

The Drama curriculum

| Drama Curriculum Vision | | | |
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| <p><i>Our intention is to make drama accessible to all. We help students develop their confidence in creating, performing and evaluating performance in a supportive way, which will help them flourish in all areas of education and in life. We are explicit in the 'why' of drama, looking at how these skills can be used outside the classroom in the wider world. Students are taught different drama processes and techniques to help them manage their own learning and foster independence. This allows students to apply what they have learnt to a variety of situations and use their learning out of context of the classroom. All students are also encouraged to become clear, confident communicators, including experts of non-verbal communication through regular in-class performances. The curriculum is project based to support students in applying their communication skills in practice as well as mastering the art of effective group work. Our curriculum aims to explore relevant social issues, giving students a voice on the world around them and prompting conversations for positive change.</i></p> | | | |
| Key stage 3 – Units of study | | | |
| Term | Year 7 | Year 8 | Year 9 |
| Rotation 1 | <p><i>Storytelling – Twisted Fairy-tales</i> Students develop an understanding of fundamental drama skills and techniques, including freeze-frames, thought tracking and narration, and use them to create a performance of their own twisted fairy tales using the style of Physical Theatre.</p> | <p><i>Using Scripts for Performance</i> Students explore how to extract meaning from scripts and understand how they can be used to create realistic, believable characters and situations. Using a script, students will create and perform their own theatre performance to an audience in the Naturalistic style of Constantin Stanislavski.</p> | <p><i>Devising Theatre - Dystopian Future</i> Students will explore how to analyse a stimulus and use it to create their own piece of theatre. At the end of the unit, all students will work in groups to create a piece of drama that explores social issues in the style of Bertolt Brecht's Epic Theatre.</p> |

| Key stage 4 – Units of study: Drama (9-1) Edexcel (1DR0) | |
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| Year 10 | Year 11 |
| Component 1: Devising - Non-examination assessment 40% of the qualification | |
| Component 2: Performing from a text - Non-examination assessment - 20% of the qualification | |
| Component 3: Theatre Makers in Practice - Written examination: 1 hour 45 minutes - 40% of the qualification | |

Supporting your child with their learning

| Year 7 Unit | Additional Learning |
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| <i>Storytelling – Twisted Fairy-tales</i> | <p>Article: <i>Where do Fairy Tales come from?</i> https://www.bbc.com/culture/article/20140930-where-do-fairy-tales-come-from</p> <p>Characteristics of Dramatic Work: https://www.bbc.co.uk/bitesize/guides/z6vwcat/revision/1</p> <p>Physical Theatre Techniques: https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/6</p> <p>Staging: https://www.bbc.co.uk/bitesize/guides/zv8h7nb/revision/1</p> |
| Year 8 Unit | Additional Learning |
| <i>Using Scripts for Performance</i> | <p>Performing a script: https://www.bbc.co.uk/bitesize/guides/zmtrf4j/revision/2</p> <p>Understanding how to read and write a script: https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/z6hhcqt</p> <p>Understanding Characterisation: https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zyrnn9q</p> <p>Who was Constantin Stanislavski?: https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</p> |
| Year 9 Unit | Additional Learning |

Devising – Dystopian Future

Developing an Idea: <https://www.bbc.co.uk/bitesize/guides/zkdp2sg/revision/5>

Devising from an image: <https://teachers.thenational.academy/units/devising-from-an-image-narrative-approaches-ee0e>

Creating and staging a devised performance:
<https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/1>

Who was Bertolt Brecht and What is Epic Theatre?:
<https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>