

DRAMA – YR7

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Starting out	Voice	Macbeth & Shakespeare
waxworks	School of Fear	Theatre in Education
The Haunted House	Mask Work	Transition work
Structure & Narrative	Commedia Dell'Arte	Issues
Props		
Christmas Plays		

Main skills developed in Year 7:

Pupils should be taught to:

- speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
- give short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

How parents can help to support their son's/daughter's learning:

- Encourage students to join extra curricular clubs
- Encourage students to watch a wide range of plays/drama's from many different genres and traditions
- Encourage students to complete homework

The following websites can help your son/daughter's learning:

- <http://www.franticassembly.co.uk/>
- <http://www.nationaltheatre.org.uk/>
- <http://www.rsc.org.uk/>
- <http://www.nyt.org.uk/>
- <https://www.thestage.co.uk>



DRAMA – YR7 - CONT

We provide the following extra-curricular clubs:

- Drama club (be mad/ go mad)
- Talent show
- School production

SMSC & British Values

- Mutual respect and tolerance of those with different faiths and beliefs - **This is addressed in many units.**
- enable students to **develop** their self-knowledge, self-esteem and self-confidence. - **This is addressed in every performance opportunity in all units.**
- encourage students to **accept responsibility** for their behaviour and to understand how they can contribute positively to society generally - **This is explore through group work and working with other students cooperatively.**
- encourage **respect for other people** and encourage respect for democracy, including respect for the basis on which the law is made and applied in England. - **This is explore through group work and working with other students cooperatively.**



DRAMA – YR8

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Lights Out	Genre	Melodrama
Evacuees	Western	Dracula
Pantomime (Xmas)	Thriller & Sherlock Holmes	
	The Woman In Black	

Main skills developed in Year 8:

Pupils should be taught to:

- speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
- give short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

How parents can help to support their son's/daughter's learning:

- Encourage students to join extra curricular clubs
- Encourage students to watch a wide range of plays/drama's from many different genres and traditions
- Encourage students to complete homework

The following websites can help your son/daughter's learning:

- <http://www.franticassembly.co.uk/>
- <http://www.nationaltheatre.org.uk/>
- <http://www.rsc.org.uk/>
- <http://www.nyt.org.uk/>
- <https://www.thestage.co.uk>



DRAMA – YR8 - CONT

We provide the following extra-curricular clubs:

- Drama club (be mad/ go mad)
- Talent show
- School production

SMSC & British Values

- Mutual respect and tolerance of those with different faiths and beliefs - **This is addressed in many units.**
- enable students to **develop** their self-knowledge, self-esteem and self-confidence. - **This is addressed in every performance opportunity in all units.**
- encourage students to **accept responsibility** for their behaviour and to understand how they can contribute positively to society generally - **This is explore through group work and working with other students cooperatively.**
- encourage **respect for other people** and encourage respect for democracy, including respect for the basis on which the law is made and applied in England. - **This is explore through group work and working with other students cooperatively.**



DRAMA – KS4

Units taught in KS4

Unit A581: From Page to Stage

The focus of this unit will be on how a published text is animated and brought to life for an audience. The emphasis is on working to the intention of the original playwright and not on devising.

Candidates will work on a selected text through workshops and undertake a controlled assessment in which they perform an extract from the text and complete a working record. The text is selected by the centre.

This unit is internally assessed by the teacher and moderated by post.

Unit A582: Drama in the Making

The focus of this unit will be to explore and develop candidates' understanding of the devising process using stimulus material. They will explore and gain an understanding of the key principles and concepts of devising a piece of drama. The stimulus is selected by the centre.

Candidates will explore a chosen stimulus item through workshops and undertake a controlled assessment in which they will deliver a workshop presentation(s) and complete a working record.

This unit is internally assessed by the teacher and moderated by post.

Unit A583: From Concept to Creation

The focus of this unit is to explore and realise one of four briefs set by OCR. The briefs will use either the text extract or stimulus provided as a starting point to develop skills through a series of workshops exploring the functions of Deviser, Designer, Director and Performer. At the end of the unit, candidates will undertake a practical examination, comprising of a preparation/rehearsal period and a practical outcome. Candidates will be assessed on their performance/presentation and their planning, and working record.

The practical examination is externally marked by a visiting examiner.

How parents can help to support their son's/daughter's learning:

- Encourage students to join extra curricular clubs
- Encourage students to watch a wide range of plays/drama's from many different genres and traditions
- Encourage students to complete homework



DRAMA – KS4- CONT

Main skills developed in KS4:

- engage actively in the process of dramatic study in order to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- develop a basis for their future roles as active citizens in employment and society in general as well as for the possible further study of drama
- consider and explore the impact of social, historical and cultural influences on drama texts and activities.

The following websites can help your son/daughter's learning:

- <http://www.franticassembly.co.uk/>
- <http://www.nationaltheatre.org.uk/>
- <http://www.rsc.org.uk/>
- <http://www.nyt.org.uk/>
- <https://www.thestage.co.uk>

We provide the following extra-curricular clubs:

- Drama club (be mad/ go mad)
- Talent show
- School production

SMSC & British Values

- Mutual respect and tolerance of those with different faiths and beliefs - **This is addressed in many units.**
- enable students to **develop** their self-knowledge, self-esteem and self-confidence. - **This is addressed in every performance opportunity in all units.**
- encourage students to **accept responsibility** for their behaviour and to understand how they can contribute positively to society generally –
- **This is explore through group work and working with other students cooperatively.**
- encourage **respect for other people** and encourage respect for democracy, including respect for the basis on which the law is made and applied in England. - **This is explore through group work and working with other students cooperatively**

