

DRAMA PROGRAMME OF STUDY 2021-2022

	Year 7	Year 8	Year 9	Year 10 (including Dance pathway)	Year 11 (including Dance pathway)
Half term 1	The rules / skills of Performance and Devising - CBU	Responding to Script – ‘Our Day Out’	DNA – Modern Theatre	Component 1 Exploring Professional Repertoire 1 & 2	Component 2 Performing Professional Repertoire
Skills & knowledge	Create a convincing character through the use of body language, facial expression, gesture and voice Mime, narration, cross cutting, use of space, narrative, cross cutting	Follow a script and use stage directions. Characterisation, script work, develop a narrative. Social commentary / societal issues / opportunities in the world. Perform a role (performer)	Naturalistic, dialogue, ‘off text’, characterisation, plot exploration, pitch, pace, pause, duologue, status, emotion, interaction, moral dilemma, social commentary	<u>Students will learn how to:</u> <ul style="list-style-type: none"> Identify the stylistic qualities of professional repertoire 1 Identify the influences of the practitioner Identify the key themes within professional repertoire 1 Identify the creative intentions of professional repertoire 1 Understand the creative process of professional repertoire 1 Identify the production elements of professional repertoire 1 and how this has contributed towards the creative intention of the piece Identify the roles and responsibilities of those involved in professional repertoire 1 	Final Performance
Half term 2	Urban Legends	Responding to Script – ‘Our Day Out’ Re-teach opportunities from online learning (learning missed in Year 7)	DNA – Modern Theatre		Component 3 Introduction to Responding to a Brief
Skills & Knowledge	Storytelling, facial expression, body language, gesture voice, flashback, characterisation, develop and communicate ideas, devising, literacy, mass communication, present ideas	Devising, improvisation, cross cutting, roles in performing arts / careers (stage design, costume design, stage management, director)	Costume, set, sound, lighting, listening and responding in character. Monologues.		<u>Students will learn how to:</u> <ul style="list-style-type: none"> Organise rehearsal time effectively Consider the use of props, music and costume and the effects of these in performance Document the devising process and reflect on personal success and areas for development Perform in front of an audience and convey the desired creative intention
Half term 3	Midsummer Night’s Dream – focusing on The Mechanicals (Comedy)	War	Red Shoes	Component 1 Exploring Professional Repertoire 2 & 3	Component 3 Responding to a Brief – External Brief Released
Skills & Knowledge	Skills of a director and actor, ensemble, Shakespeare, theatre history, culture, language	Empathy, monologues, world history, communication, teamwork. Application of Year 7 skills, perspectives	Resilience, overcoming obstacles, empathy. devising, evaluation, characterisation	<u>Students will learn how to:</u> <ul style="list-style-type: none"> Identify the stylistic qualities of professional repertoire 2 Identify the influences of the practitioner Identify the key themes within professional repertoire 2 Identify the creative intentions of professional repertoire 2 	<u>Students will learn how to:</u> <ul style="list-style-type: none"> Organise rehearsal time effectively Consider the use of props, music and costume and the effects of these in performance
Half term 4	Wacky Soap (Mark Wheeler)	Devising in Response to Verbatim Theatre	Macbeth		

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				<ul style="list-style-type: none"> Understand the creative process of professional repertoire 2 Identify the production elements of professional repertoire 2 and how this has contributed towards the creative intention of the piece Identify the roles and responsibilities of those involved in professional repertoire 2 	<ul style="list-style-type: none"> Document the devising process and reflect on personal success and areas for development Perform in front of an audience and convey the desired creative intention
Skills & Knowledge	Spontaneous improvisation, exploring social issues, substance abuse education, delivered in an oblique way removing controversy. Health education project	Script work, devising, communication, interviewing techniques, stimulus, practical exploration, refining performance.	Cross curricular links to English, supernatural, power struggle, language, characterisation, staging accessible. Understanding text in a practical way.		
Half term 5	Wacky Soap (Mark Wheeler)	Scripting for the Stage	Animal Farm	Component 2 Performing Professional Repertoire	Component 3 Responding to a Brief – Submission
Skills & Knowledge	Freeze Frame ▪ Conscience circle ▪ Thought tap ▪ Status ▪ Levels ▪ Narration ▪ Exploring script, discussion, improvisation, teacher in role.	Writing techniques, writing for theatre, film, TV.	Satire, characterisation, propaganda, historical events	<u>Students will learn how to:</u> <ul style="list-style-type: none"> Explore the professional repertoire in practical workshops Identify the stylistic features of the work through practical exploration Identify and reflect on areas for skill development Organise rehearsal time in preparation for a performance Perform in front of an audience Reflect on performance strengths and the success of creative intentions 	<u>Students will learn how to:</u> <ul style="list-style-type: none"> Organise rehearsal time effectively Consider the use of props, music and costume and the effects of these in performance Document the devising process and reflect on personal success and areas for development Perform in front of an audience and convey the desired creative intention
Half term 6	Moral Dilemmas	Careers Roles and Responsibilities	Devising in Response to Verbatim Theatre (I Love You Mum, I Promise I won't Die, Mark Wheeler)	Component 2 Performing Professional Repertoire	
Skills & Knowledge	Moral reasoning, response, stimulus, script, thought tracking	Understand roles other than performer, career opportunities		<u>Students will learn how to:</u> <ul style="list-style-type: none"> Explore the professional repertoire in practical workshops Identify the stylistic features of the work through practical exploration 	

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			<p>Identify the creative intention of the professional repertoire Devise original performance work in response to the professional repertoire Ensemble, Cross Cutting, Choral Speaking, Angel & Devil, Conscience Alley, Juxtaposition, Musicality Perform in front of an audience demonstrating professional performance discipline</p>	<p> <ul style="list-style-type: none"> Identify and reflect on areas for skill development Organise rehearsal time in preparation for a performance Perform in front of an audience Reflect on performance strengths and the success of creative intentions </p>	
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