



## **Curriculum Overview**

# **Drama**

## **Subject Leader**

**Mrs K Plomer**

# Intent

## Key stage 3 - Year 9

Frome College has a highly successful and robust Drama curriculum in order to support year 9 in their transition from middle school to College. We cover a broad range of subjects and offer a rich extra-curricular programme in order to engage students no matter what their interests. Events include our annual school production, Musicals night, young Playwrights in addition to a variety of trips including a London residential and trips to more local theatres such as Bristol old Vic and Bath theatre Royal.

Throughout KS3, students consistently build on the essential knowledge and practical skills required for the next stages in their GCSE subjects and Drama specifically. Students become fluent and confident in their subject knowledge and skills as these are developed over time and revisited across the keystage. Key vocabulary underpins all their learning and allows them to access concepts at increasing depth and challenge.

Our key focus within year 9 is to ensure that students:

- Have a go!
- Take risks.
- Have fun.
- No judging
- Only offer constructive criticism
- Feel silly!

We aim to create a fun and engaging environment where students can feel comfortable doing all of the above. Our challenging curriculum allows for progression, helping students to become confident practitioners, experimenting with creative ideas as part of a group. Students are provided with opportunities to:

- Develop the skills and knowledge to become confident, creative, successful, innovative and articulate.
- Experience 'wow' moments in their school career, utilising state of the art facilities and extra curricular opportunities.
- Be inspired and take risks as a performer.
- Be the best they can be, building self-confidence.
- Develop empathy, tolerance and create positive social change.
- Develop the ability to work independently and as part of a team, taking responsibility for their own work and collaborating with others to realise shared goals.
- Build resilience and allow students to respond maturely to constructive criticism.
- Utilise the wonderful facilities, encouraging students to operate the technical elements so that by the time they reach KS4 they can be independent.
- Develop transferable skills they can use in other subjects e.g., cooperation, team work, communication skills, analytical skills, creativity, problem solving.

# Implementation

## Key stage 3

**Year 9** is advanced drama, encouraging students to work independently and experiment with creative ideas when exploring more challenging texts and issues. We cover a broad range of topics such as script reading and devising,

alongside social theatre, comedy and studying key practitioners such as Katie Mitchell, Brecht and Berkoff Students will develop the experience and terminology to allow progression onto KS4 study at GCSE. Students are provided with the opportunity for at least 1 theatre trip and the option to take part in Young Playwrights - A one night-only performance of plays written and directed by year 12 but performed by year 9.

*Overall we aim to instill a passion for the Performing Arts, providing a rich experience and opportunities to perform to audiences and analyse live performances at all key stages. This will build on students' existing cultural capital and widen it, promoting a life-long enjoyment of and respect for the performing arts.*

# Intent

## Key stage 4

**Our GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.**

**We will provide students with the opportunity to:**

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts from a range of different styles, genres and practitioners
- develop a range of theatrical skills and apply them to create performances
- observe the work of professional both in the theatre and also out of it through providing opportunities to work with professional performers and companies
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of professional theatre and how it is created through reflective and analytical study both in and out of class

# Implementation

## Key stage 4

A two-year course where students develop the skills and knowledge to achieve the following criteria:

- apply knowledge and understanding when making, performing and responding to drama.
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- develop a range of theatrical skills and apply them to create performance.
- work collaboratively to generate, develop and communicate ideas.
- develop as creative, effective, independent and reflective students who can make informed choices in process and performance.
- contribute as an individual to a theatrical performance.
- reflect on and evaluate their own work and that of others.
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- adopt safe working practices.

**Year 10:** A skills development year. Students will practically explore the set text 'Things I Know to be True' by Andrew Bovell working to develop some knowledge around the playwright's intentions and how we as performers can achieve these through vocal and physical skills. This will be supported with being able to coherently describe and explain the way an actor can work in order to achieve a desired effect on an audience. Students will develop their ability to create devised drama, working from teacher supplied stimuli to create a performance for their peers, this process will be underwritten in a log book where students can document choices made with reasons. Students will be provided with at least one Live theatre visit.

In year 10 students will complete Component 2: Devising Drama (40%)

**Year 11:** Students prepare for 2 components:

Component 1: Understanding Drama (Written Examination based on Live theatre and Set Text) (40%)

Component 3: Texts in practice (40%)

In year 11 students will be provided with the opportunity to explore a wide range of live theatre with residential trips, local theatre trips as well as workshops with companies such as Wise Children and Frantic Assembly

The KS4 curriculum makes distinct and clear links to the KS5 curriculum, preparing students for the academic rigour of A Levels (whether Theatre Studies or not) and building a foundation of the skills they need to succeed at undergraduate level in HE.

## Allocated curriculum time

	Y9	Y10	Y11
Fortnightly lesson allocation	2	6	5

# Year 9

Term	Advanced Units
1	<b>Introduction to College Drama, Teacher and explorative strategies.</b> Students will undergo an intensive six week round of lessons where we cover all of the key ideas and strategies to be able to create and develop imaginative, robust and creative pieces of Drama.
2	<b>Comedy</b> - Students will be introduced to a world of mime, clowning and developed masked theatre. They will improve their comedic timing and ability to work with their bodies to communicate ideas.
3	<b>Social Theatre</b> - Students will be asked to consider a broad range of topics which are relevant to children their age. We will study practitioners such as Mark Wheeler, looking at how Theatre in Education can be used to bring relevant messages and ideas to an audience of their age.
4	<b>Physical Theatre</b> - Students will begin to learn of key practitioners within the drama world such as Frantic Assembly, Berkoff and Le Coq in addition to exploring stage combat and Greek theatre.
5	
6	<b>Grand Guignol Theatre</b> - Across term 5 and 6 students will learn about the original Horror Theatre. They will be taught about communication of tension and developing storylines in their own pieces. We will analyse a range of film trailers looking at lighting, sound, costume and camera angles. Lastly they will be taught to create their own horror wounds before moving into groups to create and film their own horror film.

# Year 10 (GCSE DRAMA AQA)

Term	Unit
1	<b>Introduction to GCSE Drama: Script Based Drama and Written Paper</b> In term one students will practically explore the set text of things I know to be True by Andrew Bovell, considering their acting and directing choices in detail and developing their knowledge and understanding of the play. Alongside this they will begin to format answers to the written paper which is based on their knowledge of how theatre is created and performed to communicate meaning to an audience.
2	<b>Introduction to GCSE Drama: Script Based Drama</b> In term two students will finish the set text and be able to answer most of the set text questions in the paper being familiar with the style of writing needed. They will then prepare and extract from the play in the style of Frantic Assembly ready for performance. They will also watch the play.
3&4	<b>Devising Skills</b> Across term 3 and 4 students will develop their devising and creating skills. They will workshop a large number of explorative strategies and techniques around a wide range of different stimuli, learning how to develop a piece using the stimuli as a starting point and not a storyline. In term 4 they will workshop the stimuli for their final piece, beginning to form story lines and characters and exploring this in the form of a devising log book.
5&6	<b>Devising Drama: Final performance</b> The first formal assessment leading to 40% of the GCSE practical NEA. Based on the stimulus provided by the teacher, students will take part in a range of workshops to explore the stimulus and the chosen practitioner. In groups of 2-5, students will devise, script, rehearse and perform their original piece, completing written coursework to analyse the rehearsal process and development of ideas. They will also design their own sound and lighting plots, with the option of completing Costume design, set design, lighting, sound and puppetry as their assessment options.

# Year 11 (GCSE DRAMA- AQA)

Term	Unit
1	<b>Understanding drama</b> Students will re-visit the set text and live theatre elements of the course developing their articulate writing skills in exploring the way that theatre is performed and communicated to an audience. Students will bring the script to life and approach their knowledge of performance through becoming the characters but also directing others.
2-4	<b>Practical Scripted Performance</b> Students will study two extracts from the same performance text chosen by the centre. They will rehearse as part of a group to develop the text from page to stage and perform in front of an external examiner. Students are encouraged to block the action creatively, paying close attention to characterisation and the use of vocal and physical skills. Students also take responsibility for all aspects of the production: rehearsal, staging, costume, lighting, sound and projection.
5	<b>Preparing for Written Exam: Live Theatre Seen and Set Text</b> Revision and preparation for written exam. Students will revise the set text through practical workshops and written tasks, exploring the central characters and experimenting with ways of staging key extracts on stage. Students are encouraged to be creative and original, experimenting with stage configuration and technical elements to bring the scenes to life. Students also prepare their final notes on 'Live Theatre Seen,' completing past paper responses.