

## Curriculum Progression Pathway for Drama

### Subject Intent:

The Performing Arts Curriculum is designed to ignite our students' creativity and passion, and to promote a lifelong love of the Arts while developing a sense of morality, identity and cultural awareness. Within Drama students are given the opportunity to explore the world around them through the exploration of a wide range of styles, techniques and the study of subject specific practitioners such as Brecht, Artaud and Frantic Assembly. Students are encouraged to develop their teamwork, leadership and independent enquiry skills throughout key stage 3 with an emphasis on practical work and the development of performance skills, technique and reflective practice. Key stage 4 is focused towards a GCSE in Drama, which develops students' practical and analysis skills, as well as exploring the technical elements of theatre: sound, lighting, costume and set design.

### Why is the study of Drama important?

In a society in which effective communication is vital, the study of drama develops verbal and nonverbal, individual and group communication skills which are skills for living. Drama enhances students' artistic and creative abilities and gives them a better understanding of themselves and their world. Through an exploration of drama contexts relating to identity, societies, cultures, ideologies, gender, time and change, students are able to become more critically reflective members of the community. In Drama students are able to explore intellectual, social, physical, emotional and moral domains through learning which involves thought, feeling and action. Drama fosters self discipline, confidence and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making.

### What skills will the study of Drama teach students?

- verbal and non verbal communication
- body language, movement and basic stage techniques
- play texts and playwrights
- forms, styles and genres of dramatic action
- acting spaces and dramatic conventions

**What will students know and understand from the study of Drama?**

Students will benefit from a core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to them, such as practitioners', roles, responsibilities, skills and techniques. The application of skills, such as practical and interpretative, rehearsal and acting in performance; developing confidence in public speaking. Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques.

**How does the study of Drama support students learning in other subjects?**

Drama is the epitome of cross-curricular and supports the learning of all other subjects. Throughout history the use of Drama has been documented, from the Ancient Greece Amphitheatres to the modern day, where technology has allowed us access to 24/7 dramas in our homes. Drama is part of real life and helps prepare students to deal with life, through creative problem solving and decision making. We develop empathy and offer students new perspectives, dealing with moral issues as we explore students' values; which opens up a world of opportunity. Through engagement, Drama encourages comprehension and concentration. Thus supporting the study of all other subjects.

**How can you deepen students' understanding of Drama?**

Through the exploration of thinking frames, with strategies which allow us to build, slow down, hold still and/or dismantle significant moments giving opportunity and time for analysis and reflection. Developing opportunities for students to see and take part in live performance.

**How can Drama support students' future progression?**

The skills you gain from Drama can lead to careers within the performing arts, media, business, law, teaching, advertising, sales, hospitality and tourism to name a few. Drama also teaches life skills, verbal and non verbal communication, and helps develop their moral compass, while also supporting students' mental health and emotional intelligence through an understanding of how to develop a self-disciplined, independent relationship within themselves and the world supporting their psychological well-being as they move on.

**Exam board used in Y10 & Y11**

Edexcel GCSE (9 - 1) Drama - Miss A Estill

**CURRICULUM PROGRESSION PATHWAY**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Autumn 1</b>	<p><b>Drama: Mime/skills Baseline</b>  <b>Assessment Skills to be covered in Year 7</b>  <b>Mime:</b>            Mime, Still Images, Choreographed movement, Symmetry and mirroring, Exaggeration, Forum Theatre and Forum Direction, Hot-seating, Soundscape, Slow motion.</p>	<p><b>Haunted House Key words/Skills</b> Horror, Still picture, Atmosphere, Spoken Thoughts, Tension, Soundscape, Climax, Hotseat, Body language, Whole Group Improvisation, Facial Expression, Murder Mystery</p>	<p><b>Let Him Have It</b>            Aims and Objectives:            In this scheme, students will learn about, explore and question capital punishment through exploring a miscarriage of justice. Students will use and develop a variety of drama techniques including hot-seat, role play, flashback, conscience, marking the moment and monologue and will also develop their collaborative learning and performance skills, including non-naturalistic technique and symbolism.</p>	<p><b>Component 3 Theatre Makers in Practise is a 40% written examination. Students will begin to explore the Set Text DNA</b></p>	<p><b>Component 1: Devising 40% GCSE.</b> The students will be completing writing their portfolio evidence this half term. There are 45 marks for this work out of 60 marks for the full component. They will complete their draft one, have formal feedback and then improve their work and submit the final evidence for marking and moderation. As students complete this they will begin C2 - Scripted.</p>
<b>Autumn 2</b>				<p><b>Component 3 Theatre Makers in Practise is a 40% written examination. Students will begin to explore the Set Text DNA</b></p>	<p><b>Component 2: Practical Examination worth 20% AO2 assessed only.</b> These lessons allow students to prepare either monologues,</p>

					duologues, group performances or design for 1 extract from a play text. <b>EXTERNALLY ASSESSED BY A VISITING EXAMINER.</b>
<b>Spring 1</b>	<b>Character Development/ Narration Skills:</b> Use of voice, Script work, Characterisation, Hot seating, Monologue, Duologue, Performance. Soundscape	<b>Greek Theatre/ Masks Oedipus Skills:</b> Chorus, Conscience alley, Duologue, Flash back, Flash forward, Hot Seating, Improvisation, Mime & movement, Monologue, Performance, Script work, Small group work, Sustaining a character, Research Tension, Thoughts aloud, Whole Group Drama	The Spring term in Year 9 will be a Dance project. Please see the Dance curriculum for more information.	<b>Component 1: Devising worth 40%</b> Devised work starting with exploration workshops on Peter Brook/ Frantic Assembly and Grotowski - then devising mixed in with written portfolio and finishing in May/June with final draft of portfolio evidence.	<b>Component 2: Practical Examination worth 20%</b> AO2 assessed only. These lessons allow students to prepare either monologues, duologues, group performances or design for 1 extract from a play text. <b>EXTERNALLY ASSESSED BY A VISITING EXAMINER. Date of examiner to be confirmed.</b>
<b>Spring 2</b>				Devising Continued...	<b>Component 3 Theatre Makers in Practice is a 40% written examination.</b> We revise the play that they have seen in the theatre and then practise the questions that they could get in the exam looking at all design aspects,

					vocal and physical skills. These will be marked and DIRT used to improve. Students will also need to see a live performance and record notes in preparation for their exam.
<b>Summer 1</b>	<b>Scripted/ Physical Metamorphosis Skills:</b> Teamwork, concentration, trust, tableaux, sustaining a character.	<b>Stimulus/ Devising Skills:</b> Consolidating all skills learnt throughout years 7 & 8	<b>Technical and Design Skills -</b> Lighting, Set, Costume and Sound Design, with an opportunity to work as part of a group to create a performance.	Recording of Practical Exam for Component 1 - Devising, continue working on Portfolios and revising/revisiting DNA in preparation for Yr10 Mocks	<b>Component 3 Theatre Makers in Practice is a 40% written examination.</b> We revise the play that they have seen in the theatre and then practise the questions that they could get in the exam looking at all design aspects, vocal and physical skills. These will be marked and DIRT used to improve. Students will also need to see a live performance and record notes in preparation for their exam.
<b>Summer 2</b>				Portfolio and revision of DNA for C3 Mock	<b>Revision and exam preparation.</b>