

Curriculum Progression Pathway for Drama

Subject Intent:

The Drama Curriculum is designed to ignite students' creativity and passion, and to promote a lifelong love of Drama. Theatre as an art form embraces the technical and intellectual skills of acting, using the voice, physicality, space and collaboration. Within Drama students are given the opportunity to explore the world around them through the exploration of a wide range of styles, techniques and the study of subject specific practitioners. Students are encouraged to develop their teamwork, leadership and independent enquiry skills. In KS3 there is an emphasis on practical work and the development of performance skills, technique and reflective practice. At KS4, GCSE Drama develops students' practical and analysis skills in addition to exploring the technical elements of theatre: sound, lighting, costume and set design.

Why is the study of Drama important?

The study of Drama develops vital verbal and non verbal communication skills in an individual and group context. Drama enhances students' artistic and creative thinking and skills. It provides an opportunity to potentially gain a better understanding of themselves and their world. Through an exploration of Drama contexts relating to identity, societies, cultures, ideologies, gender, time and change, students are able to become more critically reflective members of the community through exploring contexts relating to identity, societies, cultures, ideologies, gender, time and change. In Drama students are able to explore intellectual, social, physical, emotional and moral domains through learning which involves thought, feeling and action. Drama fosters self-discipline, confidence and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making.

What skills will the study of Drama teach students?

- verbal and non verbal communication
- body language, movement and basic stage techniques
- play texts and playwrights
- forms, styles and genres of dramatic action
- acting spaces and dramatic conventions

What will students know and understand from the study of Drama?

Students will benefit from a core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to them, such as practitioners', roles, responsibilities, skills and techniques. The application of skills, such as practical and interpretative, rehearsal and acting in performance; developing confidence in public speaking. Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques.

How does the study of Drama support students learning in other subjects?

Skills that we seek to develop in our students prepare them for next steps in their education and the world of work:

Oracy Skills - Drama helps develop the confidence that's essential to speaking clearly, fluently, and thoughtfully. Acting prepares you to speak effectively in public. Collaborative experiences offer opportunities in developing clear, precise, and well-organised oracy skills.

Motivation and Commitment - Drama productions and lessons demand commitment and motivation. Theatre teaches students that success comes to those who are highly committed to the task at hand and who are willing to work together.

Creative thinking and problem solving - Creative thinking and advanced problem solving techniques are used as a foundation of Drama, particularly when creating devised theatre.

Collaboration and teamwork - Drama demands that anyone working on a project is an integral member of the team. The final product could never be successfully completed without every member working toward the same goal.

Respect for others - Team members can only be successful if they share a mutual respect for each other. This is explicitly taught to our students.

Adaptability - To be successful in drama you must be willing to try new ideas, accept new challenges, and have the ability to adapt to constantly changing situations and conditions.

Self-confidence - Drama allows you to develop confidence in yourself. Your accomplishments in drama show you that you can handle a variety of roles, pressures and responsibilities.

How can you deepen students' understanding of Drama?

Through the exploration of thinking frames, with strategies which allow us to build, slow down, hold still and/or dismantle significant moments giving opportunity and time for analysis and reflection. Developing opportunities for students to see and take part in live performance.

How can Drama support students' future progression?

Drama develops a wide range of transferable life and employability skills. The skills you gain from Drama can lead to careers within the performing arts, media, business, law, teaching, advertising, sales, hospitality and tourism to name a few. Drama also teaches life skills, verbal and non verbal communication, and helps develop students' moral compass. Drama as an expressive Art can support students' mental health. Students can learn and apply emotional intelligence through an understanding of how to develop a self-disciplined, independent relationship within themselves and the world supporting their psychological well-being.

Exam board used in Y10 & Y11

Edexcel GCSE (9 - 1) Drama - Miss A Estill

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Skill Development: <u>Matilda</u> → The 5 C's → Still images → Transitions → Mime → Verbal & non-verbal communication	Melodrama & Commedia Dell' Arte: <u>Villain and Hero</u> → Stock characters / stereotypes → Structure / Forms / Techniques	Script: <u>Strangers and Rooms</u> → Silences → Waiting → Status → Series of script extracts → Assessment – Pinter <i>Dumb</i>	Component 3 Theatre Makers in Practise(40% written examination) Students will begin to explore the Set Text DNA	Component 1: Devising 40% GCSE. Completion of written portfolio evidence this half term. (45/60) Deadline 1 - formal feedback Acting on feedback -

	<ul style="list-style-type: none"> → Proxemics/ Use of space → Thought Tracking → Physical Theatre <p>Choral Speak</p>	<ul style="list-style-type: none"> → Marking the Moment → Tension states → Script → Proxemics/ Levels 	<p><i>Waiter or Beckett Waiting for Godot</i></p> <ul style="list-style-type: none"> → Preparation for GCSE Drama 		Final Deadline Start C2 - Scripted.
Autumn 2	Matilda SOL	Melodrama & Commedia Dell' Arte: <u>Villain and Hero</u>	Script: <u>Strangers and Rooms</u>	<p>Component 3 Theatre Makers in Practise(40% written examination)</p> <p>Students will begin to explore the Set Text DNA</p>	<p>Component 2: Practical Examination worth 20% AO2 assessed only</p> <p>Students prepare either monologues, duologues, group performances or design for 1 extract from a play text</p> <p>EXTERNALLY ASSESSED BY A VISITING EXAMINER.</p>
Spring 1	<p>Characters & Roles: <u>Storytelling</u></p> <ul style="list-style-type: none"> → Hot seating → Character development → Mime / Still Images → Soundscapes → Thought Tracking 	<p>Theatre Styles: <u>Styling it Out</u></p> <ul style="list-style-type: none"> → Greek Theatre → Realism → Absurdism/ surrealism → Symbolism → Tension and Mood 	<p>Script, Devising, Design & Dance: <u>Blood Brothers</u></p> <ul style="list-style-type: none"> → Superstitions improvisations/ devising → Narration with Greek Chorus techniques: 	<p>Component 1: Devising worth 40%</p> <p>Devised work starting with exploration workshops on Peter Brook/ Frantic Assembly and Grotowski - then devising mixed in with</p>	<p>Component 2: Practical Examination worth 20% AO2 assessed only</p> <p>Students prepare either monologues, duologues, group performances or design for 1 extract from a play text</p>

	<ul style="list-style-type: none"> → Narration: Fairy Tales → Tension States <p>Mood and Atmosphere</p>	<ul style="list-style-type: none"> → Structures / Forms / Techniques → Characterisation → Practitioners (basics) 	<p>Choral Speak & choreography</p> <ul style="list-style-type: none"> → Exaggerated voice & movement for 7 year old characters: scripted → Cross cutting of classroom scene & 7Yr/ 14Yr Mickey & Eddie → Monologue: including physical theatre and choreographed movement → Choreography of 'The Kid's Game' → Staging Types / positions on the stage / proxemics, levels and status → Thematic performance / devising / physical theatre & dance 	<p>written portfolio and finishing in May/June with final draft of portfolio evidence.</p>	<p>EXTERNALLY ASSESSED BY A VISITING EXAMINER (DTBC)</p>
Spring 2	<u>Storytelling</u>	<u>Styling it Out</u>		Devising continued	<p>Component 3 Theatre Makers in Practice is a 40% written examination.</p> <p>Revise seen play Practise Exam Questions (Design, Vocal and Physical skills)</p> <p>Revision & Exam Preparation</p>

			→ Opportunities for costume design work		
Summer 1	<p>Mime: <u>Silent Story Telling</u></p> <ul style="list-style-type: none"> → Mime exercises / hanging a picture → Hamlet: 'The Poisoner' → Silent Movie: 'Poor Wretch Family' <p>Physical Theatre: <u>Machines & Objects</u></p> <ul style="list-style-type: none"> → Objects and animals → Show home / Machines → 'Metamorphosis' 	<p>Devising Skills: <u>Theatre In Education</u></p> <ul style="list-style-type: none"> → Narration /Direct Address → Breaking the Fourth Wall → Multi-role → Flashbacks → Monologues → Forum Theatre/ Q&A → Facts & Statistics → Still images/Marking Moment 	<p>Script, Devising, Design & Dance: <u>Blood Brothers</u></p>	<p>Recording of Practical Exam for Component 1 -</p> <p>Devising, continue working on Portfolios and revising/revisiting DNA in preparation for Yr10 Mocks</p>	<p>Component 3 Theatre Makers in Practice is a 40% written examination.</p> <p>Revise seen play Practise Exam Questions (Design, Vocal and Physical skills)</p> <p>Revision & Exam Preparation</p>
Summer 2	<u>Silent Story Telling</u>	<u>Theatre In Education</u>		Portfolio and revision of DNA for C3 Mock	n/a