



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ARES
<p>Big question: What are the skills needed for Drama?</p> <p>Overview of knowledge, understanding and skills (key concepts): Basic skills -classroom expectations - use of voice - use of body - audience awareness- physical theatre - improvisation - devising around the good conscience/ bad conscience idea - performing - feedback.</p> <p>Creating Performing Appraising</p>	<p>Big question: What is a genre?</p> <p>Overview of knowledge, understanding and skills (key concepts): Greek Theatre/ creating within a genre. Choral speech -tableau- unison movement - canon -projection- team work- using feedback to improve work. Learn about the context of Greek theatre - watch videos of examples Appraisal - practice techniques with a short text - use techniques to communicate a longer story. Creating .</p> <p>Creating Performing Appraising</p>	<p>Big question: What is included in the genre of pantomime?</p> <p>Overview of knowledge, understanding and skills (key concepts): Introduction to the key features of pantomime - stock characters, slapstick comedy, breaking the fourth wall, audience participation- watch an example of a professional pantomime and appraise it including WWW, EBI and description - practise breaking the fourth wall, audience participation, slapstick comedy and comic timing - adapt a fairy tale script to the genre of a pantomime and perform in that style.</p> <p>Creating Performing Appraising</p>	<p>Big question: How can we create suspense on stage?</p> <p>Overview of knowledge, understanding and skills (key concepts): Darkwood Manor / creating within a genre - creating tension and suspense Still image/Thought tracking/ Physical theatre/Narration/ Role-play Use still image, physical theatre, sound effects to create garden, statues and door of Darkwood Manor. Use narration and movement to explore the house. Develop villager characters who will visit the house. Use timing and sound effects to create tension.</p> <p>Creating Performing Appraising</p>	<p>Big question: What is devising?</p> <p>Overview of knowledge, understanding and skills (key concepts): Devised professional work - Vultures Song Watch sections and appraise skills and techniques. Practice devising from a historical event. Develop use of props to tell/create story. Narration - Props - thought tracking- tableau- physical theatre.</p> <p>Creating Performing Appraising</p>	<p>Big question: What is devising?</p> <p>Overview of knowledge, understanding and skills (key concepts): Rehearse and perform devised pieces. Creating Performing Appraising</p>	<ul style="list-style-type: none"> • Voice: I can project my voice clearly and speak with expression when on stage • Body: I can use my body to show emotions on stage • Physical Theatre: I can create objects using physical theatre • Stage: I can perform using diagonals and good awareness of the audience. • Appraisal: I can identify the positive points about a performance, how it can be improved and how it makes me feel.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: How can we create believable characters? How do we use physical theatre to tell a story? Pedagogy: Blood bros and Our Day Out - Willy Russell.</p> <p>Overview of knowledge, understanding and skills (key concepts): Mime and Physical Theatre - definition and group devising Voice and Body - pair script work and pair devising - group devising based on stimulus - facial expressions as reactions to news - gestures and mime to show emotion - posture to show age and character - use of stage to show status. Group devising - include physical theatre in devising piece plus voice, body and use of stage. Improve and refine from peer - teacher assessment.</p> <p>Creating Performing Appraising</p> <p>Combined Arts</p> <p>Big question: How are dance drama and music used to tell a story from another culture?</p> <p>Overview of knowledge, understanding and skills (key concepts): Lion King The Musical Pupils watch a clip and appraise the set, costumes and acting skills of ensemble cast - pupils practise using their bodies to move like animals - learn that a range of dance style Sare used to show different characters - practise two - learn the importance of African music - practise djembe techniques - written appraisal of their learning Creating Performing Appraising</p>	<p>Big question: How do we use physical theatre to tell a story? Pedagogy: Blood bros and Our Day Out - Willy Russell.</p> <p>Overview of knowledge, understanding and skills (key concepts): Mime and Physical Theatre - definition and group devising Voice and Body - pair script work and pair devising - group devising based on stimulus - facial expressions as reactions to news - gestures and mime to show emotion - posture to show age and character - use of stage to show status. Group devising - include physical theatre in devising piece plus voice, body and use of stage. Improve and refine from peer - teacher assessment.</p> <p>Creating Performing Appraising</p> <p>Combined Arts How can dance, drama and music be combined to tell a true story?</p> <p>Overview of knowledge, understanding and skills (key concepts): Introduce the context of the musical and make links with 9/11 - explain the premise of the plot -introduce verbatim text and verbatim theatre - pupils experiment with creating their own verbatim text - explain importance of traditional dance - learn Step dancing choreography - make link to tradition and culture - introduce a song "38 planes" - explain the techniques of verbatim text, repetition in lyrics, minor key - music to create tension and tell a story - learn the song - written appraisal of their learning Creating Performing Appraising</p>	<p>Big Question: How do we create drama from an historical event? How do we create a play from a stimulus? Pedagogy: The holocaust and the movement of the Kindertransport children, WW2.</p> <p>Overview of knowledge, understanding and skills (key concepts): Devising using a stimulus - use of props on stage to create realism and drama Thought tracking - breaking the 4th wall - talking to audience Physical Theatre Freeze frames and importance of stillness in drama performance. Split stage and how this can be useful when performing showing two different sets/places. Use of Stage - clear the space - importance of places on the stage. Look at the contrast between Our Day Out - comedy - verses Kindertransport - serious drama.</p> <p>Combined Arts How are dance drama and music used to adapt a classic play? Overview of knowledge, understanding and skills (key concepts): & Juliet Appraisal Pupils learn how dance/drama and music are used to create an adaptation of Romeo and Juliet. - importance of empowering Juliet for a modern audience - re-write LRRH to empower main female character - learn renaissance and contemporary dance - understand what a juke box musical is - learn a song from &Juliet Pupils write an appraisal of their learning Creating Performing Appraising</p>	<p>Big question: How do we perform drama? Pedagogy: Windrush movement</p> <p>Overview of knowledge, understanding and skills (key concepts): Creating and performing using verbatim articles. Thought tracks/breaking the firth wall Choral/canon speech Split stage Blocking Performance skills; expression, accents, pace, pause, posture, projection, reaction Physical theatre Use of props to aid performance.</p> <p>Big Question: How can we use Dance, Drama and Music to adapt a classic story? Pupils transfer their learning over the last 3 SOW to develop ideas and performance material to recreate Cinderella for a modern audience. Pupils should use modern references, songs and empower Cinderella. Creating Performing Appraising</p>			<ul style="list-style-type: none"> Voice: I can use a variety of tools to communicate emotions Body: I can use my body to show reactions and character on stage Physical Theatre: I can create a physical theatre sequence on stage using a variety of tools.



CURRICULUM PLANS

DRAMA YEAR 9



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
<p>Big question: How can we use different drama styles to tell the same story?</p> <p>Overview of knowledge, understanding and skills (key concepts): Drama skills - improvisation and slapstick comedy to introduce use of body and creating work. Introduce Frantic Assembly physical theatre company and teach 'Clear the Space' and 'Chair duets'. Introduce use of vocal skills and blocking to create comedy or tension. Chose a stimulus script to perform for Showcase and create a piece of physical theatre to support. Appraisal of ability to devise to a brief.</p> <p>Creating Performing Appraising</p>	<p>Big question: How can we use different drama styles to tell the same story?</p> <p>Overview of knowledge, understanding and skills (key concepts): Drama skills - improvisation and slapstick comedy to introduce use of body and creating work. Introduce Frantic Assembly physical theatre company and teach 'Clear the Space' and 'Chair duets'. Introduce use of vocal skills and blocking to create comedy or tension. Chose a stimulus script to perform for Showcase and create a piece of physical theatre to support. Appraisal of ability to devise to a brief.</p> <p>Creating Performing Appraising</p>	<p>Big question: How can we use different drama styles to tell the same story?</p> <p>Overview of knowledge, understanding and skills (key concepts): Drama skills - improvisation and slapstick comedy to introduce use of body and creating work. Introduce Frantic Assembly physical theatre company and teach 'Clear the Space' and 'Chair duets'. Introduce use of vocal skills and blocking to create comedy or tension. Chose a stimulus script to perform for Showcase and create a piece of physical theatre to support. Appraisal of ability to devise to a brief.</p> <p>Creating Performing Appraising</p>	<p>Big question: How can we use different drama styles to tell the same story?</p> <p>Overview of knowledge, understanding and skills (key concepts): Drama skills - improvisation and slapstick comedy to introduce use of body and creating work. Introduce Frantic Assembly physical theatre company and teach 'Clear the Space' and 'Chair duets'. Introduce use of vocal skills and blocking to create comedy or tension. Chose a stimulus script to perform for Showcase and create a piece of physical theatre to support. Appraisal of ability to devise to a brief.</p> <p>Creating Performing Appraising</p>	<p>FOUNDATION LEARNING</p> <p>Big question: What does BTEC Drama involve?</p> <p>Overview of knowledge, understanding and skills (key concepts): Introduction to key concepts - jobs in the theatre - directors and actors - devising and scripted work - key styles - naturalism, physical theatre and verbatim.</p> <p>Creating Performing Appraising</p>		<ul style="list-style-type: none"> • Creation: I can contribute ideas to a piece of devised theatre in relation to a theme or brief. • Rehearsal: I can rehearse in a focused manner and offer suggestions to improve my drama work. • Performance: I can perform my devised theatre with confidence. • Appraising: I can write a log documenting my process, contribution and next steps.



CURRICULUM PLANS

DRAMA YEAR 10 BTEC



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<p>Big Question: What are the creative intentions and purpose of The Curious Incident of the Dog in the Night time?</p> <p>Explore features, styles, creative intentions and purpose of Curious. Develop understanding of plot - develop physical theatre skills - link to Frantic Assembly in Year 9 - explore roles of director and actor</p> <p>Creating Performing Appraising</p> <p>Big question: What are the creative intentions and purpose of Broke?</p> <p>Explore features, styles, creative intentions and purpose of Broke. Develop understanding of plot. Explore the how and why Broke was created. Trial creating verbatim theatre</p> <p>Creating Performing Appraising</p>	<p>Big Question: What are the creative intentions and purpose of Broke?</p> <p>Explore how ideas were generated for Broke and how the Paper Birds work. Experiment with heightened, naturalistic and non -acting styles.</p> <p>Creating Performing Appraising</p> <p>Big question: What are the creative intentions and purpose of Blood Brothers?</p> <p>Overview of knowledge, understanding and skills (key concepts): Explore features, styles, creative intentions and purpose of Blood Brothers. Develop understanding of plot</p> <p>Explore how Blood Brothers was rehearsed. Look at the use of Epic Theatre techniques. Practise multi-rolling. Explore Stanislavski techniques</p> <p>Creating Performing Appraising</p>	<p>Big Question: Exam board set brief for Component 1 - For a chosen professional work, exploration will follow: stylistic qualities in relation to the theme; growth</p> <ul style="list-style-type: none"> • features, creative intentions and purpose of the work in relation to the theme. • influence of other professional, performing arts work and/or styles in relation to the theme. • skills required to create professional work in relation to the theme. • roles and responsibilities required to create professional work. <p>Appraising</p>	<p>Big question: Exam board set brief for Component 1 - For a chosen professional work, exploration will follow: how ideas are generated and developed</p> <ul style="list-style-type: none"> • how rehearsal/design processes are used. • the approaches used to create work. • 'production process'. <p>Appraising</p>	<p>Big question: How can I develop my acting skills for performance?</p> <p>Overview of knowledge, understanding and skills (key concepts): Mini comp 2 exercise - focus on two more professional works. Using two contrasting styles. Break skills down and help pupils identify strengths and weaknesses. Choose one target to work on for each project and review ability to improve on it.</p> <p>Creating Performing Appraising</p>	<p>Big question: How do I devise to a brief?</p> <p>Overview of knowledge, understanding and skills (key concepts): Explore the characteristics of devised theatre. Watch two existing examples - one professional and one ex pupil. Set a brief and guide pupil to create work. Teach them to analyse the effectiveness of the piece in comparison to the briefs.</p> <p>Creating Performing Appraising</p>	<p>Component 1: Learning outcome A: Investigate how professional performance or production work is created.</p> <p>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</p> <p>Component 2: Learning outcome A: Use rehearsal or production/ design processes.</p> <p>Learning outcome B: Apply skills and techniques in performance or realisation</p> <p>Learning outcome C: Review own development and application of performance or design skills</p> <p>Component 3: Assessment objectives</p> <p>AO1 Understand how to respond to a brief.</p> <p>AO2 Select and develop skills and techniques in response to a brief.</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief.</p> <p>AO4 Evaluate the development process and outcome in response to a brief.</p>



CURRICULUM PLANS

DRAMA YEAR 11 BTEC



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<p>Big question: How do we develop our dance skills and techniques? How do we learn professional repertoire for performance?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils are given a scene to learn from a professional work. Set targets for the performance. Carry out acting exercises and rehearsal techniques to prepare for performance. Review progress. Perform. Review performance.</p> <p>Creating Performing Appraising</p>	<p>Big question: How do we develop our dance skills and techniques? How do we learn professional repertoire for performance?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils are given a scene to learn from a professional work. Set targets for the performance. Carry out acting exercises and rehearsal techniques to prepare for performance. Review progress. Perform. Review performance.</p> <p>Creating Performing Appraising</p>	<p>Big question: How do we devise to a brief?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils work to a given stimulus and answer the brief. They begin group devising, and evaluate the ideas they chose to use to create their work in.</p> <p>Creating Performing Appraising</p>	<p>Big question(s) of the unit: How do we devise to a brief?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils work to a given stimulus and answer the brief. They begin group choreography, and evaluate the ideas they chose to use to create their work in.</p> <p>Creating Performing Appraising</p>			<p>Component 3: AO1 Understand how to respond to a brief. AO2 Select and develop skills and techniques in response to a brief. AO3 Apply skills and techniques in a workshop performance in response to a brief. AO4 Evaluate the development process and outcome in response to a brief.</p>