

Key knowledge & skills to be mastered by students

Drama Year 7

	<u>Learning Period 1</u>	<u>Learning Period 2</u>	<u>Learning Period 3</u>
Topic title	Mime and Silent Movies	Devising performance from a stimuli - Sanctuary	Shakespeare - Romeo and Juliet for one class, Twelfth Night for the second class. (each class in each year group is working on a different Shakespearean play in the summer term)
Key questions	What are the rules of Mime? Who are the silent movie stock characters? What are the key conventions of Silent Movies?	What is process Drama? What is devising?	Who was Shakespeare? What is the role of a director?
Key knowledge and concepts	<ul style="list-style-type: none"> - The rules of mime – for objects, characters, and environments. - Conventions of Silent Movies: Chase scenes – cyclical pathways, hidden in plain sight, distraction, confusion, creation of comedy. - Stock characters – Application of performance skills for how they move, walk, gesture and react. - Silent movie storyline structure - Use of placards. 	Descriptive words for physical performance skills: <ul style="list-style-type: none"> - Characterisation - Devising - Tableaux - Thought Track - Transitions - Choral movement – unison/canon - Monologue - Direct address 	<ul style="list-style-type: none"> - Working from a script - Characterisation - Staging - Set design - Props - Costume - Social & historical context and influences
Skills	<p>Physical skills:</p> Facial Expressions Gesture Posture Gait Silence Stillness / pause Levels Depth Focus Control	<p>Physical skills:</p> Facial Expressions Gesture Posture Gait Silence Stillness / pause Levels Depth Focus Control	<p>Physical skills:</p> Facial Expressions Gesture Posture Gait Silence Stillness / pause Levels Depth Focus Control
	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>To demonstrate:</p> <ul style="list-style-type: none"> ✓ <i>Identifiable stock characters</i> ✓ <i>Mime of objects, environments, and characters emotion.</i> ✓ <i>Successful application of conventions of genre and style.</i> </div>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>To demonstrate:</p> <ul style="list-style-type: none"> ✓ <i>Clear creation and demonstration of characters age</i> ✓ <i>Clear portrayal of characters emotion</i> ✓ <i>Believable characteristics of concern, relief and hope.</i> </div>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>To demonstrate:</p> <ul style="list-style-type: none"> ✓ <i>Characters societal status</i> ✓ <i>Characters relationships</i> ✓ <i>Believable characteristics of comedy and tragedy.</i> </div>
Assessment & Educational Visit Opportunities	Whole class performance assessment against criteria: Level of skill Range of skill Creativity Contribution Intention	Whole class performance assessment against criteria: Level of skill Range of skill Creativity Contribution Intention	Whole class performance assessment against criteria: Level of skill Range of skill Creativity Contribution Intention

Drama Year 8			
	Learning Period 1	Learning Period 2	Learning Period 3
Topic title	Science Fiction	The Identification	Shakespeare - The Tempest for one class, A Midsummer Nights Dream for the second class. (each class in each year group is working on a different Shakespearean play in the summer term)
Key questions	What is Genre? What are the key conventions of the Science fiction Genre? Who are the stock characters? What is narrative description? What is body as prop and how can it be successfully be applied to performance? What is sound scape and how can it enhance atmosphere and location within a drama performance?	How to devise from the stimulus of a poem? What is a flash back scene? What is conscience alley? How can we apply Stansilavski's circles of attention to create a believable performance?	How can physical theatre be incorporated into a modern production of a Shakespearean play? How to effectively direct your peers in a whole class performance.
Key knowledge and concepts	<ul style="list-style-type: none"> - Key conventions of the genre: Dystopian and utopian society, good versus evil. - Physical theatre - Flash forward / flash back - Stimulus material in Drama – how to be inspired by a story to create a devised performance of ones own. - Sound scape for environments and atmosphere – use of diagetic and non-diagetic sound effects. 	<ul style="list-style-type: none"> - Stanislavski's Circles of Attention - Chorus / Choral -movement - Characterisation - Split - Staging - Entrances and exits - Timing - Multi role - Conscience alley - Flash forward / flash back 	<ul style="list-style-type: none"> - Working from a script - Characterisation - Staging - Set design - Props - Costume - Social & historical context and influences
Skills	Physical skills: Facial Expressions Gesture Posture Stance / Gait Focus Control Vocal Skills: Pitch Pace Tone Volume Accent	Physical skills: Facial Expressions Gesture Posture Stance / Gait Focus Control Vocal Skills: Pitch Pace Tone Volume Accent	Physical skills: Facial Expressions Gesture Silence Stillness / pause Levels Depth Focus Control Vocal skills: Pitch Pace Tone Pause Volume
Assessment & Educational	Performance assessment against criteria: Level of skill Range of skill	Whole class performance assessment against criteria: Level of skill Range of skill	Whole class performance assessment against criteria: Level of skill Range of skill

To demonstrate:

- ✓ **Stock characters from the genre of science fiction**
- ✓ **Physical theatre body as prop elements**
- ✓ **Effective Sound scape of environments and atmospheres.**

To demonstrate:

- ✓ **Characters believable reaction**
- ✓ **Stereotypical character**
- ✓ **Creative characterisations for style and creation of suspense.**

To demonstrate:

- ✓ **Sustained, creative, character throughout performance**
- ✓ **Meaningful connection with other characters**
- ✓ **Believable characterisations of power, juxtaposition, and mythical creations.**

Visit Opportunities	Creativity Contribution Intention	Creativity Contribution Intention	Creativity Contribution Intention
Drama Year 9			
	<u>Learning Period 1</u>	<u>Learning Period 2</u>	<u>Learning Period 3</u>
Topic title	Lord of the Flies	Tell Me Why	Shakespeare - Richard III for one class, Macbeth for the second class. (each class in each year group is working on a different Shakespearean play in the summer term)
Key questions	<p>What is the storyline to Lord of the Flies? What was it first published as a novel? As a play? Turned into a film?</p> <p>What are the key locations within the storyline? How can power, status, and leadership be demonstrated within performance? How can dramatic tension be created on stage? What is automatic writing? How can automatic writing be used to develop a scene? How are the senses vital for effective description?</p>	<p>What are the demands of a whole class devised performance?</p> <p>What is the rehearsal process for devising? How can a song be inspiration for storyline adaptation for the stage? What are the key themes within the song? How can key themes inspire students own creative ideas for storylines and characters? What are Todorovs and Propps theory's for narrative structure and character types? How can Todorovs Theory of narrative help to students students own devised performance scene ideas?</p>	<p>How can physical theatre be incorporated into a modern production of a Shakespearean play? How to effectively direct your peers in a whole class performance.</p>
Key knowledge and concepts	<ul style="list-style-type: none"> - Devising from a pre-written plot/storyline - Childhood - Themes of: Society, power, survival, betrayal, bullying, justice, leadership, identity. - Characterisation of different groups of students within Lord of the Flies storyline. 	<ul style="list-style-type: none"> - Rehearsal techniques - Devising process - Using a piece of music as a stimulus - Social and historical context of stimulus - Disaffection/ Apathy - Childhood - Relationships and family - The role of the director - Characterisation - Physical theatre – Frantic assembly 	<ul style="list-style-type: none"> - Working from a script - Characterisation - Staging - Set design - Props - Costume - Social & historical context and influences

<p>Skills</p>	<p>Theatrical Techniques: Mime of the island in daytime contrasting to mime of the island at night, Atmosphere door, Automatic Writing, Hunt – tension scene,</p> <p>Physical skills: Facial Expressions Gesture Silence Stillness / pause Levels Depth Focus Control Vocal skills: Pitch Pace Tone Pause Volume</p> <div data-bbox="461 336 808 927" style="border: 1px solid black; padding: 5px;"> <p>To demonstrate:</p> <ul style="list-style-type: none"> ✓ <i>Whole class performance based upon the novel and script Lord of the Flies – utilising physical theatre, expressionism, and scripted extracts to create an abstract dreamlike world of the island on stage highlighting key themes from the novel/script.</i> </div>	<p>Theatrical Techniques: Montage, Slow motion, Mime, Tableaux, Transitions, Flash back, Devil vs angel, Conscience alley</p> <p>Physical skills: Facial Expressions Gesture Silence Stillness / pause Levels Depth Focus Control Vocal skills: Pitch Pace Tone Pause Volume</p> <div data-bbox="1111 336 1458 927" style="border: 1px solid black; padding: 5px;"> <p>To demonstrate:</p> <ul style="list-style-type: none"> ✓ <i>Nuanced characterisation of childhood, societal cognitive dissonance / hypocrisies, contemporary ideologies.</i> ✓ <i>Symbolic effects applied with originality and creativity to create meaning for an audience.</i> </div>	<p>Physical skills: Facial Expressions Gesture Silence Stillness / pause Levels Depth Focus Control Vocal skills: Pitch Pace Tone Pause Volume</p> <div data-bbox="1727 185 2141 767" style="border: 1px solid black; padding: 5px;"> <p>To demonstrate:</p> <ul style="list-style-type: none"> ✓ <i>Appropriate and original application of style and genre</i> ✓ <i>Creative intricacy of characterisation – original and creative display of personality, reaction, and interaction.</i> ✓ <i>Directorial decisions by students demonstrate flair and originality in application of techniques and skills.</i> </div>
<p>Assessment & Educational Visit Opportunities</p>	<p>Whole class performance assessment against devising criteria: Level of skill Range of skill Creativity Contribution Intention</p>	<p>Whole class performance assessment against devising criteria: Level of skill Range of skill Creativity Contribution Intention</p>	<p>Whole class performance assessment against scripted criteria: Level of skill Range of skill Creativity Contribution Intention</p>

Year 10 Drama				
	Topic 1	Topic 2	Topic 3	Topic 4
Topic title	Component 1 Set text Section B Blood Brothers	Component 2 - Devising	Component 2 – Devising Logs write up	Component 1 – Written Exam Section C
Key questions	What is the storyline - including key themes - of Blood Brothers? How could actors interpret each character of the play Blood Brothers?	What is the devising process to create an original group performance?	What discoveries were made through the devising process?	How do we analyse and evaluate live performance?
Key knowledge and concepts	<ul style="list-style-type: none"> - The social, cultural and historical context in which the performance texts studied are set - The theatrical conventions of the period in which the performance texts studied were created. - use of performance space and spatial relationships on stage - actor and audience configuration - relationships between performers and audience - design of props, costume, and sound. - performers' vocal interpretation of character - performers' physical interpretation of character 	<ul style="list-style-type: none"> - Knowledge and understanding of the Process of creating devised drama Performance of devised drama - Analysis and evaluation of own work - Committing dialogue to memory - develop the ability to interpret and create and perform a character - develop a range of vocal skills and techniques - develop a range of physical skills and techniques - develop an appropriate performer/audience relationship, ensuring sustained engagement throughout the performance 	<ul style="list-style-type: none"> - Knowledge and understanding of the Process of creating devised drama - Analysis and evaluation of own work - Response to a stimulus - Development and collaboration 	<ul style="list-style-type: none"> - Knowledge and understanding of the analysis and evaluation of the work of live theatre makers. - How to effectively describe, analyse and evaluate theatrical decisions by performers in terms of their physical and vocal skill choices and the effect created for the audience.
Skills	<p>Application of acting skills. Application of theatre devises and techniques Application of written skills:</p> <ul style="list-style-type: none"> - Description – How Actors apply physical and Vocal Skills in a performance - Analysis-Why the actors performed the way they did; the effect created for the audience and themes highlighted and revealed - Evaluation – How successful the performance was & personal opinion 	<p>Application of acting skills. Application of theatre devises and techniques</p>	<p>Application of written skills:</p> <p>Response to a stimulus</p> <ul style="list-style-type: none"> - their initial response to the stimuli - the ideas, themes and settings - their research findings - Dramatic aims and intentions - Development and collaboration - how they developed and refined their own ideas and those of the pair/group - their own theatrical skills during the devising process - how they responded to feedback 	<p>Application of written skills:</p> <p>Description – How Actors apply physical and Vocal Skills in a performance Analysis-Why the actors performed the way they did; the effect created for the audience and themes highlighted and revealed Evaluation – How successful the performance was & personal opinion Paragraph structuring</p>

			<ul style="list-style-type: none"> - how they as individuals used their refined theatrical skills and ideas in the final piece. <p>Analysis and evaluation.</p> <ul style="list-style-type: none"> - how theatrical skills were developed - the way in which they positively shaped the outcome - the overall impact they had as individuals. - areas for further development in their future devising work - 	
<p>Assessment & Educational Visit Opportunities</p>	<p>Assessment: Whole class performance of abridged extracts against the scripted GCSE criteria: Level of skill Range of skill Creativity Contribution Intention</p> <p>Section B is based on the set text Blood Brothers which tours regularly – Educational Visit Opportunity</p>	<p>Assessment: Students mark for this forms 10% of overall GCSE Drama Grade.</p> <p>One group performance marked by your teachers. Students mark for this forms 10% of overall GCSE Drama Grade.</p> <p>Whole class performance assessment against devising criteria: Level of skill Range of skill Creativity Contribution Intention</p>	<p>Assessment: Students mark for this forms 30% of overall GCSE Drama Grade.</p> <p>Students will write up three Drama Logs on their Devised performance– totalling 2000 words – which detail: Log 1 – Students research, response to Stimuli and initial ideas. Log 2 – Students group rehearsals and how their performance was refined, adapted and improved through application of rehearsal techniques and theatrical skills and devices within the rehearsal process. Log 3: Students reflective evaluation of the end product: their final devised group performance.</p>	<p>Assessment: Students mark for the written exam at the end of Year 11 forms 40% of overall GCSE Drama Grade.</p> <p>1 hour 45 minute written exam at the end of year 11 comprising of Section A, B and C, with a total of 80 marks available.</p> <p>Section C is based on watching a Live Piece of Theatre – Educational Visit Opportunity</p>

Year 11 Drama					
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Topic title	Component 1 Set text Section B Blood Brothers	Component 1 – Written Exam Section C	Component 3 – Scripted Performance	Component 1 Set text Section B Blood Brothers	Component 1 – Written Exam Sections A, B and C
Key questions	What is the storyline - including key themes - of Blood Brothers? How could actors interpret each character of the play Blood Brothers?	How do we analyse and evaluate live performance?	How are acting skills and staging applied effectively to create meaningful performances?	What is the plot & key themes of Blood Brothers? How could actors interpret each character of the play?	What are theatre job roles? What are the different aspects of staging? How do an actors vocal and physical skills create effects for the audience?
Key knowledge and concepts	<ul style="list-style-type: none"> - The social, cultural and historical context in which the performance texts studied are set - The theatrical conventions of the period in which the performance texts studied were created. - use of performance space and spatial relationships on stage - actor and audience configuration - relationships between performers and audience - design of props, costume, and sound. - performers' vocal interpretation of character - performers' physical interpretation of character 	<p>Analysis and evaluation live theatre makers work.</p> <p>How to effectively describe, analyse and evaluate theatrical decisions by performers in terms of their physical and vocal skill choices and the effect created for the audience.</p>	<p>Performing from a script.</p> <p>Students who have chosen performing as a specialism are expected to:</p> <ul style="list-style-type: none"> - Commit lines to memory - Interpret characters - develop a range of vocal skills, physical skills and techniques - ensure sustained audience engagement throughout the performance 	<ul style="list-style-type: none"> - The social, cultural and historical context in which the performance texts studied are set - The theatrical conventions of the period - Performance space & spatial relationships. - Audience configuration - Design of props, costume, and sound. - performers' vocal & physical interpretation of character 	<p>Section A) Knowledge and understanding of drama and theatre</p> <ul style="list-style-type: none"> - stage positioning - staging configuration - and Theatre job roles. <p>Section B) Set play</p> <ul style="list-style-type: none"> - the social, cultural and historical context of the play Blood Brothers - the design of props, - Costume, hair and makeup, lighting, and sound. - performers' vocal and physical interpretation for characters <p>• Section C) Analysis and evaluation of the work of live theatre performances.</p>
Skills	Application of acting skills.	Application of written skills:	Application of acting skills.	Application of acting skills:	Application of written skills:

	<p>Application of theatre devises and techniques Application of written skills:</p> <ul style="list-style-type: none"> - Description – How Actors apply physical and Vocal Skills in a performance - Analysis-Why the actors performed the way they did; the effect created for the audience and themes highlighted and revealed - Evaluation – How successful the performance was & personal opinion 	<p>Description Analysis Evaluation Paragraph structuring</p>	<p>Application of theatre devises and techniques.</p>	<p>Pitch, Pace, Volume, Tone, Accent, Posture, Gesture, Gait, Facial Expressions</p> <p>Application of written skills: Description – Analysis- Evaluation – Paragraph structuring</p>	<p>Description – Analysis- Evaluation – Paragraph structuring</p>
<p>Assessment & Educational Visit Opportunities</p>	<p>Assessment: Whole class performance of abridged extracts against the scripted GCSE criteria: Level of skill Range of skill Creativity Contribution Intention</p> <p>Section B is based on the set text Blood Brothers which tours regularly – Educational Visit Opportunity</p>	<p>Students mark for the written exam at the end of year 11 forms 40% of overall GCSE Drama Grade.</p> <p>1 hour 45 minute written exam, comprising of Section A, B and C, with a total of 80 marks available.</p> <p>Section C is based on watching a Live Piece of Theatre – Educational Visit Opportunity</p>	<p>Students mark for this forms 20% of overall GCSE Drama Grade.</p> <p>Students perform two extracts from a script to a visiting examiner.</p>	<p>Whole class performance of abridged extracts against the scripted GCSE criteria: Level of skill Range of skill Creativity Contribution Intention</p> <p>Section B is based on the set text Blood Brothers which tours regularly – Educational Visit Opportunity</p>	<p>Students mark for this forms 40% of overall GCSE Drama Grade.</p> <p>1 hour 45 minute written exam at the end of year 11 comprising of Section A, B and C, with a total of 80 marks available.</p> <p>Section B & C could have Theatre Educational Visit Opportunities.</p>