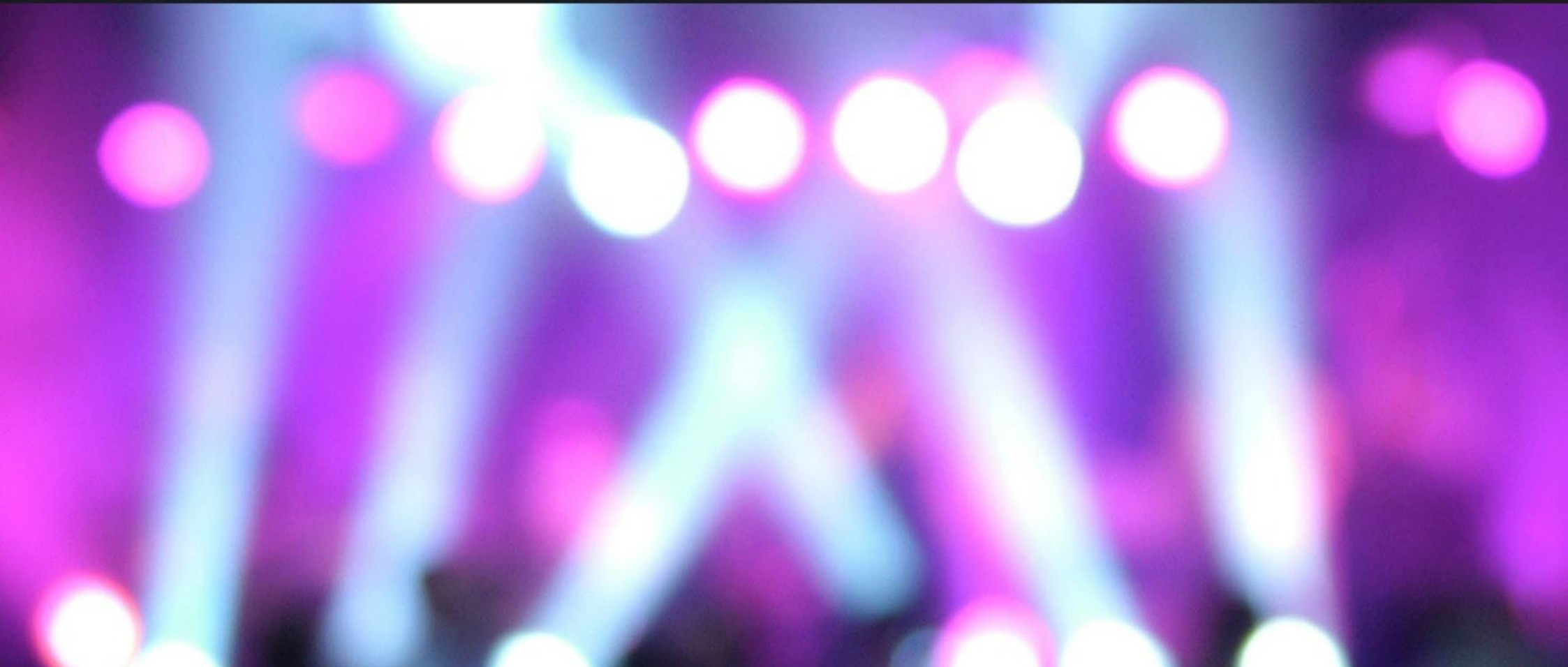


# DRAMA



**Curriculum Aims, Delivery & Content**



<p><b>Curriculum aims</b></p>	<p>The Drama curriculum is designed around these key principles or aims:</p> <ul style="list-style-type: none"> <li>• Confidence &amp; Communication - A command over their vocal and physical skills to allow them to approach a wide range of public speaking with confidence</li> <li>• Concentration - Working on intricate projects over extended periods of time</li> <li>• Empathy and sensitivity - Understanding the viewpoints and emotions of a range of characters</li> <li>• Communication and group work skills - Getting the best out of each other when striving towards a common goal</li> <li>• Commitment and self-discipline - Encouraged and helped to excel when challenged, developing resilience</li> <li>• Analysis and evaluation - An appreciation of the ways in they, as playwrights and performers, achieve their effects and communicate their intentions to an audience and an ability to evaluate work</li> </ul> <p>In year 7, students are introduced to the building blocks of performing and devising original pieces of drama. Throughout the year, students are introduced to a wide range of practical opportunities, encouraging them to work within a group and communicate original ideas to an audience. During the units of work, they start to learn how to analyse and evaluate performances.</p> <p>In year 8, students continue to explore the foundations of drama; applying their learnt knowledge to script work and a more in-depth devising project that challenges students to create drama based on research. Students further develop their analytical skills and need to justify their decision making process, reflecting on why decisions have been made and how they can make improvements.</p> <p>In year 9, students look beyond simple characters and question the context within the play and how this effects the characters’ reaction and interactions with others. Students are required to make connections between the social, cultural and historical setting and how this would influence their performance skills. Students are introduced to a range of drama practitioners and learn the key features of their styles in order to widen their experience and knowledge within the classroom.</p>		
<p><b>Curriculum Content Year 7</b></p>	<p><b>Introduction to drama</b></p> <ul style="list-style-type: none"> <li>• Introduction Performance Skills: Basic, Physical and Vocal</li> <li>• Improvisation, blocking &amp; devising</li> <li>• Introduction to performance styles: Abstract / Naturalistic</li> <li>• Freeze frames, thought tracking, moulding a character (Boal)</li> </ul>	<p><b>Physical theatre</b></p> <ul style="list-style-type: none"> <li>• Working with abstract theatre</li> <li>• Methods of generating movements</li> <li>• Introduction to proxemics</li> <li>• 3 steps of devising</li> <li>• Features of production – Lighting</li> </ul>	<p><b>Musical Theatre</b></p> <ul style="list-style-type: none"> <li>• Combining skills from across subjects and disciplines in one performance</li> <li>• Exploring how real-world issues can be shown in an entertaining way</li> <li>• Importance of rehearsal process and giving the audience the best experience</li> <li>• Developing expressive skills</li> </ul>

**Curriculum  
Content  
Year 8**

**Matilda**

Script work & devising

- Using terminology to write about a character
- Characterisation – Interaction and reaction
- Use of conventions within scripted pieces
- Rehearsal techniques

**Devising**

Understanding command words to be able to write about the devising process.

- Developing a character
- Structuring a piece
- Rehearsal techniques
- Use of conventions
- Use of research to inform the devising process

**Presenting and performing text**

- Using research to help develop characters
- Characterisation – interaction and reaction
- Script analysis
- Use of conventions
- Rehearsal techniques
- Understanding command words to help write about

**Curriculum  
Content  
Year 9**

**Context in drama**

- Use of command skills
- Exploring how analysis of context can help portray a character
- Exploring Social, historical and cultural aspects that affect a characters life

**Practitioners and Performance**

- Workshops on the methods and features of existing artists
- Application of practices to performance
- Creating original work from a given stimulus
- Use of creative and performance skills simultaneously



<p><b>Curriculum Aims KS4</b></p>	<p>Throughout the course students develop a deeper understanding of how to create and portray characters and how they relate to other characters with them onstage. They also explore a variety of styles and genres of theatre and in doing so can choose the best methods to communicate their desire intention to their audience. Through practical and written work they will demonstrate their understanding of how semiotics contribute to a production and support the actors onstage. Students also use this knowledge to develop their analytical skills when it comes to reviewing existing works of theatre.</p> <p>Students gain a practical understanding of drama, and apply this knowledge to their performances as they develop their practical skills. Students can choose to be a performer or can take on the role of designer in lighting, sound, set or costume. Students must choose one role throughout the component but can choose different roles throughout the course.</p>
<p><b>Curriculum Delivery KS4</b></p>	<p>Students will have 5 lessons of Drama a fortnight.          Final Examinations take place in June of year 11.          Practical Exams take place during the course first 2 terms of year 11 to allow focus on written exam in June</p>
<p><b>Curriculum Content Year 10</b></p>	<p><b>OCR GCSE Drama</b>  <b>Written Exam 40%</b>  <b>Practical 60%</b></p> <ul style="list-style-type: none"> <li>• <b>Devising drama 30%</b></li> <li>• <b>Presenting and performing texts 30%</b></li> </ul> <ul style="list-style-type: none"> <li>• Theatre skills</li> <li>• Staging, genre &amp; performance style</li> <li>• Devising from a stimulus</li> <li>• Live theatre review</li> <li>• Features of production, social, historical context</li> <li>• Scripted extracts: Blocking, characterisation, impact on audience, communication to audience</li> </ul>
<p><b>Curriculum Content Year 11</b></p>	<ul style="list-style-type: none"> <li>• C1 devising from a stimulus Portfolio C2</li> <li>• C3 presenting and performing a text</li> <li>• Proforma</li> <li>• Live theatre review</li> <li>• Section A-Blood Brothers</li> <li>• Presenting a text (theory)</li> </ul>