

- Analysis skills
- Cross Curricular Links
- Knowledge & understanding
- Subject Specific Skills

Drama Learning Journey

Our curriculum intent



Development of understanding how to create and perform an assigned character using clear artist intentions. Development of creative process.

Progression to next stage of learning:
A Level Drama & Theatre
BTEC Performing Arts
College for Drama course

Comp 3- Written Exam

Set Text and Live Theatre Evaluation
A03&A04

Practical
Comp 2 - Scripted Performance

GCSE Question: How would you perform a specific character from your set text in a given scene?
Students will bring together the knowledge, understanding and skills acquired across the previous stages of learning, to be able to make creative and directorial decisions to stage their set text.

Use of stimuli to develop create and develop a performance. Developing ability to apply practitioner and style. Applying knowledge surrounding active rehearsal process.

Developing knowledge surrounding theme, narrative & character.
Evaluation approach for live works, being critical and responsive.

Analysing and evaluating live work. Response to work both individual and audience response. Analysis of both performance and design elements. Analyse of creative decisions for communication

Comp 1 - Devising Theatre

Comp 3 - Written Exam

Set Text and Live Theatre
A03&A04

11

Use of stimulus to inspire a performance

Understanding how make creative decisions and the creative process. Development of approaches to rehearsal process. Self reflection throughout process and creation.

Experimenting and developing work using practitioner techniques, direct address, gestus, V-effect

Analysis of directorial decisions to communicate meaning and create response. Analysis of Artists work, cultural background, social context in response to set text. To develop understanding of how analysis can support create decisions.

Practical exploration of scripts to develop understanding of application of performance skills. Responding to a given script to make performance, directorial and design decisions. Practical exploration to develop responses for Comp 3 written exam

Practitioners

Brecht, Stanislavski
A01, A02 & A04

10

Comp 3 - Introduction

Set Text & Written Exam
Introduction A03 & A04

Comp 1&2 - Practice
A01 & 2 - Developing

Analysis of practitioner styles, how and why these are used. Epic Theatre, V-effect, Didactic Naturalism, Fourth Wall, Action & Reaction Audience interaction Communication, reaction, response. Analysis of own work and creative process to make accurate reflections and evaluations.

Development of how to apply drama specific performance/ design vocabulary to exam style questions. Voice: Pace, Pitch, Volume, Pause Movement: Gesture, Posture, Facial Expression Design: Set, Lighting, Sound, Costume

Experimenting with performance genre, style, theme and how to actively apply these to performance. Development of performance skills; movement & voice

Increase knowledge of how to creatively devise a piece of theatre including the ability to understand scripts and structures.

Musical Theatre

Collaboration with music

9

Introduction to GCSE

A01 & A02 - Monologues

Analysis of theatre development and live theatre

Characterisation

Vocal skills

Chorus

Understanding of the elements of musical theatre and performing for an audience

Pitch, tone, pace, volume, intonation, pause, articulation. Gesture & movement skills

Question: How do you keep an audience engaged?

Student will develop skills that will be surrounding Comp 1 & Comp 2 on engagement

Question: What does the GCSE in Drama look like? What are the different Assessment Objectives?
Students will learn about the course and then develop their skills in order to cover A01, A02, A03 & A04. In preparation for Year 10 Exam Assessment

Use of writer's intentions to allow accurate communication to made

Exaggerated Physicality and Movement

Slapstick & Silent Movie

Physicality

Movement

Slow Burn

Scripts

Reaction Shots

Thought Tracking

Stage directions

Setting

Understand how music creates impact on performance

Understand Movement Terminology Pitch, Pace, Pause, Volume, Tone

Question: What are rehearsal techniques and why are they used?

Students will develop their skills using rehearsal techniques for character development

Exploring rehearsal techniques to develop characters. Hot seating, Role on the wall, 7 levels of tension. This will be used during GCSE study.

History - early 1900's

Exploring with physical movement to communicate meaning

Understanding how performance elements create character

Trestle Masks

8

Analysis of character Analysis of performance & interpretation

Audience Response

Mime

Emotions

Physical Expression

Character dialogue

Understanding different movement techniques

Analysis of movement skills, physicality & body language

Use of movement skills to convey emotion

Understanding of place, situation, time, setting & context.

Staging Types, traverse, in the round, proscenium arch pros and cons.

Developing physical & vocal Interpretation for character

Shakespeare

Performance

Question: What is a mask performance? How are movement techniques used?
Students develop an understanding of how character, emotion and meaning can be communicated through movement

Knowledge of Theatre staging & design

Interpretation Script

Dialogue & Characterisation

Skill Development Introduction / Fairy tale

Still Image

7

Exploring development of character

Developing application of vocal technique
Developing physical movement for character

Basic Voice and Movement Pitch, pace, tone, physicality, body language

Basic Theatre Rules Cooperation, collaboration, communication

Question: How do we perform in theatre?
Students will develop their skills in basic performance.

Question: How do we build confidence?
Students develop their confidence by exploring accessible tasks

English - understanding narrative