



## Subject Drama

### Curriculum vision

Our drama curriculum is broad and ambitious with the aim of developing each student into a well-rounded, confident and articulate individual who can think critically about the world around them, with highly developed levels of emotional literacy and cultural capital.

Our offer of drama ensures students explore the wide-ranging world of theatre and drama: students explore different approaches to the art of acting, directing and theatre making through the exploration of differing historical, cultural and artistic styles. This broad approach helps students connect with their inner artist and helps them better understand the world around them and the human condition.

The Drama curriculum is designed around these key principles:

- Confidence and communication - A command over their vocal and physical skills to allow them to approach a wide range of public speaking with confidence.
- Concentration - Working on intricate projects over extended periods of time.
- Empathy and sensitivity - Understanding the viewpoints and emotions of a range of characters.
- Co-operation and team-work skills - Getting the best out of each other when striving towards a common goal.
- Commitment and self-discipline - Encouraged and helped to excel when challenged, developing resilience and grit.
- Creativity - An understanding of the benefits of participation in the arts, performance and creativity.
- Evaluation and appreciation - An appreciation of the ways in which playwrights achieve their effects and communicate their intentions to an audience and an ability to evaluate
- their own and others' work.
- Extra-curricular activities.

Within the Drama department, we aim to deliver a high quality of education, engaging all students and allowing them the opportunity to hone skills in all areas of theatre. In line with the English National Curriculum, students are provided the tools to develop expertise in areas such as improvising, rehearsing and performing. This is to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Students are entitled to learn about different elements of Drama and the way that Drama is embedded in our culture. Students are also entitled to expert teaching that enables development in the key components of creating, performing and evaluating.

As students move through the key stages, they will learn to think critically and will form a more rigorous comprehension of Drama, developing a deeper and richer knowledge and understanding with each unit of work. As such, at Key Stage Three we cover three important aspects of this art form: script work, the physicality of performance, and devising. Each Year group studies variations of all three building blocks in each school year.



**Term 1**

|               | <b>Autumn 1</b>     | <b>Why this? Why now?</b>                                                                                                                                                                                                           | <b>Autumn 2</b>             | <b>Why this? Why now?</b>                                                                                                                  |
|---------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 7</b> | Foundational Skills | Foundational skills – focus, concentration, ensemble work, best practice, voice and physicality – are introduced as a toolkit for Drama across the whole school                                                                     | Applied Foundational Skills | Students work on a script extract in order to apply foundational skills learnt in Autumn 1 ( <i>Bugsy Malone</i> )                         |
| <b>Year 8</b> | Scripted            | Students will explore an extract of Room 13 in the style of Stanislavski. Students will develop their skills of naturalism and portraying a believable character, whilst also applying the toolkit of skills they learnt in year 7. | Scripted                    | Students will rehearse and perform 'Room 13' in the style of Stanislavski, applying the skills learnt in Autumn 1. ( <i>Stanislavski</i> ) |

**Term 2**

|               | <b>Spring 1</b>       | <b>Why this? Why now?</b>                                                                                                                                                                                                                       | <b>Spring 2</b>       | <b>Why this? Why now?</b>                                                                                                             |
|---------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 7</b> | Devising/storytelling | Students will develop their skills in devising their own theatre using various stimuli. Students begin to understand how theatre is created, prior to or without scripting. Students will be introduced to Greek Theatre, Chorus and Narration. | Devising/storytelling | Students work on a devised piece, using a stimulus, in order to apply skills learnt in Spring 1.                                      |
| <b>Year 8</b> | Devising/stagecraft   | Students will continue to develop their skills in devising whilst also exploring the practitioner Brecht. Students will be introduced to multi-rolling, Theatre to make you think and the use of placards.                                      | Devising              | Students will work on a devised piece based on peer pressure using Brechtian techniques, in order to apply skills learnt in Spring 1. |

**Term 3**

|               | <b>Summer 1</b>             | <b>Why this? Why now?</b>                                                                                                                                                                                   | <b>Summer 2</b>             | <b>Why this? Why now?</b>                                                                                                                              |
|---------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 7</b> | Physical Theatre - Mime     | Students will explore examples of mime and develop their own skills in physicality. Students will be introduced to Silent Movies, Charlie Chaplin, Frantic Assembly, Exaggeration and music in performance. | Physical Theatre - Mime     | Students work on their own physical theatre piece, applying skills learnt in Summer 1. Students will also be introduced to Slapstick and comic timing. |
| <b>Year 8</b> | Physical Theatre/stagecraft | Students will continue to develop their physicality and be introduced to Shakespeare. Students will be introduced to an element of stagecraft, focussing on stage combat.                                   | Physical Theatre/stagecraft | Students work on a devised piece applying skills learnt in Summer 1. ( <i>Stage combat and Shakespeare.</i> )                                          |