <li>• improvisation, adapting and playing with style and structure.</li> <li>• Devising drama requires all participants to be innovative, problem-solvers and creative thinkers and inspirational leaders. Drama develops the skills you need for life!</li> </ul>	<ul style="list-style-type: none"> <li>• A huge feature of year 9 is exploring Noughts and Crosses the play adapted by Dominic Cooke from Malorie Blackman novel.</li> <li>• Student's will explore excerpts of the play applying the stylistic features of Bertolt Brecht's Epic Theatre analysing key societal issues prevalent today within the BAME society and analysing all elements of inequality in society today.</li> <li>• Theatre can be used to provoke, push boundaries and promote social change. Drama creates a safe space for sensitive and often provoking social issues to be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Musical Theatre as tragi-comedy and</li> <li>• the role cyclical structure has on impacting audience interest</li> <li>• To explore the artistic intention of playwrights and explore impact on audience.</li> <li>• To celebrate the end of year 9 experience and ks3 through Tony AWARD WINNING MUSICAL for best direction.</li> </ul>

### Assessment

- Group performance
- Portfolio of process and development and ideas
- Solo or group performance

## Drama Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>developing understanding of Blood Brothers through developing knowledge of the play and how an actor would use physical and vocal techniques for desired effect. They will acquire knowledge into the social, historical relevance of the play. They will be provide with mock questions for the exam</li> <li>Demonstrate knowledge and understanding of how drama and theatre is developed and performed</li> </ul> <p>Running in parallel to this:</p> <ul style="list-style-type: none"> <li>students prepare for a mock for presenting and performing texts, their 1a interim assessment will be to produce a proforma of artistic intent to support their performance in term 1b they will prepare performance of two excerpts from the same play which will demonstrate their knowledge of style, staging and creative intent</li> </ul>	<ul style="list-style-type: none"> <li>Students gain deeper insights into how theatre can be created, culture capital in practitioner techniques and their desired impact on audience. Why theatre can be a catalyst for social change. How theatre can educate and inform audiences on major issues such as mental health.</li> <li>students continue to developing understanding of Blood Brothers through developing knowledge of the play and how an actor would use physical and vocal techniques for desired effect. They will acquire knowledge into the social, historical relevance of the play. They will be provide with mock questions for the exam.</li> </ul>	<ul style="list-style-type: none"> <li>complete all aspects of devising drama They will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions</li> <li>analyse and evaluate their own work.</li> <li>Learners will explore a stimulus provided by OCR on the stimulus paper.</li> <li>Students demonstrate how to develop an idea to progress from a simple to a more complex stage, use research to inform creative decisions when devising their drama, examine the social, cultural or historical context of the chosen stimulus.</li> <li>use accurate subject specific terminology</li> </ul>

### **Assessment**

Students will take part in a written mock exam.

In term 1a students will produce a document that will show how they will perform two excerpts focusing on their desired impact on the audience and the stylistic feature that will be evident in their performance. By the end of term 1b students will have prepared two excerpts for performance.

Portfolio work.

## Drama Year 11

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Students complete the final aspects of devising drama work. Interventions session are put in place to support those students who struggle to meet deadlines.</li> <li>• Students continue to work towards mastering knowledge of Performance and Response of Blood Brothers and analysis of a live theatre performance they have seen.</li> <li>• Students select text extracts from a selection of plays And a complete a document (proforma) highlighting their artistic intent.</li> </ul>	<ul style="list-style-type: none"> <li>• Students perform to a visiting examiner extract of scripted play. They submit their artistic intent.</li> <li>• Students continue to plan and take part in mock testing in preparation for their written exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of GCSE Drama</li> </ul> <p>May: portfolio submission to moderator</p> <p>Written exam completed by mid-May.</p>

### **Assessment**

Final submission of portfolio and supporting group performance.

Completion of presenting and performing texts through submission to visiting examiner of proforma of artistic intent and performance.

Continued mock testing and final exam