



DRAMA

YEAR

11

Autumn term:

Portfolios are handed in so focus is on studying the text for the written exam and the live theatre review element. Students will receive their playtext for C2 and begin to read and experiment with ways to approach and perform the text. Students will begin to learn their lines and continue to do so over the Christmas holiday. Students must also begin to consider their artistic intentions and what practitioners they want to take inspiration from.

Spring Term:

After Christmas, students are expected to practice and polish their C2 performances and hand in their first draft of their artistic intentions which is written for the external examiner. Students will take part in MOC performances where their teacher will give ample feedback in order for them to continue to fine-tune their assessment pieces. These performances must include design elements such as sound, lighting, costume, set and props.

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The C2 exam will take place in early to mid February which leaves approximately 12 weeks to study solely for the written examination. Time will be spent reviewing set text (with additional study clinics available), and plenty of practice questions to master and work on together with their teacher. Exam prep will take place until their final exam in Mid May.

Summer Term:

The first few weeks will be spent fine tuning their Devising performances, then component 1 is filmed and submitted for examination - this means that an entire component is out of the way before year 11, giving more time to focus on the two remaining components. The remainder of the term is focused on completing and submitting their portfolios and reintroducing the text they will be studying for their written examination (component 3). Students are allowed to submit their logbooks to me to mark once before their final submission in Summer.

Spring Term:

Students will begin their log book process which supports their devising component. They will spend ample time workshoping scripts, design elements and artistic intentions - the majority of this term is focused on continuous exploration of component 1 (devising) and guidance becomes more bespoke to each group rather than generic teaching and feedback. The aim is to have achieved the development, blocking, building and creating of their devised pieces and should be completed before Easter Break.

Autumn Term:

Students will begin to look at script and text options for component 2 and 3. They will recap the skills and techniques acquired from year 7 and begin to explore devising techniques for component 1. Students will begin to study the playwrights given as options for their assessments as well as themes and key characters. Students will also start exploring the 3 stimuli set for their devising component.

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**Summer homework to watch and review piece of Live Theatre & familiarise with set text.*

Unit 4: Live theatre review

This is a GCSE component so I am giving the students the opportunity to practice this early on. Students will learn how to analyse and review live theatre as expected from GCSE grade criteria. They will focus on design elements such as set, lighting, sound and costume as well as acting skills and techniques. Due to Covid - Live theatre will be provided digitally. This module is 70% theoretical and 30% practical to prepare them for GCSE.

Unit 5: On Screen Acting

This module focuses on the skill of acting for television and film. As well as the opportunity to practice presenting skills as news anchors or sports presenters, students will learn how to adapt the skills they have learnt for stage into techniques used for screen. The students will be able to film and direct their performances and watch them back in a cinematic environment, to experience the full process.

Unit 3: Devising & Log Books

This is a MOC GCSE as it is considered one of the hardest components to master. Introducing this module in year 9 will also prepare the student for the hard work and high standards expected at GCSE level. The students will be given a stimulus such as a piece of music or a newspaper article and they must design, direct, produce and perform a performance inspired by their given stimuli. This is also an opportunity to incorporate and demonstrate all the skills, techniques and practitioner study they have learnt so far.

Unit 2: Blood Brothers

This module focuses on script work, characterisation and accents! Focus is on Act 1 of BB to avoid addressing the mature themes that unveil in Act 2. Students will learn how to master the Liverpudlian accent and how to act as young children. There are many challenging components to this module that will prepare the students for the hard work and high standards and expectations set at GCSE level.

Unit 1: Practitioner Study

Recapping and building upon previous years, the students will learn a further few drama practitioners to prepare them for their GCSE years. Practitioner study will get more and more challenging as they progress but the basic design of these modules will remain the same. Although this is a theoretical module, there will also be practical elements to help consolidate their learning.

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Unit 4: Physical Theatre DV8 and Frantic Assembly

Focus on movement, studying two different physical theatre companies DV8 and Frantic Assembly. They will be practicing partner work including lifts and working on collaboration skills such as the importance of eye contact, communication and physical and mental support. This unit of work will prepare them for the following module.

Unit 5: Stage Combat

This module focuses on the ability to create the illusion of fighting on stage and screen without physical contact. Health and Safety plays a huge part in the module as it is so important that students focus and are sensible to avoid any accidents. This will not only introduce a new skill but will also teach the importance of teamwork, attention to detail and correct behaviour within the drama classroom.

Unit 6: Shakespeare

Working with A Midsummer Night's Dream, students will be looking at the language and performance style of Shakespeare and how this has continued to inspire performance today. They will study the history of Shakespeare to add context to their performances and will study characterisation and character development. This module is designed to help their literacy and oracy skills in English as well as their dramatic performance skills.

Unit 3: Practitioner Study

Following on from year 7, students will recap the practitioner study they did last year and be introduced to three new drama practitioners. They will practice the techniques and methods designed by these practitioners and gain a deeper understanding of how these are used in theatre today.

Unit 2: Live Theatre/ Theatre Crafts

In this module, students will learn about the different elements that contribute towards live theatre including set design, light and sound design, costume design and special effects. Students will also be watching and analysing Live Theatre to help develop their understanding of these different design elements and the importance of each component.

Unit 1: TIE - Bullying

With focus on friendships and bullying, students collaborate together creating a performance suitable for a primary school audience. The performances must be topical and educational for a specific age group in mind. They will develop skills in vocal and physical theatre, collaboration and educational theatre looking at Theatre-In-Education practitioners including KneeHigh and PunchDrunk.

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Unit 4: Theatre history

In this module we learn about the history of theatre and how it has continued to develop and adapt. It is important that students gain knowledge about the history of theatre to develop a stronger theoretical perspective of drama and not just practical. This will also make practical lessons more purposeful, knowing why we practice drama the way we do now. Significant moments in theatre history include Greek Theatre, Commedia Dell'Arte and Melodrama.

Unit 5: Theatre from around the world

The purpose of this module is to gain understanding of theatrical contributions and inspirations from different countries and cultures. It is paramount that students learn about the diversity within theatre and how theatre from around the world has contributed towards the arts today. Students will learn practically and theoretically in this module, exploring different styles of performance.

Unit 6: Intro to Devising

Devising is one of the GCSE Drama components and is generally considered the most difficult to master. By introducing a devising module in year 7 will support their future learning and prepare them for their GCSE years. This module also helps to develop creativity, collaboration and incorporates all of the skills they have learnt so far to consolidate their learning in drama throughout their first year.

Unit 3: Practitioner Study

In Unit 3 students are introduced to three drama practitioners that have made a significant impact to the performing arts industry. Learning about practitioners will help strengthen their understanding of the practical side of drama and the methods behind the madness! At GCSE level drama, students are expected to know a wide range of drama theorists and practitioners so it is important that they begin this learning journey early on.

Unit 2: Mime and Physical Theatre

The students will learn how to perform realistically and non-naturalistically through physical movement alone. Learning this skill will help students practice physical and special awareness as well as developing their imagination and creativity. We also learn about the history of mime and key practitioners to introduce a theory element to the module.

Unit 1: Intro to Drama

This module is designed to introduce the basic skills and terminology of drama as a new subject including vocal skills, physical skills, collaborative skills and building confidence. This module is very practical which also gives the opportunity to discover the behavioural boundaries and standards expected in an unconventional classroom.

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