Drama Subject Intent

The Drama department ensured that all students explored a broad and exciting range of theatrical styles and practitioners from around the world, whilst nurturing creative talent, celebrating diversity and building future leaders with resilience and integrity.

- Teaching students to be successful communicators and good team players
- Exposing students to a wide range of theatrical styles and genres from a diverse cultural, historical and geographical context
- Providing many opportunities for learners to confidently showcase their work and take pride in their achievements.

Five Year Plan

Year 7			
	Cycle 1	Cycle 2	Cycle 3
Content	Introduction to Drama	A history of theatre	Introduction Live Theatre Evaluation
Skills	Freeze frame, thought track, narration, mime	Practical exploration of different styles and genres of theatre	Evaluation of performance and production elements in live performance
Progression	Students are new to Drama, building basic skills	Understanding how modern theatre has been influenced by the past, appreciation of world theatre, theatre from other cultures and traditions	Appreciating how the different production elements combine to create meaning and atmosphere. Understanding the roles of designer and director.
Link to GCSE	Laying the foundations for performance skills and improvisation skills 03 Presenting and Performing texts	Developing an appreciation of different styles and genres 01/02 Devising Drama	Analysis of live theatre and an introduction to semiotics. 04 Performance and Response
Year 8			
	Cycle 1	Cycle 2	Cycle 3
Content	Exploring texts past and present.	Physical theatre	From page to stage
Skills	Interpreting text and exploring characters/themes in Macbeth and DNA.	Round-by-through, ensemble work, counterbalance, lifts, chair duets, body as prop, unison, canon	Refining physical and vocal skills through exploration of a wide range of characters.
Progression	A practical exploration of a classical and a contemporary text to develop an appreciation of different genres and styles	Exploring semiotics within movement, communicating meaning in a new way, using music to enhance meaning, responding creatively to a stimulus	An introduction to verbatim theatre and an exploration of issue-based Drama. An introduction to Brecht's Epic theatre through T.I E style performance.
Link to GCSE	Interpreting texts, recognising subtext 03 Presenting and Performing texts/ 04 Performance and Response	Creative response to a stimulus, communicating meaning through 01/02 Devising Drama	Identifying themes/styles and using practitioners' techniques to communicate ideas 01/02 Devising Drama
Year 9			
	Cycle 1	Cycle 2	Cycle 3
Content	Tools of the actor/Lighting design/Costume design	Introduction to key practitioners	Blood Brothers/Lighting design/costume design
Skills	Refining physical and vocal skills through improvisation	Physical theatre techniques, Epic theatre techniques, Naturalistic rehearsal methods	Interpreting text, recognising subtext, social, cultural and historical context
Progression	Develops an understanding of proxemics, levels, staging, using music to create atmosphere, using voice and movement to communicate meaning. Proxemics, levels, eye contact, subtext, all the subtleties that take a performer from good to great	A practical and theoretical exploration of the following practitioners: Frantic Assembly's physical theatre, Brecht's Epic Theatre, Stanislavski's Naturalistic theatre and Artaud's Theatre of Cruelty	Practical and theoretical exploration of the set text Blood Brothers and an introduction to writing responses to Section A past paper questions
Link to GCSE	Developing performance skills and response to stimuli 01/02 Devising Drama	Creative response to a stimulus/creative interpretation of a range of texts 01/02 Devising Drama and 03 Presenting and Performing texts	An introduction to the set text for Section A of written exam. 04 Performance and response

Year 10			
	Cycle 1	Cycle 2	Cycle 3
Content	Devising Drama techniques	Exploring texts/ Live Theatre evaluation	Devising Drama/Blood Brothers
Skills	Creative response to a stimulus, time management, self and peer evaluation, relevant application of theatrical techniques, use of semiotics	Interpreting a text through close analysis and bringing it to life through relevant application of techniques from a key practitioner Analysis of live performance	Creative response to a stimulus
Progression	Learners apply what they have learnt about theatre practitioners to their own creative interpretation of a stimulus.	Develops understanding of practitioners' techniques and refines performance skills in preparation for the practical exam in Yr 11.	Completion of the Devising Drama performance and portfolio (01/02) Exploration of text
Link to GCSE	This develops the devising skills needed for their practical coursework 01/02 Devising Drama	03 Presenting and Performance texts 04 Performance and Response	01/02 Devising Drama 04 Performance and Response
Year 11			
	Cycle 1	Cycle 2	Cycle 3
Content	Blood Brothers and Live Theatre Analysis (04)	Presenting and Performing Texts (03	Understanding the Written Exam Section A Blood Brothers Revisited. Section B: Live Theatre Analysis Revision
Skills	Learners will explore a set text Blood Brothers which will focus on how to present this from the point of view of an Actor, Director Designer whilst taking into consideration contextual factors that are explored within the play. learners will be required to have seen a live theatre performance. They will be required to analyse and evaluate the performance. Learners must understand the meaning of drama and theatre terminology used by theatre makers, how genre is used in live performance to communicate meaning to an audience and how to analyse a live theatre performance whilst drawing considered conclusions to confirm understanding.	Understanding the contextual factors that surround performing a text and the skills required to present them to the standard expected. Learners will have to work I groups to self-direct two performance extracts, supported by a detailed proforma which outlines the demands of the text, the artistic vision and intended impact for the audience.	Learners need to demonstrate knowledge and understanding of how drama is developed, performed and responded to. Learners must also be able to reflect on and evaluate the work of others. This component is designed for learners to explore practically and in depth both a whole performance text and the development of drama and performance. They are then assessed on the knowledge, understanding and skills they have learnt.
Progression	This will begin to solidify the final components required of the GCSE. Skills in analysis and evaluation and the understanding of what good theatre looks like. This will bring together subject knowledge that has been interleaved from Year 7 Cycle 1 and embedded throughout the curriculum to confirm understanding of key subject specific vocabulary in the correct context.	Consolidates the understanding of proxemics, levels, staging, using music to create atmosphere, using voice and movement to communicate meaning. A focus on subtext and all the subtleties that take a performer from good to great	Completion of the Performance and Response unit.
Link to GCSE	Performance and Response (04) Written Exam	Externally Assessed unit J316.03 Visiting Examiner.	Performance and Response (04) Written Exam