

Drama Curriculum Intent

Our Ambitious Aims

By the end of their time with us at Gloucester Academy, our students will be able to:

- Confidently share ideas when working collaboratively with others in a range of different situations.
- Be a knowledgeable member of an audience, with an appreciation of performance and design techniques.
- Apply the self-confidence and focus they have developed through performing into wider situations, including interviews and presentations to others.

Big Ideas

To achieve success in drama, students will be given the opportunity to develop a range of skills.

Big Idea	Description	Rationale
Performance	The ability to fully realise characters on stage through focused and deliberate use of physical and vocal performance skills.	Students must develop a high level of control over the use of their body and voice in order to communicate a range of characters and their narratives to an audience.
Design	Developing an understanding of the roles and responsibilities of theatre makers, and the impact of design choices on a production.	Students must understand the impact of a wide range of design elements and how they are instrumental in communicating meaning to the audience.
Response	The ability to identify and evaluate aspects of performance and design within your own work, as well as the work of others.	Students must become informed members of an audience or cast, able to respond critically to performances using professional, theatre industry vocabulary.

Year	Summary of Study	Narrative and Rational
7	<p>Basic physical and vocal skills Shakespeare/Use of scripts - A Midsummer Night's Dream Ancient Greek theatre Peter Pan</p>	<p>At the start of KS3, Yr7 will begin by being introduced to the basics of performance, developing their physical and vocal skills. They will then be introduced to Shakespearean Theatre, looking at <i>A Midsummer Night's Dream</i>. They will explore small extracts from the play as well as briefly learning the basics of the plot. They will explore the use of choral movement and voice, a technique they will revisit later in the year. Yr7 students will begin the summer term by developing an understanding of the origins of theatre, learning key features of Ancient Greek Theatre by exploring Greek myths. They will then end the summer term exploring the role of a director as well as other performance skills through the National Theatre's production of Peter Pan.</p>

<p>8</p>	<p>Commedia dell'Arte Basic devising techniques Shakespeare/Use of scripts - Macbeth The work of Konstantin Stanislavski</p>	<p>Building on this established base knowledge, Yr8 students will begin the year discovering Commedia Dell'Arte, a theatre style from 17th century style of theatre from Italy. This unit will allow students to learn about the art of over-exaggeration and developing performance skills such as facial expressions, posture, voice and gait. Following this students will move into Unit 2 where they will develop their use of scripts while exploring Macbeth. They will learn the basic elements of the plot and spend the unit working through different extracts - the focus of this unit is for students to develop their vocal skills and how they can use them to improve their performance. Moving into the summer term students will be given the opportunity to devise their own work. They will be introduced to a range of techniques which act as building blocks in the devised process which is essential for students wishing to study Drama in year 10 and 11. In contrast, towards the end of the summer term the students will then move on to learning how to fully realise characters through the work of Konstantin Stanislavski, the beginnings of naturalist and realist theatre.</p>
<p>9</p>	<p>Theatre in Education The work of Bertolt Brecht The work of theatre makers - lighting and sound design Physical Theatre and the work of Frantic Assembly</p>	<p>In year nine students will revisit the concept of devising, with the focus now being on how to create content to educate a target audience about important issues.. All the stimuli provided will link to the theme of educating audiences, and techniques learnt in Yr8 will be revised and extended. In Unit Two, Yr9 will study the work and theatre style of Bertolt Brecht, each lesson will be focused on a different technique that they will explore through fairy tales. At the beginning of unit 3 students will begin looking at the work of theatre makers, this technical theatre unit is to encourage students to explore all the backstage elements that go into making a performance a success. Then finally students will look at physical theatre group Frantic Assembly, the processes they use to create performances and how they themselves can create a successful physical theatre performance.</p>

<p>10</p>	<p>Devising extended pieces of drama across multiple lessons Analytical and evaluative writing in the form of a portfolio Introduction to GCSE set text</p>	<p>At the start of KS4 students will have the opportunity to devise and rehearse performance work over an extended period of time, allowing them the opportunity to collaborate with others to create an original piece of work inspired by stimuli. This piece will be performed to an audience. Yr10 students will reflect on this process through written work, demonstrating an understanding of different stages of the process, and how a performance piece is created.</p>
<p>11</p>	<p>Developed study of the GCSE set text Scripted performances Live theatre visit and review</p>	<p>KS4 students will then explore a set text in a variety of ways, exploring how both performance and design ideas could be applied in a variety of ways, as well as considering the cultural context of the play itself.</p> <p>Finally, KS4 students will develop a performance of a professional script. Working either as part of a group, as a pair, or as an individual, the students will apply all their acquired performance knowledge to stage two extracts from a play, which will be performed to an audience.</p>