

DRAMA – YEAR 7

Units taught:

Autumn Term	Spring Term	Summer Term
Mime	Voice	Macbeth & Shakespeare
Structure	Mask Work	Theatre in Education

Main skills developed:

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 in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
- Understand how plays are structured & the process of creating theatre.
- Develop knowledge in the theatre industry, including backstage areas.
- Understand theatre for different purpose & different genres.

How parents can help to support their child'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 child'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>

Extra-Curricular opportunities:

- Drama clubs
- Talent show
- School production
- Green Screen
- Stage Combat Workshops

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 - YR7 - CONT

Careers in Drama

- <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/performing-arts>
- <https://targetcareers.co.uk/career-sectors/arts-and-creative/1015387-careers-in-theatre>
- <https://www.bbc.co.uk/bitesize/articles/zfrq92p>
- <https://successatschool.org/careerzonesummary/37/Performing-Arts>
- <https://www.allaboutcareers.com/career-industry/culture-music-performing-arts/>



DRAMA – YEAR 8

Units taught:

Autumn Term	Spring Term	Summer Term
Making the moment	Genre	Melodrama
Tension	Page to stage	Ancient Greek Theatre

Main skills developed:

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.
- Demonstrate understanding of the different drama devices such as lighting & sound.
- Understand the process of staging a play, developing from the written page to the stage.
- Understand theatre history.

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Extra-Curricular opportunities:

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DRAMA - YR8 - CONT

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DRAMA - YEAR 9-11

Units taught:

Autumn Term	Spring Term	Summer Term
Skill building practitioners and Techniques	Skill building practitioners and Techniques	Skill building practitioners and Techniques
Practitioners	Component 1 Study 2 practitioners	Component 2/3 Perform and Devise
Component 2 Perform	Component 3 Devise and reflect	Component 3 Devise and reflect

Main skills developed:

- 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.

How parents can help to support their child's learning:

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DRAMA - YEAR 9 -11

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DRAMA – YEAR 12 & 13

Units taught:

Autumn Term	Spring Term	Summer Term
Unit 1- Investigating practitioners Unit 2 - Developing Skills and Techniques for Live Performance Unit 4 - Community Theatre Performance	Unit 2 - Developing Skills and Techniques for Live Performance Unit 3- Group Performance Workshop Unit 5 –Individual Performance commission	Unit 3- Group Performance Workshop Unit 19 - Acting Styles Unit 5 –Individual Performance commission
Unit 19 - Acting Styles Unit 1- Investigating practitioners Unit 22-Movement in performance	Unit 3- Group Performance Workshop Unit 6 - Final Live performance to an audience	Unit 3- Group Performance Workshop Unit 6 - Final Live performance to an audience

Main skills developed:

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DRAMA - YEAR 12 & 13

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