

Drama – Year 7 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Lights, Camera, Action Greatest Show	Bugsy Malone		Darkwood Manor	Theatre History	Room 13	Careers
Year 7	<p>Introduction to drama through story telling and devising.</p> <p>Acting skills : Facial Expression, Body language, Gestures, Pace, Movement, Projection, Tone, Pitch.</p> <p>Drama Techniques: Still image, Thought Track, Narration, Flashback/Flash forward, Ensemble, Improvisation, Stimulus, Teacher in role, hot seating.</p> <p>Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, team work, patience.</p>	<p>Exploration of the musical Bugsy Malone.</p> <p>During this introduction to script work students have the first sense of being able to re-create other characters who have different personalities and have differing back stories. They will be expected to work in various group sizes from two to a whole class ensemble within non friendship dynamics. They will be encouraged to challenge others ideas and give their own creative and imaginative ideas.</p> <p>Acting skills : Facial Expression, Body language, Gestures, Pace, Accent, Volume, Tone, Pace, Pitch.</p> <p>Drama Techniques: Still image, Narration, Ensemble, Script. Duologues, rehearsal.</p> <p>Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, team work, compromise.</p>		<p>Development of skills through the exploration of the haunted Darkwood Manor.</p> <p>During this SOW, students will engage in the art of theatre making using devising processes, techniques for performance and character development activities. Students will participate in understanding new style and genre of theatre and applying this to the disciplines of storytelling and role play. Students will also explore communicating meaning through their use of movement.</p> <p>Acting skills : Facial Expression, Body language, Gestures, Pace, Movement, Accent, Volume, Tone, Pace, Pitch.</p> <p>Drama Techniques: Still image, Thought Track, Narration, Flashback/Flash forward, Physical Theatre, Ensemble, Improvisation,</p>	<p>Explore the historical, social and political context of drama and theatre, along with its styles and genres.</p> <p>Students understand how theatre has evolved over the centuries into how theatre is now devised and written, exploring performance technique and skill.</p> <p>Students will participate in a number of explorative activities, where they will broaden their understanding of basic performance technique such as ensemble, to new context following the principles of three different theatre histories.</p> <p>Greek Theatre: Amphitheatres - large outdoor, circular performances spaces built into hill sides. Masks – to represent character/emotion, exaggerated features.</p>	<p>Exploration of the play Room 13 by Joe Standerline.</p> <p>During this exploration of Room 13 the students will be engaged with understanding the craft of using a script to its fullest potential. Students will continue the etiquette of being an audience member, to creating drama to then performing the script with some moments of devising. The understanding of the discipline is through reading the script and students responding creatively using the skills essential to rehearse and perform imaginative and believable performances.</p> <p>Students will be encouraged to work independently, in groups and as an ensemble when rehearsing the skills taught. Clear communication, listening and problem solving skills will continue</p>	<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how student may pursue a future in the creative arts industries. In Year 7 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal. An example of this is in Term 2 when students have the opportunity to see a pantomime at Leeds Grand Theatre. This will allow students to see first-hand how some of the different job roles we have discussed in lessons work together to create a final piece.</p> <p>During Term 2, students will gain a deeper insight unto job roles such as a choreographer, director and designer as they create their own versions of extracts of the well-known musical. Here they will discover the range of skills needed to be successful at these jobs.</p>

Dance Terminology: Pathway, Dynamcs, Repetition, Motif, Unison, Choreograph.

Stimulus, Teacher in role, hot seating.

Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, team work and patience.

Physical Theatre: Using movement skills and body to represent an object, mood, or theme. Taking on characteristics which represent the stated.

Abstract Theatre: Theatre which defies the ideas of 'normal' every day life.

Choral Speaking – Verses spoke by ensemble.
 Tragedy - Greek tragedies were very serious plays with a moral lesson. They usually told the story of a mythical hero who would eventually meet his doom because of his pride.
 Comedy - Comedies were more light-hearted than tragedies. They told stories of everyday life and often made fun of Greek celebrities and politicians.

Commedia Del' Arte: translates – the craft of Comedy.
 Stock Characters – all represented by mask.
 Themes – Love, Hunger, Money.
 Born in Italy in the 17th Century.

Acting skills : Facial Expression, Body language, Gestures, Pace, Movement, Accent, Volume, Tone, Pace, Pitch.

Drama Techniques: Still image, Thought Track, Narration, Flashback/Flash forward, Physical Theatre, Ensemble, Improvisation, Stimulus, Teacher in role, hot seating.

to be an essential part of this exploration of the script to allow the students to become confident disciplined spectators and performers.

Acting skills : Facial Expression, Body language, Gestures, eye contact, Pace, Movement, Projection, Tone, Pace, Pitch, Volume.

Drama Techniques: Still image, Thought Track, Narration, Flashback/Flash forward, Ensemble. Improvisation, Stimulus, Teacher in role, Role on the wall, soundscape.

Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, Stage directions, entrances and exits, Mood and tension, characterisation, team work and patience.

During Term 6, the exploration of a script gives students the opportunity to see the role of a playwright and give them the opportunity to take on a director's role to take a play from page to stage.

				<p>Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, team work, patience.</p>		
--	--	--	--	---	--	--

Drama – Year 8 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Abandonment	The Lion, The Witch and the Wardrobe	Rosa Parks	Blood Brothers		T.I.E and Social Media	Careers
Year 8	<p>Devising SOW based on The Foundling Hospital in London.</p> <p>This SOW is the first time students are creating sensitive issue based drama. They now need to perform with considered sensitivity using sympathy and empathy throughout their approach. The freedom to create their own dialogue through devising means that they need to be mature and thoughtful.</p> <p>Acting skills: Volume, Tone, Pace, Pitch, Accent Facial Expressions, Physicality, Body Language, Gestures, Pace, Gait, Eye contact, Tension, Levels, Proxemics.</p> <p>Drama Techniques: Teacher In Role, Hot Seating, Still images (DELTA), Thought</p>	<p>Exploration of the play The Lion, The Witch and the Wardrobe.</p> <p>This SOW is the first time students are creating characters that may not be human. Some characters are mythical and based on creatures from a fantasy world. This new approach allows students to understand that scripts and character are not always naturalistic in genre or style. Students will perform as part of an ensemble that introduces creative and imaginative characters that need extra vocal and movement considerations. There is a historical context to the script that will require sympathy from students in their approach to some characterisations.</p>	<p>Development of skills through the exploration of the story of Rosa Parks.</p> <p>This SOW is focusing on sensitive factual/historical information of segregation and racism where the students need to react with respect and understanding of how and why this event of Rosa Parks happened and changed history. The freedom to create their own dialogue through devising means that they need to be mature and thoughtful. Using language appropriately and factually will be performed with thought, care and understanding.</p> <p>Acting skills : Facial Expression, Body language, Gestures, Gait, Physicality, Pace, Accent, Volume, Tone, Pace, Pitch, Intonation, levels, eye contact, proxemics.</p>	<p>Exploration of the play Blood Brothers.</p> <p>Throughout the two terms of this SOW, students will explore the play as an entirety. They will apply and adapt performance skills for the genre of Musical theatre with moments and key scenes of Naturalism. Students will understand how to use stage positions, stage directions and configurations which are appropriate to play. In this SOW, students will develop character and relationships between characters for on stage performance applying performance skills which are appropriate to their role.</p> <p>The SOW requires students to respond creatively to the script and be effective in their ability to work both independently and as a group.</p> <p>Acting skills : Facial Expression, Body language, Gestures, Pace, Movement, Accent, Volume, Tone , Pace, Pitch, Levels, Proxemics, Eye Contact, Tension.</p> <p>Drama Techniques: Still image, Thought Track, Narration,</p>	<p>Devising SOW based on educating their audience on the dangers of using Social Media.</p> <p>This SOW is focusing on some sensitive issues with some factual events and stories that the students need to react with respect and understanding of how to ultimately be safe online. Students will perform with considered sensitivity using sympathy and empathy throughout their approach as well as using the relevant language keeping the devised scenes realistic. The students will also perform in the style of T.I.E making sure the message of their piece is performed clearly to the audience. The freedom to create their own dialogue through devising means that they need to be mature and thoughtful. Using language appropriately and factually will be performed with</p>	<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how student may pursue a future in the creative arts industries. In Year 8 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p> <p>This is embedded throughout the year, particularly in Terms 2, 4 and 5 when students will explore how designers, technicians and actors work collaboratively to reproduce their own interpretation of professional repertoire. When exploring script work, students will also gain an understanding of the vital work of a playwright and the skills needed by performers to be able to take the script from page to stage. In Terms 1, 3 and 6, students will develop understanding of a director’s role within the industry and how</p>	

<p>tracking, Conscience Alley, Monologues, Sustained focus, Role Play, Rehearsal, Flash Back/Flash Forward, Improvisation.</p> <p>Drama Terminology: Characterisation, Devising from stimuli, Props, Costume, Set, Creativity, Imagination.</p>	<p>Acting skills : Volume, Tone, Pace, Pitch, Accent Facial Expressions, Physicality, Body Language, Gestures, Pace, Gait, Eye contact, Tension, Levels, Proxemics.</p> <p>Drama Techniques: Script work, Improvisation, Still images (DELTA), Monologues, Sustained focus, Role Play, Rehearsal.</p> <p>Drama Terminology: Characterisation, Stage Directions, Blocking, Memory recall, Props, Costume, Set, Creativity, Imagination.</p>	<p>Drama Techniques: Still image, Thought Track, Narration, Flashback/Flash forward, Ensemble. Improvisation, Stimulus, hot seating, placards, conscience alley, direct address, forum theatre.</p> <p>Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, realistic, characterisation, team work and patience.</p> <p>Language used: Segregation, racism, hate crime, society, superiority, boycott.</p>	<p>Flashback/Flash forward, Physical Theatre, Ensemble, Improvisation, Stimulus, Teacher in role, hot seating.</p> <p>Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, team work, patience.</p> <p>Naturalism: Naturalism is the style which reflects real life. An audience should reflect how a person would behave and respond in real life. To do this, an actor will undergo a series of methods and techniques to create character.</p> <p>Musical Theatre: Musical theatre is a form of theatrical performance that combines songs, spoken dialogue, acting and dance. The story and emotional content of a musical – humour, pathos, love, anger are communicated through words, music, movement and technical aspects of the entertainment as an integrated whole.</p>	<p>thought, care and understanding. Using creativity and their imagination needs to be a vital factor within the students devising to be able to transfer this into creating original pieces of drama.</p> <p>Acting skills : Facial Expression, Body language, Gestures, Gait, Physicality, Pace, Intonation, Accent, Volume, Tone , Pace, Pitch, Levels, eye contact, proxemics.</p> <p>Drama Techniques: Still image, Thought Track, Narration, Improvisation, Stimulus, hot seating, conscience alley, direct address, T.I.E, split screen, choral speaking.</p> <p>Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, characterisation, realistic, team work, patience.</p> <p>Language used: Catfishing, sexting, online safety, cyber conversation, cyber bullying, predator.</p>	<p>collaboration skills are essential for success in the Performing Arts industry.</p>
--	---	---	--	--	--

Drama – Year 9 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	FACE - Script		Introduction to Practitioners Stanislawski Frantic Assembly	Introduction to Practitioners Berkoff Brecht	DNA – Script	Verbatim Script – The Riots	Careers
Year 9	<p>This unit allows students to work on a play that is written by Benjamin Zephaniah who they have looked at within their English curriculum. There are issues raised that encourages empathy and sympathy and needs the students to have a mature and sensitive approach to the content.</p> <p>Racial discrimination will be mentioned which facilitates discussions around SMSC issues.</p> <p>Students will be encouraged to work in non-friendship groups and the ability to work effectively as a team will be scrutinised within the assessment criteria used.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p>		<p>Throughout this unit students will explore two different performance styles of acting. They will explore two opposing practitioners, their creative intentions as theatre makers, influences and stylistic features in performance and basic methods for rehearsal. They will reproduce extracts of script and create devised movement work which will then be critically evaluated and analysed.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p> <p>Drama Terminology: Naturalism, Emotion memory, Tempo rhythm, Subtext, Given Circumstance, Magic If, Chair Duet, Trust, Epic Form, Immersive, Lifts, Exaggeration.</p>	<p>Students will explore two different practitioners and performance styles of acting. How one influenced the other, their individual creative intentions and stylistic features in performance and basic methods for rehearsal. They will re-enact extracts of script from both practitioners using the practitioner’s style, with stylistic care to portray this in a clear and sympathetic way.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p> <p>Drama Terminology: Epic Theatre, Stimuli development, Ensemble, Steven Berkoff, Bertolt Brecht, Abstract, Music, Symbolism, Stereo Types, Characterisation, Stage directions, Script work, Props, Costume, Set, Creativity, Imagination, Stage lighting, Stage positions, Stage</p>	<p>During this unit of work the students will explore DNA by Dennis Kelly putting into practise the acting skills that they have refined throughout the year. There is a key focus on characterisation and interactive skills. The students explore key scenes each lesson with an aim of creating their own interpretation of existing characters.</p> <p>Acting Skills: Facial Expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p> <p>Drama Terminology: Communication, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience, proxemics, eye contact, levels, stage directions.</p>	<p>In this SOW, students are given the opportunity to select and apply skills and techniques for both rehearsal and performance, which have been explored in terms 3 and 4. They will select appropriate practitioner style for an existing piece of performance material, concentrating on the genre of Verbatim.</p> <p>Acting skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent.</p> <p>Drama Terminology: Verbatim, communication, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience, proxemics, eye contact, levels, stage directions.</p>	<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how students may pursue a future in the creative arts industries. In Year 9 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p> <p>During Term 2, students will be given the opportunity to interview an active member of the performing arts industry about what it takes to complete certain job roles, whether they be on stage, back stage or running the business aspect of a performance.</p> <p>Terms 3 and 4 will allow students to see how the workings of famous drama practitioners have impacted on the way</p>

<p>Drama Terminology: Communication, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience, proxemics, eye contact, levels, stage directions.</p> <p>Drama Techniques: Still images (DELTA), thought tracking, monologues/Duologues, sustained focus, role Play, rehearsal, flashback/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>	<p>Drama Techniques: Still images (DELTA), Thought tracking, Monologues/Duologues, Sustained focus, Role Play, Rehearsal, Flash Back/Flash Forward, Improvisation, Narration, Stage directions, Dialogue, Stage configurations, Stage positions, Ensemble work, Physical theatre, Abstract style, Naturalism, Hot Seating.</p>	<p>configurations, Audience engagement, Total Theatre. 7 Levels of tension.</p> <p>Drama Techniques: Still images (DELTA), Thought tracking, Monologues, Script, Sustained focus, Role Play, Rehearsal, Cross cut, Improvisation, Narration, Third Person Narration, Stage directions, Dialogue, Stage configurations, Stage positions, Ensemble work, Physical theatre, Abstract style, V-Effect or Alienation, Direct Address, Montage, Placards, Multi-rolling.</p>	<p>Drama Techniques: Still images (DELTA), thought tracking, monologues/Duologues, sustained focus, role Play, rehearsal, flash back/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>	<p>Drama techniques: Still image, slow motion, use of space, blocking, abstract theatre, verbatim, devising, flash forward, flash back, monologue, duologue, thought track.</p>	<p>directors and performers work within the industry today, and give them the essential tools needed for being able to act as a performer in a range of styles.</p> <p>Students will also have the opportunity to see a professional performance of DNA in Term 5, which will allow students to see how designers, technicians and performers must work collaboratively to create a performance.</p>
<p style="text-align: center;">Devising from Script</p>	<p style="text-align: center;">Performance Styles and Genres</p>		<p style="text-align: center;">Script</p>	<p style="text-align: center;">Analysis and Evaluation</p>	
<p>Group Work. Empathy. Sympathy. Characterisation. Devising from stimuli. Props. Costume. Set. Creativity. Imagination. Evaluation and Analysis.</p>	<p>Naturalism. Emotion memory. Tempo rhythm. Subtext. Given Circumstance. Magic If. Chair Duet. Trust. Epic Form. Immersive. Lifts. Exaggeration.</p>	<p>Epic Theatre. Total Theatre. Alienation (V-effect). Political Theatre.</p>	<p>Analyse the development of skills.</p> <p>Analyse the strengths and weaknesses of a workshop, rehearsal and performance.</p> <p>Evaluate the development of skills.</p> <p>Evaluate the strengths and weaknesses of a workshop, rehearsal and performance.</p> <p>Analyse and evaluate a final performance of existing repertoire.</p>	<p>Analyse the development of ideas.</p> <p>Analyse the development of ideas.</p> <p>Analyse the strengths and weaknesses of a workshop, rehearsal and performance.</p> <p>Evaluate the development of skills.</p> <p>Evaluate the strengths and weaknesses of a workshop, rehearsal and performance.</p>	

					rehearsal and performance. Analyse and evaluate a final performance of existing repertoire.	
--	--	--	--	--	--	--