

Deyes High School Curriculum Rationale

Drama

Overarching curriculum, intent for Drama

The Drama curriculum at Deyes High School has been designed to be practical, engaging and challenging. It enables pupils to understand drama as a practical art form where ideas are communicated in a creative manner. Our curriculum allows for all students to access the study programme in both a practical and theoretical manner. It enables students to apply knowledge and understanding in order to create and develop drama. It will prepare learners for the study of GCSE drama as well as preparing them for the world around them. We want to embed a love of cultural experiences within our curriculum which will allow students to develop their morals, and values, through their love of learning. Drama will empower our students to deepen and widen their learning across a range of scripts, plays and theatre visits.

Pupils will;

- Develop speaking and listening skills, their ability to work in a successful ensemble, confidence, emotional empathy and leadership traits
- Develop theatrical performance skills focusing on vocal and physical skills
- Have the opportunity to explore a range of different theatrical styles, genres and themes and a range of scripts
- Develop their understanding of drama explorative strategies and will be able to apply them in performances.
- Develop their ability to analyse and evaluate performances using key terminology
- Explore and develop the skills to debate and put forward opinions

	Content Taught	Rationale
YEAR 7	Evacuee Pantomime	<ol style="list-style-type: none">1. This unit is an introduction to key drama skills using a mixture of activities. Pupils will learn the basic key drama visual skills (voice, movements, gestures, facial expressions) and apply them to a short script based around Evacuees. We start with this in Year 7 as pupils make links between how Evacuees may feel when going to a new place and how they feel moving from Year 6 to Year 7.2. Pupils will develop their basic skills in drama and knowledge of pantomime and historical context. Pupils will explore key pantomime conventions and be able to apply them to a script. This is a comedic unit delivered at Panto season. Pupils build on their confidence as they move through this unit as they become more comfortable with those in their class.

	<p>A Midsummer Night's Dreams</p> <p>Mime & Slapstick</p> <p>Darkwood Manor</p>	<p>3. This unit will introduce students to Shakespeare's life and The Globe Theatre. Students will explore an overview of the play and will look in detail at chosen scenes. Pupils will explore Shakespearean language and will begin to include this in their devised performance. This unit is introduced at this point as a basic introduction to Shakespeare and to further develop the 5 key skills from Evacuees.</p> <p>4. Pupils will be introduced to the slapstick style of theatre by looking at its history and key features. Pupils will focus on the character of Mr Bean and create their own slapstick scene. Pupils will develop their understanding of physical movements and the importance of gestures and facial expressions which have been introduced in previous topics.</p> <p>5. Pupils will explore Darkwood Manor using a range of explorative strategies (hot seating, still images, cross-cutting). Pupils will build and develop their skills learnt throughout previous schemes. They will explore how to create a gothic atmosphere for the stage and consider how to create tension for an audience. This scheme is explored at this point in the year as a longer topic (2 half terms) allowing pupils to invest in a longer performance and to further highlight the importance of ensemble work.</p>
<p>YEAR 8</p>	<p>1. Truancy</p> <p>2. Soap operas</p> <p>3. Romeo & Juliet</p> <p>4. Titanic</p>	<p>1. Pupils will be introduced to TIE (Theatre in Education) and explore why it is an important style within Drama. Pupils will explore the effects of Truancy and devise a piece of theatre to raise awareness. Pupils will recap and build on skills and explorative strategies learnt throughout Year 7 at a more advanced level. This scheme is explored at the start of the year to highlight to pupils the importance of being in school.</p> <p>2. During this unit pupils will make links between acting for the stage and acting for camera. During this scheme pupils will have the opportunity to develop a naturalistic style of acting whilst exploring a range of characters and key soap opera conventions. Pupils will use skills used in 'Truancy' to create convincing and realistic characters.</p> <p>3. Pupils will expand their knowledge on a Shakespeare's play - Romeo and Juliet. They will explore the plot of Romeo and Juliet whilst making links between Shakespearean and modern themes. Pupils will also explore stage fighting and including a range of Shakespearean language into their performance. This is explored at this point as pupils will make links back to when they looked at Midsummer Night's Dream. Year 7 and 8 both explore Shakespeare at this point in the Year.</p> <p>4. During this topic pupils will gain an understanding of life in 1912 and the titanic disaster. Pupils will focus on exploring empathy and create monologues. Pupils will develop literacy skills when writing their monologue and will continue to exploring the naturalistic style of theatre.</p>

	5. Our Day Out	<p>5. During this unit pupils will have the opportunity to read and watch sections of the play. Pupils will focus on character development considering how certain characters are presented by the playwright Willy Russell. Willy Russell is a playwright used at GCSE. This is an excellent introduction to gain an understanding of the style that Russell writes in. Pupils will explore themes and characters and will use skills from 'Soap Operas' to help create these characters. This scheme is explored at this point in the year as a longer topic (2 half terms) allowing pupils to invest in a longer performance and to further highlight the importance of ensemble work.</p>
YEAR 9	<p>Social Taboos</p> <p>Term 1</p> <p>Practitioners</p> <p>Term 2</p> <p>Extracts</p> <p>Term 3</p>	<p>1. During this unit pupils will have the opportunity to explore a wide range of social taboos/crimes prevalent in society today. Topics are explored via a variety of stimuli using practical skills. This allows students to access GCSE standard both in a practical and theatrical level. This is taught at the start of the year as it allows pupils to explore a range of different topics and gives them an insight as to what GCSE Devising is like ready for their options.</p> <p>2. During this unit pupils will access a wide range of theatre practitioners and styles. Understanding theory and techniques are key in this unit to aid understanding of how theatre is performed. This unit fully prepares students for GCSE level devising unit. During this unit pupils will identify some skills used in Year 8, however, will consider the theory behind them. Pupils will look at a range of styles that will be explored in GCSE Drama and may be used in GCSE Dance.</p> <p>3. A wide variety of playwrights are explored during this unit allowing for a deeper understanding of the craft of theatre. The development of skills and understanding of key texts will contribute towards further GCSE study/learning. This scheme concludes Year 9 nicely as pupils have a choice of extracts to explore to help with GCSE English & Drama.</p>
YEAR 10 and YEAR 11	<p>GCSE AQA Drama</p> <p>1. Component 1: Understanding Drama 40%</p>	<p>Component 1 is introduced to the students in September in Year 10 and is recapped throughout the course, beginning of Year 11 and end of Year 11. Mock exam papers are sat intermittently. Component 1 is a written exam in which pupils are assessed on their knowledge and understanding of how drama and theatre is developed and performed. Pupils will explore the set text of Blood Brothers for their final exam in Year 11. The pupils have 1 hour and 45 minutes to answer the paper.</p> <p>The paper is divided into three sections: Section A: Theatre roles and terminology – This is embedded into all aspects of learning throughout the course. Section B: Study of set text Section C: Live theatre production- pupils will watch live theatre productions over the 2 year course. Pupils will analyse and evaluate several live/recorded performances to develop understanding of how theatre is created and performed. We start with this unit at the beginning of each academic year initially to induce the key text to pupils. Secondly to deepen understanding / knowledge of all key knowledge of text.</p>

	<p>2. Component 2: Devising Drama 40%</p> <p>3. Component 3: Texts in practice 20%</p>	<p>Devising is introduced to pupils in the 2nd term of year 10. We recap all drama techniques and skills. Devising is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance. It is marked by teachers and moderated by AQA. Pupils will be given a range of stimuli to base their performance around.</p> <p>To support their practical performance pupils will produce an individual Devising log documenting the devising process (2000 words). This written element is introduced and delivered concurrently with the practical/devising unit 2. The practical is worth 10%. The devising log is worth 30%</p> <p>Component 3 is introduced in Year 11 and completed during their 2nd term. This component is a practical in which pupils are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. For this component pupils must complete two extracts from the same play. Each pupil's contribution to each key extract performance is marked out of 20 by an AQA examiner.</p>
--	--	--