

KS3 DRAMA

Year 7

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p>Introduction to KS3 Drama: experiencing skills, conventions, technique and style that will be used and developed throughout KS3 drama. We will use the Victorians as our stimulus to consider how we communicate meaning through drama. It will allow the pupils to consider the life and times of others from a different time as well as looking at the role of adults and children in society of that time.</p> <p>Character Development: Stanislavski This scheme of work looks at creating naturalism in performance. Using theatrical techniques and Stanislavski's Method of Acting to present a sense of belief and truth in the character work.</p>	<p>Darkwood Manor: An experimental look at mood and atmosphere through the concept of a haunted house. Developing skills and techniques to create tension and suspense which are critical to effective performance.</p> <p>Titanic: Approaching human dilemmas and the choices made in the face of adversity – this historical topic considers how different people were treated, the class divide and the social constructs of early 20th century.</p>	<p>Shakespeare: This runs for the whole summer term where we explore the world of Shakespeare in two parts. It starts with an exploration of Shakespearian language and characters leading towards the dramatic interpretations needed to stage a performance of a selected script.</p> <p>Playmaking: The second phase of this project is an opportunity to create and perform a piece of theatre, created for an audience and based on an abridged version of one of Shakespeare's plays.</p>	<p>'InterACT': Lower School Drama Club, open to all students and run on a regular basis.</p> <p>All students may audition for the annual whole school production.</p> <p>Theatre visits are run when opportunity allows.</p>

Assessment:

- Assessment is continuous and will include formative and summative elements in order to promote independent learning.
- The baseline assessment in Year 7 will highlight any high achieving students and they will be monitored throughout the year.

Year 8

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p>Storytelling (LRRH): Experiencing skills, conventions, technique and style that will be used and developed throughout the year. Using Little Red Riding Hood through storytelling – an imaginative look at the</p>	<p>Just for Laughs: Comedy comes in many guises and this scheme looks at different forms of comedy from Commedia Dell'Arte to slapstick. A comedic project that develops the skill of presenting something</p>	<p>The Plague Village 1666: A look at the human dimension of the community of Eyam; decimated by the plague and cut off from the outside world. It looks at the difficult decisions to self-quarantine the entire village and the subsequent impact on all the</p>	<p>'InterACT': Lower School Drama Club, open to all students and run on a regular basis.</p> <p>All students may audition for the annual whole school production.</p>

<p>concept of storytelling – using LRRH as the basis for developing skills.</p> <p>Epic Theatre: A look at Brechtian Theatre and the qualities of Epic Theatre and political agit-prop. Focus on this unit is around spass, breaking down the fourth wall and use of narration; as well as understanding how we can create a proactive audience rather than a passive one.</p>	<p>humorous to an audience with focus and sustained characterisation.</p> <p>The Thief A moral judgement and consideration of being responsible for your own actions. This unit explores how peer pressure and decision making can impact on the path we choose.</p>	<p>residents – culminating with abstract performance of Ring o’Roses.</p> <p>Approaching Scripts: This scheme of work explores a variety of script extracts from absurdism to naturalism and allows the pupils to develop and understand their ability to interpret a playwright’s intention, allowing opportunity for performance from page to stage.</p>	<p>Activities Week: a week-long intensive project resulting in a series of performances on the fifth day</p> <p>Theatre visits are run when opportunity allows.</p>
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<p>Assessment:</p> <ul style="list-style-type: none"> • Assessment is continuous and will include formative and summative elements in order to promote independent learning. • The baseline assessment in Year 8 will highlight any high achieving students and they will be monitored throughout the year.
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Year 9

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p>Physical Comedy: Experiencing physical skills, conventions, techniques and style that will be used and developed throughout the year. Although it has an edge towards comedy this scheme of work considers the physicality and non-verbal communication needed for affective performance and presentation.</p> <p>‘Antigone’: The students will watch a streamed performance of Sophocles’ ‘Antigone’ and reflect upon the style it is presented.</p>	<p>Mystery Pictures: Exploration of the struggle for a young girl’s appreciation of the world around her. This is an investigative piece of drama where the students use physicalisation and character development skills to ascertain what traumatic ordeal the central character has been through.</p> <p>‘Blood Brothers’: Textual exploration of the play and a look at multirole qualities and characterisation. This play. By Willy Russell is an excellent opportunity challenge performance skills and directorial intentions.</p>	<p>Theatre Styles: An exploration of different theatre styles from the perspective of different theatre practitioners including Antonin Artaud, Stephen Berkoff and Samuel Beckett. The students will experience a broad perspective of different styles and genres and consider the impact they have upon their audience.</p> <p>Devising Theatre: An opportunity to use all of the skills used throughout KS3 towards a performance with a focus towards TiE (Theatre in Education)</p>	<p>‘Cloud 9’: the year 9 performance group work on various projects throughout the year.</p> <p>All students may audition for the annual whole school production.</p> <p>Activities Week: a week-long intensive project resulting in a series of performances on the fifth day</p> <p>Theatre visits are run when opportunity allows.</p>

This will then evolve into a devised group piece in a similar style using the same performance qualities observed.			
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<p>Assessment:</p> <ul style="list-style-type: none"> • Assessment is continuous and will include formative and summative elements in order to promote independent learning. • The baseline assessment in Year 9 in September will highlight any high achieving students and they will be monitored throughout the year. • Written reflection of live theatre will be a significant assessment of the year
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KS4 Drama

Year 10

Year 10			
TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p>Introduction to GCSE Drama: A lively start to GCSE Drama sees the group forging their identity together and exploring immersive theatre through a project entitled 'Fatal Shore' based on the transportation of convicts to Australia in 1787</p> <p>Introduction to set text: We begin to consider 'DNA' by Dennis Kelly and examine the plotline, the characters and the playwright's intentions. Emphasis is put on the social, cultural and historical impact of the play.</p> <p>Performance of 'DNA' scripted extract: Each student will perform an extract/scene from the set text and consider the character they are playing both internally and externally to achieve a believable performance.</p>	<p>Studying set text: Continuing the study of 'DNA' we look at each scene in three ways – through the eyes of the director, the performer and the designer.</p> <p>Mock devised preparation: Using a stimulus, the students will create a performance that they will perform under exam conditions – this will consider the full production including lighting, sound, costume and set design.</p> <p>Live Theatre Review: We will either do a theatre visit or stream a performance for the students to watch, analyse and respond to through critical appreciation.</p>	<p>Mock devised performances: Presentation of the devised work following 10 weeks of preparation</p> <p>Mock written paper: An end of year exam paper covering 'DNA' and a live theatre review under timed conditions</p>	<p>All students may audition for the annual whole school production.</p> <p>Theatre visits are run throughout the course to benefit and bolster their learning.</p> <p>The Year 10 performance group work on various projects for assemblies, key events and other year groups</p>

Assessment:

- Assessment in year 10 is continuous and uses the same criteria of marking used in the exams during year 11
- The marking criteria can be located at:
https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016_L12_Drama_Issue_2_Specification.pdf
- Students are assessed both in the performances and their written work
- Homework is set weekly

Year 11

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p>Devised examination (10% of GCSE): The devised exam will start in September and will be performed in November</p> <p>Portfolio coursework (30% of GCSE): The coursework allows the students to explain the process they have gone through to create their devised performances.</p>	<p>Extract Performance exam (20% of GCSE): Opportunity to perform a monologue, duologue or group extract from a selected script.</p>	<p>Preparation for written examination (40% of GCSE): The written exam consists of a series of questions on the set text 'DNA' by Dennis Kelly and questions based on a piece of live/streamed theatre observed.</p>	<p>All students may audition for the annual whole school production.</p> <p>Theatre visits are run throughout the course to benefit and bolster their learning.</p> <p>Year 11 students are advised to limit their extra-curricular involvement due to the amount of additional rehearsals the course demands of them beyond the school day.</p>

Assessment:

- The whole of year 11 consists of examination work
- Assessment takes place through the completion of all three components – devising theatre, extract performances and the written paper
- Devised examination & portfolio – this is assessed by the teacher and sent off to the exam board for moderation
- Extract performance examination – this is assessed by a visiting examiner
- Moderation happens in June and marks are released on results day in August