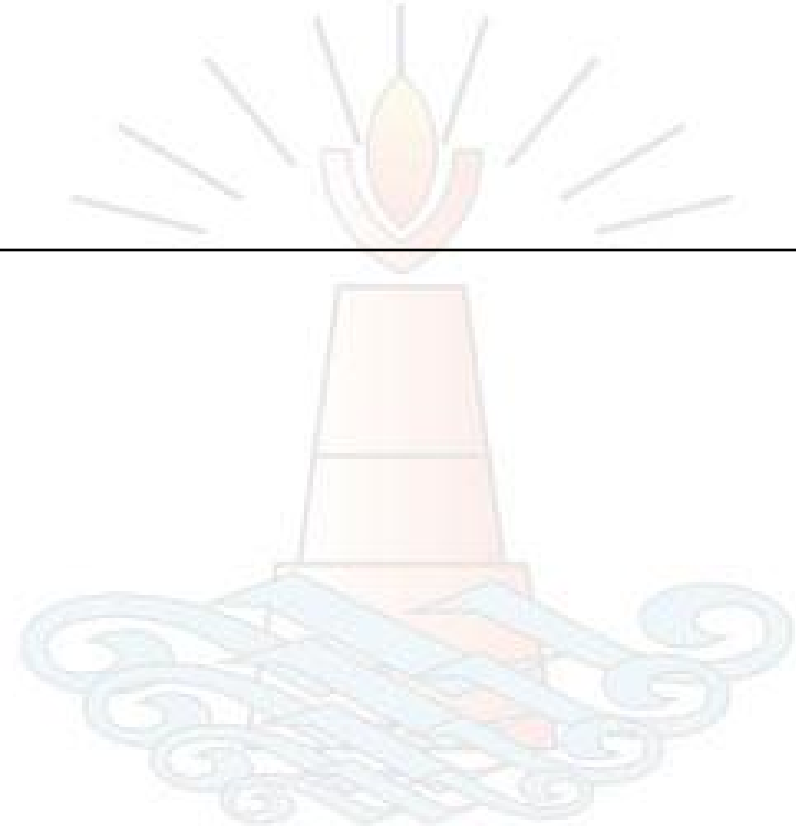


## Year 7 Drama Curriculum

Topic	Key knowledge and skills	Rationale
<p><b>Introduction to Drama</b></p> <p><b>Commedia dell'arte</b></p>	<p>Code of Conduct Still images Tableau Mime skills Role on the Wall Dialogue Ensemble Facial Expressions Posture Gesture Tone Projection Stock characters in Commedia</p>	<p>Introducing pupils to drama: drama games, team work skills, confidence building. They will understand how to work in a drama environment, and be familiar with some of the foundational skills for drama. They will also be introduced to basic drama conventions and key vocabulary.</p> <p>By the end of this unit pupils will be able to demonstrate understanding of the origins of Commedia, stock characters and typical Commedia plots. They will have developed as both a solo performer and as part of a group, and had the opportunity to share their work with others, and reflect on the work of others through paired or small group assessments.</p>
<p><b>Witches</b></p>	<p>Posture Gesture Facial expression Stance Gait Antiphonal Cumulative Line Around Tone Pace Pause Chorus Ensemble Body as Props</p>	<p>A unit designed for pupils to develop physical and vocal characterisation skills, exploring both individual and ensemble performance, whilst beginning to learn how to take text from page to stage by exploring a monologue and a short scripted extract. Depending on the length of the term, the extension activity will encourage pupils to start to reimagine familiar stories, and consider an alternative perspective.</p> <p>By the end of this unit pupils will know how to develop work as an ensemble, and some key skills associated with ensemble and chorus work. In addition, they will develop confidence in how to take a script from page to stage and what to look for when reading a script that leads them to create performance.</p>

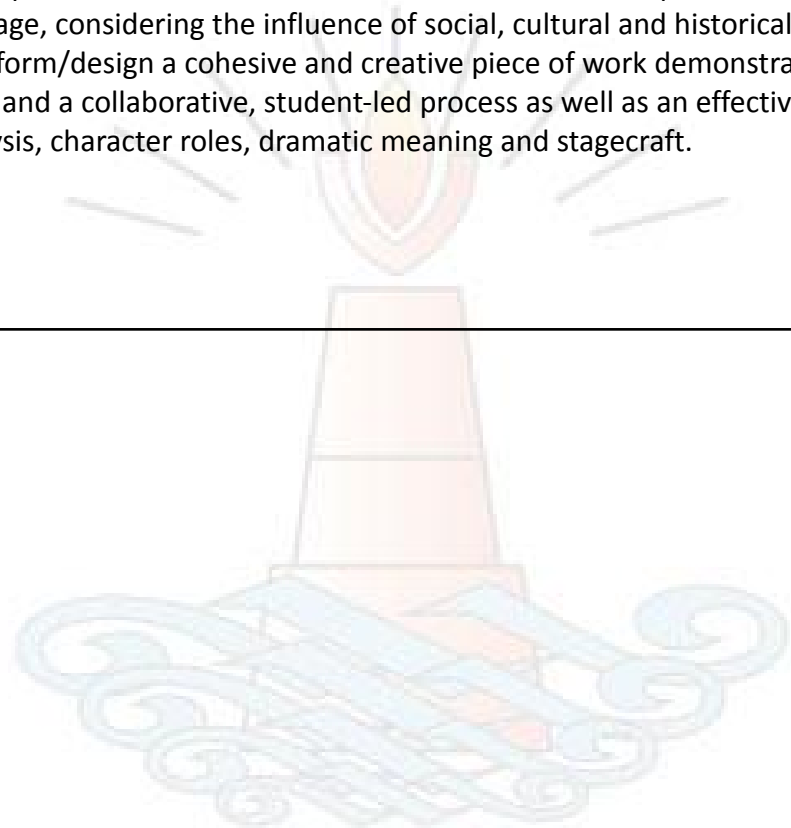
<p><b>Physical Theatre: Alice in Wonderland</b></p>	<p>Posture Gesture Facial expression Stance Gait Tone Pace Pause Chorus Ensemble Choreography Body as Props Hymn Hands Round By Through, Soundscapes Essence machines</p>	<p>A unit designed for pupils to develop an understanding of the term physical theatre, and some basic physical theatre skills, including some used by the company Frantic Assembly, one of the most prominent companies working in the UK today, whilst working under the direction of the class teacher in order to learn about choreography and narrative structure.</p> <p>By the end of this unit, pupils will have some confidence working in a physical style, understanding the importance of collaboration. They will understand the importance of physical warm ups. They will be familiar with the work of Frantic Assembly, and the classic story Alice in Wonderland. They will learn through teacher led activity how to choreograph and structure work before working more independently to apply these skills for final assessment.</p>
---	---	---



## Year 8 Drama Curriculum

Topic	Key knowledge and skills	Rationale
<b>The Secret Room</b>	Movement Mime Role-Play Gesture Stance Empathy Atmosphere Non-verbal communication Contrast Monologue Cross-cutting	<p>This unit is designed to allow pupils to explore and examine the issues surrounding the Holocaust and create original performances and characters within this structure, using the diary of Anne Frank. The use of research, historical stimuli and involvement with The Holocaust Educational Trust and Anne Frank Trust will inspire and enrich the significance of pupils' own Drama work.</p> <p>By the end of the unit, pupils will know how to be able to perform a character from an historical time period believably and will be able to effectively write and perform a monologue for their character that communicates the context and issues explored.</p>
<b>Greek Theatre</b>	Greek staging terminology Choral skills Performing a choral ode Context Medea and the role of women Moral dilemmas of Ancient Greek tragedy	<p>Having been introduced to working as a chorus and ensemble in Year 7, pupils will now develop their historical understanding of the use of Chorus in Greek Theatre, and learn about the significance of Ancient Greece in what we now recognise as the birth of Western Drama whilst further refining their performance skills.</p> <p>By the end of this unit, pupils will be able to perform more confidently as a member of a chorus, and understand the nuances of this in terms of allocating lines and developing individual personalities. They will develop their own thoughts and responses to the actions of Medea and understand the moral dilemmas of Ancient Greek Tragedy. They will also know the key features of an Ancient Greek amphitheatre, and some of the traditional performance conventions.</p>

<b>Texts in Practice</b>	<p>Character Context Audience Genre, Design Hot-Seating Magic-If Thought-Tracking Objectives Sub-text Style Self-efficacy Leadership and Management Textual Analysis Development and Collaboration Time Management Analysis and Evaluation. Roles of the Actor/Costume Designer/Set Designer</p>	<p>Through this unit, pupils will learn how to contribute to text-based drama in a live theatre context for an audience, choosing a text from a prescribed list. They will develop their ability to; interpret texts, create and communicate meaning, and realise artistic intention in text-based drama. Pupils will have the choice to take on the role of a performer, costume designer, or a set designer. Pupils will build upon their exploration of social, historical and cultural contexts from previous topics studied and their importance when developing characters, settings and social relationships on stage. This will be underpinned with students taking onus to research, experiment and implement these factors into their text in practice.</p> <p>By the end of this unit, pupils will be confident to articulate their vision of a performance and translate this onto the stage, considering the influence of social, cultural and historical factors. They will confidently perform/design a cohesive and creative piece of work demonstrating effective group cohesion and a collaborative, student-led process as well as an effective synthesis of textual analysis, character roles, dramatic meaning and stagecraft.</p>
--------------------------	--	---



## Year 9 Drama Curriculum

Topic	Key knowledge and skills	Rationale
<b>Girls Like That</b>	Still image Marking the moment Using space and movement to explore relationships and communicate an idea Rhythm, Pace Tempo Thought tracking Collective narration	<p>This unit allows pupils to practically explore the play 'Girls Like That' by Evan Placey. Pupils will examine and explore the central themes of gender equality and the pressures on young people living in a digital age relating particularly to cyberbullying and social media through on and off-text activities. Pupils will further develop their abilities to transfer page to stage as well as an exploration of the narrative, ensemble, and physical style. This scheme of work is designed with links to PSHE in mind and to address issues of sexualisation.</p> <p>By the end of this unit, pupils will have engaged with, reflected upon and considered the central themes within Girls Like That and critically view them in light of the society in which they live in. Pupils will have practically explored these themes and have communicated them through their performance of both on-text and off-text activities, utilising the non-naturalistic techniques associated with ensemble, physical performance</p> <p>Opportunity for pupils to perform to family and friends in an evening 'Celebration Performance' of selected scenes.</p>
<b>Noughts and Crosses</b>	Epic Theatre Cross-Cutting Direct Address Narration Chair Duets Proxemics Concept World of the Play Stage fighting	<p>Pupils will practically explore Malorie Blackman's 'Noughts &amp; Crosses', and the play script adapted by Domonic Cooke. Students will examine and explore the central themes of race, discrimination and prejudice in modern day society through on and off-text activities. Pupils will further develop their abilities to transfer page to stage as well as an exploration of the style of Epic Theatre - to emphasise the audience's perspective and reaction to the piece through a variety of techniques that deliberately cause them to individually engage in a different way.</p> <p>By the end of the unit pupils will have engaged, reflected and considered the central themes within Noughts &amp; Crosses and critically view them in light of the society in which they live in. Pupils will have practically explored these themes and have communicated them through their performance of both on and off-text based activities, utilising the non-naturalistic techniques associated with Epic Theatre.</p>

<p><b>Introduction to Practitioners</b></p>	<p>Stanislawski:          Magic If          Given Circumstances          Emotion memory          Active imagination          Brecht:          Archetypes          Gestus          Placards          Berkoff:          Total Theatre          Mime          Bodies as objects          Mie</p>	<p>This unit consolidates key theories and ideas that have been introduced throughout the Key Stage into distinctive working methodologies of 3 Key Practitioners; Stanislavki, Brecht and Berkoff. The unit takes the form of a series of workshops introducing key techniques and theories which can then be applied in the next unit.</p> <p>By the end of the unit, pupils will be able to recognise where they have encountered influences of these key practitioners before (e.g. in the work of Katie Mitchell in Year 7, and Frantic Assembly) and have a practical understanding of a variety of key drama terms and techniques that they will be able to apply to their final practical work.</p> <p>Pupils will be able to draw together all their knowledge and skills from across the key stage to create their own original drama. They will learn how to generate ideas from a range of stimuli and use these ideas as the basis for a practical performance considering the intent of the work for an audience.</p>
<p><b>Devising</b></p>	<p>Stimulus          Research          Character Development          Diary writing          Movement          Monologue          Intentions          Structure          Narrative</p>	<p>At the end of the unit, pupils will perform a summative piece that will be used to inform their end of Key Stage 3 level.</p>

