Drama Department Learning Journey



Underlined = Deeper development of earlier skills / knowledge

Question: Is it important to stay true to a playwright's intention?

STAGE

Pupils will Study

'Cookies' dealing

with themes of

Social media.

bullying and

internet safety

Live Theatre

Component 1 - Understanding Drama - Study of set text Romeo and Juliet.



Progression to next stage of learning: A Level Drama & Theatre **BTEC Performing Arts** Performing Arts Colleges eg CAPA / MADD

Honesty

Kindness

Forgiveness

English - Study of

Shakespeare

Frantic Assembly, Kneehigh

Direct Address

Narration, Multi Role

Confidence,

Plav

Sense of humour

Ensemble

Staging

Choral Movement

Performance Styles

From page to

stage

sexuality.

Physical Drama

Brecht, Stanislavski,

Berkoff, Artuad,

Understanding Drama

Question: How can we study **antention**

Question - What is Protest?

Saffiyah Khan, Racism,

Can it ever change the status

Extremism, Body Autonomy.

scripted piece for examination

Component 1 Study of Text

Study of Set

Text

Set & Staging

Costume

Performance



Question: How can you

communicate effectively to

an audience? Component

Texts in Practice **Attentiveness** Self control Reflection Confidence

Science: Breathing and the body

Question: Whose style is it anyway? Component 2 devising workshop practitioner's

Proxemics Staging Narration Mime Lighting Sound

style Courage **Curiosity** Respect

FRANTIC ASSEMBLY **Play**

Emotion memory

Given circumstances

Question: What makes good theatre? Students will explore a range of stimuli & use their knowledge of performance styles, genre & form to devise a piece of theatre Component 2

Reflection Kindness Hope

Question: How do we

develop a narrative through movement? Using the

physical body to Physical tell a story Theatre

elf control Links to GCSE course of

Trust, confider

Issues of Racism, class,

Style Genre

English - Romeo & Juliet Y10 **English - Exploring Shakespeare Y7 English - Much Ado Y8**

Text exploration

Prudence Determination

Determination Compassion Integrity Question: How is Brecht relevant to rust

today's society? Caucasian Chalk Circle-Students will

explore plot, character, language, structure and conventions

Responding to a stimulus

Making Trust **Bravery**

Theatre

Brecht



Live Theatre Scripted **Project**

Question: How important is communicating a playwright's intention? Project on a script

Motif, Performance Style

3 – study of plays for monologues and group work Emotion memory **Given circumstances**

> Live Theatre

Question: How do we link

physicality to character? Students will look at Face through

the medium of physical theatre

and use their knowledge and skills

to merge the two.

Question: Why is the style of performance

important? Explore a range of performance styles

including Naturalistic Theatre

Pupils will study streamed live \

theatre focussing design

Self control

Reflection

Question: Does an actor have to have **Attentiveness** experienced the same

PSHE – British values, Confidence bullying, racism Scripted-Face Zephaniah

emotions as a character to give a believable performance

Analysing, Evaluation, Developing opinion

Question: What makes a character interesting for an audience?

Recall characterisation skills from

Verbatim

Question: Why is Duffy

relevant? Female voice,

questioning gender and

gender politics, culture and

Playwright intentions,

Social & Historical context

practically?

deconstructing text, Shakespeare,

Narration, Flashback, Crosscutting, Monologues

Voice

Solidarity

Love

Pupils will study Live theatre - The Railway Children with

a design focus to establish technical aspects of Drama.

Compassion

Devising

Question: What is verbatim theatre? to create powerful stories, linking to

Using the words of real people from real event political theatre and Brecht Forgiveness Performance style, stock characters

Live Theatre

Question: What makes good theatre? Students will explore a range of stimuli & use performance styles to devise a piece of theatre

their knowledge of drama conventions &

PSHE – treatment of others

Style

Characterisation

Vocal Skills

Physical Skills

Devising based on stimuli

Play

Love of learning Sense of humour

Confidence

Narration, Flashback Crosscutting, Tableau.

Devising drama Style and performance

Melo-d'

rama

Hope **Bravery** Friendship

Question: How do you create theatre? Developing and demonstrating the understand of creating theatre through a storytelling project.

Narration

Drama conventions Ensemble performance

Tableau, TT, Narration, Flashback

Question: What can fairy tales teach us about our lives today?

Developing drama using scripts and improvisation.

History - Commedia D'ell Arte

Exploring how melodrama has impacted Drama over time. Building on skills from year 7 and looking particularly at the

Question: What is melodrama?

use of voice and physicality.

Storytelling



Skills



Choral Movement Ensemble Storytelling

PSHE – Prejudice **RE - Belonging**

Question: What is the purpose of storytelling? Drama Conventions - using pantomimes as the stimulus, students Flashback will explore why we use storytelling in Drama and the importance Croscutting of this convention. **Tableau**

Narration

Solidarity Compassion Respect **Kindness Patience Forgiveness**

Proxemics

Status, performance style

Question: How do I portray a character on stage? - studer develop their physical and vocal acting skills required to act on

Confidence, resilience