

Drama Intent

Our mission in the Drama Department is to develop independent, creative thinkers who can challenge themselves to problem solve. thought, imagination and an appreciation of the power of words used well. We want our students to have a grounding in theatre and performance styles learned from Year 7 and embedded throughout KS3. Students will develop an awareness of an audience and begin to contemplate their intentions towards them. Students will study the purpose of drama and by the end of the KS will have begun to consider the roles of performers, designers and directors. The curriculum is aimed at providing an opportunity for students to develop their creativity and engender a love of the subject and the wider world of stage and screen.

Curriculum Overview

Year 7		
Year 7 will begin their exploration Drama and a subject looking at introductory skills, terminology and challenges. This will lead into script work with The Demon Headmaster and the exploration of stagecraft and power. Year 7 finishes with a fun, fast paced scheme focusing on creating non-naturalistic form with the Physical Theatre unit.		
Autumn	Spring	Summer
Introduction to Drama What is Drama as a subject? How do we work in the subject? Why do we study drama? What are the theatre configurations? How do we talk about drama? How do we create linear and non-linear storytelling?	Scripted work What is the purpose of a script? What is inference in drama? How do we use split staging? What role does a director have? How do we develop performance through rehearsal?	Physical theatre What are 'body as prop' and 'physical theatre'? How do we create convincing non-naturalistic performances? How do we follow a brief to devise? How can we use physicality to create meaning?

Literacy/Numeracy/Careers/SMSC

Year 8

Building on the work in Year 7 in Year 8 we look at Sparkleshark, a hard-hitting text looking at peer pressure and mental health. Students approach this as actors, directors and briefly, designers. This progresses to a fun unit looking at World clowning and Commedia d'ell Arte. Here students will be pushed to consider both the fun and seriousness of comedy. How does physical comedy work in this and other cultures? Our final term focuses on Year 8s developing their independent learning and thinking skills by creating a piece of Theatre in Education aimed at developing persuasive theatre to educate a defined audience.

Autumn	Spring	Summer
Textwork - Mugged How does peer pressure work? How can we explore issues of mental health through drama? How do we use drama to address issues within society? What are stage directions?	Commedia D'ell Arte What are the routes of clowning? How does physical comedy work around the world? What are stock characters? How do we communicate non-verbally?	Theatre in Education How do we use theatre to educate? How do we communicate to a younger audience? Can we make sure our message is understood? How do we develop drama from an initial idea?

Literacy/Numeracy/Careers/SMSC

Year 9

Year 9 will act as a preparation year for further optional study of Drama through either GCSE or BTEC. We aim to explore the major performance elements of both courses as well as give the students a basic understanding of the purpose of design in theatre. They will experience contemporary theatre initially through the plays of Roy Williams and Denis Kelly. Here they will consider choice and consequence and have a wider understanding of the politics of youth. They will then explore different styles of non-naturalistic theatre learning the importance of didacticism and looking at vibrant technologically impressive new forms of theatre. Year 9 will then investigate the creative process through devising a performance based on a stimulus. Taking the initial idea, they will problem solve, debate and create a performance using this as the root. This will also include an initial exploration of the technical and design aspects of the subject revealing a broad range of drama based careers. Finally, Year 9 will focus on presenting a performance from text as either a designer or a performer. Working in small groups they will experience a performance from start to finish.

Autumn	Spring	Summer
<p>Textwork - DNA</p> <p>How do we interpret a text?</p> <p>How do we analyse text in performance?</p> <p>How do we evaluate performance?</p> <p>How do we understand performance as an actor, director and designer?</p>	<p>Theatre styles - non-naturalism</p> <p>What has more power, empathy or understanding?</p> <p>What are the modern trends in theatre?</p> <p>How has theatre evolved?</p> <p>What is a practitioner?</p>	<p>Routes into devising - devised performance</p> <p>How do we use stimuli to create drama?</p> <p>How do we create effect and meaning for an audience?</p>
<p>Literacy/Numeracy/Careers/SMSC</p> <p>Literacy - Exploration and understanding of text and subtext including inferences and implication.</p> <p>Careers - Experience of wide range of performing and supporting roles in the performing arts field</p> <p>SMSC - Soft skills, cooperation, team work, problem solving and exploration of issues affecting young people today, awareness of mental health issues BME and discrimination</p>		

