



Drama

Year 7-11 Subject Learning Scheme 2016-2017



Year 7 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	The Pied Piper	Darkwood Manor	Bullying		The Pied Piper	Darkwood Manor
Key Learning Knowledge Skills Experiences	Introduction to drama. Drama techniques <ul style="list-style-type: none"> • Role-play • Still images • Thought tracking • Narration Drama mediums (acting skills) <ul style="list-style-type: none"> • Vocal projection • Staying in role • Body language • Audience Awareness Oral & written feedback: Positive and negatives opinions as audience member	Exploring use of tension and horror/supernatural as a genre Drama techniques: <ul style="list-style-type: none"> • Choral Speech • Choral Movement • Body as Prop • Sound-scape Drama mediums (acting skills) <ul style="list-style-type: none"> • Vocal intonation • Pace, pitch and pauses Elements of Drama: Drama: <ul style="list-style-type: none"> • Contrasts • Plot/content Oral & written Feedback: Evaluation skills use drama	Exploring bullying as a social issue through script, poems and newspaper articles. Drama techniques: <ul style="list-style-type: none"> • Split screen • Monologue • Marking the moment Drama mediums (acting skills) <ul style="list-style-type: none"> • Eye contact • Audience interaction • Purposeful Movement Elements of Drama: <ul style="list-style-type: none"> • Sound & Lighting • Dramatic irony Oral & written Feedback: Evaluation skills use drama terminology & self-reflection		Exploring style and form of Melodramatic performance Drama techniques <ul style="list-style-type: none"> • Direct audience address • Asides • Audience participation • Narration Drama mediums (acting skills) <ul style="list-style-type: none"> • Exaggeration • Comedy timing • Stereotypes • Use of props & costumes • Sound & lighting Elements of Drama <ul style="list-style-type: none"> • Contrasts • Plot/content Oral & written feedback: Evaluation skills use drama terminology	Consolidation of Drama topics and application of acting skills. All drama techniques, drama mediums and elements of drama explored in extended group project. Written controlled assessment

		terminology & self-reflection.			&, self-reflection. Critical awareness of their own and the work of others	
Key Homework	Script writing, letter of complaint & written evaluation	Developing poetry & written evaluation	Monologue-writing in role, learning lines & script writing	Script writing, stage directions & written evaluation	Learning lines & individual preparation	Key Homework
Key Assessment incl. dates	Baseline by end of September	Group performance & written assessment	Solo performance & written assessment	Group performance and written assessment	Group performance	Group performance
<p>SMSC SPIRITUAL</p> <p>All Students will develop a sense of respect for the values and beliefs of others. When taking part in class discussions they will respect the opinions and views of others.</p> <p>When completing tasks, students will be encouraged where possible to use ingenuity to complete tasks to a high standard,</p>	<p>Moral</p> <p>Throughout the unit of work, students will work in groups, they will increase awareness of their behaviour and how it affects others.</p> <p>Students will gain an understanding of the consequences of their actions and how it could affect other people in the learning environment.</p> <p>Students will understand the</p>	<p>Social</p> <p>Students will be working in small groups/teams in a variety of activities throughout the unit of work. In order to be successful students will have to show effective teamwork skills.</p> <p>Students will have to co-operate with other in order to successfully satisfy lesson</p>	<p>Cultural</p> <p>During this unit of work, students will work from people from other cultures and ethnic backgrounds.</p> <p>They will gain an understanding of the historical background of the activity, researching its roots and its place within society.</p> <p>Students will respect the views</p>	<p>British Values</p> <p><u>Individual Liberty</u></p> <p>Throughout the curriculum, students will have the right and opportunity to express their own views and work with freedom in order to complete learning tasks.</p> <p><u>Tolerance</u></p> <p>Students will develop an awareness of the behaviours and beliefs of others. They will take these into consideration</p>		

<p>especially when problem solving.</p> <p>Students will be encouraged to reflect on the things they have learned and tasks they have done. Regularly trying to identify when they have done well and critically analysing what they need to do in order to improve.</p>	<p>importance of the Shevington Standards when creating a thriving, positive learning environment</p>	<p>criteria. They will have to communicate effectively and appropriately, as well as using auditory skills to complete problem solving tasks.</p> <p>Students will have to work with other learning groups, co-operating with them and understand their points of view, maintaining a democratic balance.</p>	<p>of other within the group, their feelings and emotions towards the taught activity.</p>	<p>when performing tasks in the learning environment.</p> <p><u>Democracy</u></p> <p>Allowing all other students their right to have their points of view heard during classroom discussion/team work tasks.</p> <p><u>Mutual Respect</u></p> <p>Students will respect others (staff and Students) at all times, allowing for greater harmony and productivity.</p> <p><u>The Rule of Law</u></p> <p>Students will have a clear understanding of right and wrong, through promotion of policy, fairness and respect, as</p>		
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				highlighted in the schools behaviour policy. They will also understand the consequences of their actions.		
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Year 8 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Learning Knowledge Skills Experiences	Exploring use of script, peer pressure, disabilities & development of character Drama techniques <ul style="list-style-type: none"> • Angel and Devil • Thought tunnel • Conscience alley • Slow motion Drama mediums <ul style="list-style-type: none"> • Proxemics • Levels • Vocal expression • Purposeful movement Elements of Drama <ul style="list-style-type: none"> • Plot/content • Contrasts 	Exploring the use of mime and genre of 1920's film industry Drama techniques <ul style="list-style-type: none"> • Slow motion • Narration • Media devices • Proxemics • Still images Drama mediums (acting skills) <ul style="list-style-type: none"> • Exaggeration • Stereotypes • Animated expression 	Exploring the World War II, focussing on a German perspective through use of text. Drama techniques <ul style="list-style-type: none"> • Improvisation • Hot seating • Choral speech • Choral movement Drama mediums (acting skills) <ul style="list-style-type: none"> • Empathy • Commitment to authenticity • Pace, pauses and pitch 	Exploring racism, bullying and education of system through full length play. Drama techniques <ul style="list-style-type: none"> • Cross-cutting • Stage combat • Monologue • Duologue • Marking the moment Drama mediums (acting skills) <ul style="list-style-type: none"> • Empathy • Commitment to authenticity 		Consolidation of Drama topics and application of acting skills. All drama techniques, drama mediums and elements of drama explored in extended group project. Written controlled assessment

	<p>Oral & written Feedback: Evaluation skills use drama terminology &, self-reflection. Critical awareness of their own and the work of others</p>	<p>s and movement</p> <ul style="list-style-type: none"> • Defined gestures • Sound & lighting <p>Elements of Drama</p> <ul style="list-style-type: none"> • Symbolism • Flashbacks • Conventions <p>Oral & written Feedback: Evaluation skills use drama terminology &, self-reflection. Critical awareness of their own and the work of others</p>	<p>Elements of Drama</p> <ul style="list-style-type: none"> • Symbolism • Flashbacks • Conventions • Masks • Sound & lighting <p>Oral & written Feedback: Evaluation skills use drama terminology &, self-reflection. Critical awareness of their own and the work of others</p>	<ul style="list-style-type: none"> • Pace, pauses and pitch <p>Elements of Drama</p> <ul style="list-style-type: none"> • Plot/content • Contrasts <p>Oral & written Feedback: Evaluation skills use drama terminology &, self-reflection. Critical awareness of their own and the work of others</p>		
Key Homework	Learning lines, script development and written evaluation	Sound & lighting cue sheet/ICT PowerPoint	Writing in role, research and written evaluation	Script writing, writing in role & written evaluation		
Key Assessment incl. dates	Duologue & group performance	Group performance & evaluation	Group performance & solo performance	Group performance & evaluation	Group performance	Group performance

Year 9 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	<p>Alcohol & Respect: Component 2 preparation</p> <p>Exploring the effects of alcohol using a variety of stimulus. Pupils respond to a range of stimulus</p> <p>Work creatively and collaboratively with others</p> <p>Develop knowledge and understanding of theatre roles and responsibilities</p>	<p>‘Too Much Punch for Judy’ by Mark Wheeler</p> <p>Explore play using variety of <i>drama strategies</i>. <i>Elements of drama and drama mediums</i>.</p> <p><i>Theatre Practitioners:</i></p> <p><i>Bertolt Brecht-work, theory and style of performance</i></p> <p><i>Konstanin Stanislavski-as above</i></p>	<p>British Injustice</p> <p>Exploring a true story about Derek Bentley and Capital punishment Developing use of Drama Techniques</p>	<p>Devised Performance</p> <p>Pupils are given variety of stimulus to devise their own performance for an external audience.</p> <p>Document their journey through ‘Devising Log’ as preparation for this externally moderated component in Y10.</p>	<p>Exploring script-Component 3 preparation</p> <p>Exploring one of the following plays using variety of drama techniques. Elements of drama and drama medium as preparation for Component 3 & Section 2 of Component 1 :</p> <p><i>The Exam By Andy Hamilton</i></p> <p><i>Blue Remembered Hills by Dennis Potter</i></p> <p><i>Two by Jim Cartwright</i></p>	Play-text continued
Key Learning knowledge skills experiences	Drama Techniques Dramatizing poetry Non-naturalistic theatre Physical theatre Monologue		Dramatising poetry/song lyrics Non-naturalistic theatre Physical theatre Monologue Juxtaposition		<i>History of Theatre</i> <i>Physical Theatre</i>	Exploring three contrasting stimulus and pupils devise their own performance.

	<p>Drama mediums (acting skills)</p> <p>Commitment and creation of roles Voice & movement Sound/lighting</p> <p>Elements of drama:</p> <p>Contrast Symbolism Plot/content Climax/anti-climax</p>		<p>Drama mediums (acting skills)</p> <p>Commitment and creation of roles Voice & movement Sound/lighting Elements of drama Contrast Symbolism Plot/content</p>			
Key Homework	Theatre roles and terminology quiz, Writing in role & research	Character analysis and learning lines	research, monologue and lesson reflection.	Group Performance, devising log & Evaluation	Research, theatre quiz and evaluation	Exam question
Key Assessment incl. dates		Group performance Exam Questions	Group performance, solo performance & devising log	Group performance and solo performance	Group Performance	

Year 10 KS4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	FAME: Devised Drama	Contemporary play- BLOOD BROTHERS by Willy Russell	T.I.E for KS2- Devised Drama mock	Component 2: Devised Drama	Component 2: Devised Drama continued	Live Theatre production: Section C in written exam
Key Learning Knowledge Skills Experiences	<i>Responding to a range of stimulus</i> <i>Research of chosen style and theatre practitioner</i> <i>Develop use of strategies, elements and mediums.</i> <i>Creative and collaborative involvement</i> <i>Commitment and focus on character work</i> <i>Communication of ideas, demonstrating knowledge and understanding of plot, character, form and structure.</i> <i>Analysing and evaluating own performance and</i>	The interpretation of a complete and substantial play text recognition of the ways in which playwrights, directors, designers and Performers communicate meaning through the medium of drama. The selection of appropriate elements of drama through the exploration of a complete and substantial play text, gaining a practical understanding of the medium of drama. Evaluating the effectiveness of different developing performance skills and rehearsal techniques. Developing and realising ideas in response to a play within a group using the language of drama to communicate ideas to others. Recognising the ways in which playwrights	Exploring styles of performance with a focus on KS2 'Theatre in Education' for a specific target audience. Preparing pupils to perform live for local primary schools as chosen audience.	Performance- Pupils will be assessed on: The level and range of theatrical skill Contribution to the effectiveness of the piece Inventiveness of the individual's work Success in realising individual artistic invention Written- Pupils will be assessed on: Evidence of a creative response to the stimulus Evidence of skills in creating and		Pupils given opportunity to watch live college performance and critique the production for controlled assessment. The evaluation of a live performance is to be coherent and make critical judgements that are informed and extremely Well justified. Quality of written communication (QWC): an Application of written communication. Spelling, punctuation and grammar are faultless and the selected form and style are appropriate.

	<i>impact on the audience</i>	<p>record their instructions in a script</p> <p>Applying drama skills to the realisation of extracts from a complete and substantial play text.</p> <p>Approaches to developing characters and/or roles exploring different staging methods.</p> <p>Understanding the social, cultural and historical context of a complete play</p>		<p>developing ideas to communicate meaning</p> <p>Demonstrate identification and investigation of how their theatrical skills have developed</p> <p>Demonstrate an understanding of their contribution to the devising process and to the final devised piece</p>		
Key Homework	DEVISING LOG: Documenting the rehearsal process and evaluation of performance.	Reading the play, writing in role, script, stage designs research	Script writing, production notes and technical cue sheets.	Devising log-exercise books Research Re-drafting		Research, making notes and re-drafting.
Key Assessment incl. dates	Group performance & written evaluation	Exam questions, theatre quiz & learning lines	Devising log, self-evaluation and group performance	Section 1 completed of devising log	Section 2 & 3 completed of devising log	Exam questions

Year 11 KS4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11	Component 2: Devised drama (40%)	Component 2: Devised drama continued	Component 3: Texts in practice External examiner (20%)	Component 3 continued Component 1: Understanding of Drama- written exam (40%)	Course completed	
Key Learning Knowledge, Skills and experiences	<p><i>Responding to a range of stimulus</i></p> <p><i>Research of chosen style and theatre practitioner</i></p> <p><i>Develop use of strategies, elements and mediums.</i></p> <p><i>Creative and collaborative involvement</i></p> <p><i>Commitment and focus on character work</i></p> <p><i>Communication of ideas, demonstrating knowledge and understanding of plot, character, form and structure.</i></p>	<p>Performance- Pupils will be assessed on: The level and range of theatrical skill</p> <p>Contribution to the effectiveness of the piece</p> <p>Inventiveness of the individual's work</p> <p>Success in realising individual artistic invention</p> <p>Written- Pupils will be assessed on:</p> <p>Evidence of a creative response to the stimulus</p>	<p>Pupils prepare for external exam, working on a two extracts from one script</p> <p>Pupils will work collaboratively with all other group members take advice, guidance and direction from the teacher prepare and rehearse for a sustained period. Pupils will show their vocal and movement practical skills in performance. Pupils will communicate with other performers and the audience demonstrate an understanding of</p>	<p>Pupils prepare and revise for the final written exam of the course.</p> <p>Pupils will revisit and develop their knowledge and understanding of Drama and theatre terminology for section 1</p> <p>Pupils will revisit and develop their understanding of the set text</p> <p>Pupils will revisit and revise their interpretation of a live theatre production</p>		<p>Key Learning</p> <p>Knowledge, Skills and experiences</p>

	<p><i>Analysing and evaluating own performance and impact on the audience</i></p> <p>Application of written communication. Spelling, punctuation and grammar are faultless and the selected form and style are appropriate.</p>	<p>Evidence of skills in creating and developing ideas to communicate meaning</p> <p>Demonstrate identification and investigation of how their theatrical skills have developed</p> <p>Demonstrate an understanding of their contribution to the devising process and to the final devised piece</p>	<p>style and form within their chosen play.</p> <p>Demonstrate an understanding of the content and purpose of the performance perform to the visiting examiner</p>			
Key Homework	<p>Devising log-exercise book</p> <p>Re-drafting</p>	<p>Devising log-exercise book</p> <p>Re-drafting</p> <p>Technical cue sheets</p>	<p>Script development, research, technical cue sheets, learning lines and exam preparation</p>	<p>Revision book</p> <p>Flash cards</p> <p>Exam questions</p>	Key Homework	<p>Devising log-exercise book</p> <p>Re-drafting</p>
Key Assessment incl. dates	<p>Performance for feedback</p> <p>Section 1 completed of devising log</p>	<p>Section 2 & Section 3 of devising log completed for final draft</p>	<p>Showcase Evening: 1st March</p> <p>Provisional exam : 8th March</p>	<p>External exam: 18th May</p>		