



Drama

Subject Intent

At the Bishops' High we are committed to high quality provision of drama for all students. We are fully committed to providing opportunities to be creative and to be pushed and challenged across students seven-year journey. In the development of the whole person the chance to explore, challenge, experience, see things from different perspective, analyze and explore the world around them is vital. The curriculum in drama is founded on the idea that students can go from beginner to expert as a practitioner. Schemes are created to increase in difficulty and vary to challenge and allow students to progress. We also are fully committed to an extensive and outstanding extra- curricular experience for students.

Core Principles

- **Dignity**

As a department we are committed to ensuring that students consistently take pride in their learning. We encourage students to see challenge as a positive thing. We push students to progress and see value in making progress. Expectations in the quality of work produces from lesson to lesson are high allowing students to gain the pride that working hard at something achieved.

- **Respect**

We are consistent in our approach to respecting others opinion s and work in performance. We teach the students the language of evaluation to enable constructive peer feedback which allows students to allow each other to progress. Discussion is offer at the heart of lessons and this is done in a structured way allowing opinions to be voiced but also challenged in a way that enhances healthy debate.

- **Wisdom**

Learning is scaffolded to allow students to revisit previous knowledge whilst adding to it. Students are constantly encouraged to make decisions which betters the quality of their work. Questioning is used to add depth to student's knowledge. We encourage students to not accept what they know but rather challenge it. We encourage students to make wise decisions in line with the school's BESt system.

- **Knowledge**

Our curriculum is created to ensure that students are challenged throughout all key stage. There is a clear sense of progression build into schemes. All of the schemes are based on the GCSE Drama criteria. All learning aims to allow the students to be introduced to different aspects of the GCSE course. This builds from year 7 through to year 13.

- **Skills**

Throughout KS3 students are introduced to the Dramatic techniques used in the theatre. This increase in challenge as the years progress. In addition to the teaching of dramatic techniques we are also developing the student's creative capacity, teaching them to be Collaborative, inquisitive, persistent, imaginative and disciplined. All fundamental to the workplace.

- **Aspirations**

We want students to be pushed and challenged to succeed not just in drama but beyond. We want students to recognize the importance of self-worth and hard work. Resilience is key to this and allowing students to see the value in hard work and commitment. Our extra-curricular work is fundamental to this providing student with authentic experiences, working at an industry standard pushing them to the highest level. The aim is to allow students to see that they can push beyond what they think they are capable of.

- **Hope**

The Drama department are committed to allowing students to see that they are capable of the highest standards. Lessons are planned to involve and challenge all students. All lessons are planned to allow students to achieve the highest level possible for that student. We want students to see how drama can impact them beyond the curriculum and see how it can impact them across the whole school.

KS3 is scaffolded to include a developing knowledge which leads directly to the GCSE OCR Specification. Schemes are developed with increasing challenge through the year groups.

| Assessment Objective | |
|-----------------------------|---|
| AO1 | Create and develop ideas to communicate meaning for theatrical performance. |
| AO2 | Apply theatrical skills to realise artistic intentions in live performance. |
| AO3 | Demonstrate knowledge and understanding of how drama and theatre is developed and performed. |
| AO4 | Analyse and evaluate their own work and the work of others. |

Key Stage 3 Programmed of Study. Drama

| Terms | Year 7 – The basics | AO | Year 8 Exploring style and Genre | AO | Year 9 GCSE Drama | AO |
|-------|---|------------|---|------------|---|--------------------------|
| 1 | <p><u>The Basics of Drama</u> Students introduced to the basic skills of storytelling.</p> | AO1 AO3 | <p><u>Evacuation in Britain</u> Developing drama from History Realism Defining characters Using research in performance Cross Cutting Making the audience feel emotion</p> | AO1 AO3 | <p><u>Blood Brothers (Script)</u> Exploring a text Character development Staging Social context Preparing for a written exam Structure SMSC</p> | AO3 AO4 |
| 2 | <p><u>A Christmas Carol</u> An introduction to character and storyline. Character. Atmosphere.</p> | AO1 AO3 | <p><u>Rose Blanche</u> Challenging Stereotypes. Using a pre-text Changing an atmosphere Jigsaw Still image Creating the right tone in performance Making an audience think.</p> | AO1 AO3 | <p><u>Blood Brothers (Script)</u> Exploring a text Character development Staging Social context Preparing for a written exam Structure SMSC</p> | AO3 AO4 |
| 3 | <p><u>The Tempest</u> Exploration of Shakespeare’s final masterpiece. Status. Script. Relationships. Slow motion. Structure.</p> | AO1 AO2 | <p><u>Silent Movies</u> Advanced Mime Slapstick comedy Double acts Keystone Cops Cliffhangers Challenging the conventions of the silent movie style.</p> | AO1 AO2 | <p><u>Devising</u> Crating a performance from a Stimuli Using research in the development of a piece. Exploration of dramatic skills and techniques. Creating an artistic vision</p> | AO1 AO2 AO3 AO4 |
| 4 | <p><u>Darkmoore/Washbrook</u> Detailed character development Spontaneous improvisation/improvisation Teacher in Role Tension</p> | AO1 AO2 | <p><u>Script Scheme (A Monster Calls/Cloud busting)</u> Exploration of a whole text. Exploration of character and style. Page to stage Dramatic skills used and impact. Using space Non-verbal communication</p> | AO1 AO2 | <p><u>Devising</u> Crating a performance from a Stimuli Using research in the development of a piece. Exploration of dramatic skills and techniques. Creating an artistic vision</p> | AO1 AO2 AO3 AO4 |

| | | | | | |
|---|--|-------------------|---|------------|---|
| | | | Voice Ensemble | | |
| 5 | <u>Darkmoore/Washbrook</u> Detailed character development Spontaneous improvisation/improvisation Teacher in Role Tension | AO1 AO2 | <u>Script Scheme (A Monster Calls/Cloud busting)</u> Exploration of a whole text. Exploration of character and style. Page to stage Dramatic skills used and impact. Using space Non-verbal communication Voice Ensemble | AO1 AO2 | <u>DNA (Scripted)</u> Exploration of subtext SMSC Detailed exploration of the process of moving from page to stage Use of space (Proxemics) Developing relationships on stage |
| 6 | <u>Devising/TIE</u> An introduction to devising. Creating a performance from scratch. Combining skills Audience awareness Creating a performance with a clear intention. | AO1 AO2 AO3 | <u>Exploring the use of space</u> Different stages and use of space In the Round Traverse Black Box End On | | <u>DNA (Scripted)</u> Exploration of subtext SMSC Detailed exploration of the process of moving from page to stage Use of space (Proxemics) Developing relationships on stage |

Key Stage 4 Programme of Study- Drama

| Terms | Year 10 | Map | Year 11 | Map |
|-------|--|-------------------|---|-------------------|
| 1 | <u>Introduction to GSCE Drama (devising). Baseline assessment</u> Devising form a stimuli. Writing in drama (1000-word essay) Exploration of skills needed for effective storytelling. Mock assessment based on previous exam papers. | AO1 AO2 AO4 | <u>Finalising devising unit.</u> Completion of devised performances and coursework. | AO1 AO2 AO4 |
| 2 | <u>Introduction to written examination (Find Me by Olwyn Wymark)</u> <u>Performance and Response</u> Reading and analyzing a text. Exploration of dramatic conventions and techniques Developing a detailed understanding of character | AO3 AO4 | <u>Presenting and Performing text (30% of final mark)</u> Exploring whole play Exploring the challenges this text brings. Developing an artistic vision Completing concept pro forma Development of two extracts for visiting examiner. | AO1 AO2 |

| | | | | |
|---|---|----------------------------------|--|-----------------------|
| | <p>The role of a director</p> <p>Staging</p> <p>SMHC</p> <p>Preparing for PPE</p> | | | |
| 3 | <p><u>Introduction to written examination (Find Me by Olwyn Wymark)</u></p> <p><u>Performance and Response</u></p> <p>Reading and analyzing a text.</p> <p>Exploration of dramatic conventions and techniques</p> <p>Developing a detailed understanding of character</p> <p>The role of a director</p> <p>Staging</p> <p>SMHC</p> <p>Preparing for PPE</p> | <p>AO3</p> <p>AO4</p> | <p><u>Presenting and Performing text (30% of final mark)</u></p> <p>Exploring whole play</p> <p>Exploring the challenges this text brings.</p> <p>Developing an artistic vision</p> <p>Completing concept pro forma</p> <p>Development of two extracts for visiting examiner.</p> <p>Final Examination of Unit completed.</p> | <p>AO1</p> <p>AO2</p> |
| 4 | <p><u>Evaluating live performance</u></p> <p><u>Evaluating live performance</u></p> <p><u>The language of evaluation</u></p> | <p>AO4</p> | <p>Return to Performance and response (<u>Find Me by Olwyn Wymark</u>)</p> <p>Detailed exploration of key scenes.</p> <p>Exploration of space</p> <p>Practice questions and language of the examination</p> <p>Practice papers with feedback.</p> <p>Live theatre review</p> | <p>AO3</p> <p>AO4</p> |
| 5 | <p><u>Devising drama (Actual exam. 30% of final mark)</u></p> <p>Exam paper launched with students</p> <ul style="list-style-type: none"> • Research • Development • Evaluation <p>Students developing and rehearsing final devised piece for examination</p> | <p>AO1</p> <p>AO2</p> <p>AO4</p> | <p><u>Revision</u></p> <p>Preparation and revision for Final Exam.</p> | <p>AO3</p> <p>AO4</p> |
| 6 | <p><u>Devising drama (Actual exam. 30% of final mark)</u></p> <p>Exam paper launched with students</p> <ul style="list-style-type: none"> • Research • Development • Evaluation <p>Students developing and rehearsing final devised piece for examination</p> | <p>AO1</p> <p>AO2</p> <p>AO4</p> | | |