

Drama Curriculum Intent

Inspire creativity and confidence

Our Ambitious Aims

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

- Confidently create in the style of different practitioners.
- Create and sustain a character.
- Evaluate their own and others work
- Be able to use technical elements to enhance a performance

Big Ideas

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

Big Idea	Description	Rationale
Characterisation	How to perform a character in a believable manner.	Creating a believable character through vocal and physical skills is a core concept that is needed before students are able to explore different styles and practitioners. Being able to present a believable character is the basis for any drama performance.
Practitioners and styles	Different style and theatre practitioners throughout history.	As students use their drama skills, it is important that they learn the history of theatre and how others have shaped drama into the modern form. It is vital that students learn and apply these skills to their own work to make new exciting theatre to express themselves in their own work and style.
Technical elements	Using lighting, sound, set design and costume to create atmosphere.	Using technical elements can change a performance drastically for both the audience and the performer and students should be able to use these elements to their advantage and to be able to put their message to the audience in any kind of atmospheric way that they intend. Understanding technical elements will also help them evaluate work and consider the effectiveness of the use of technical elements.
Evaluation	Evaluating your own work and the work of others both verbally and in writing.	In order to create work students must be able to understand what good work looks like and how they can replicate it for themselves. Understanding the work of others can improve meaning and intention as an actor, director or writer. Being able to accurately evaluate builds confidence and passion for performing.

Year	Summary of Study	Narrative and Rational
7	U1: Basic drama skills U2: A Midsummer Night's Dream U3: Greek Myths & Peter Pan	<p>All students who enter Y7 begin at the same level, gaining an understanding of the basic skills they will need to become successful actors. These skills increase with complexity as the unit progresses, until multiple skills can be utilised at once. During this time the confidence of students will also grow as they adapt to working in teams and performing in front of their class every lesson. By starting to use their evaluation skills, they will interpret their performances and the work of others, enabling them to begin to critique their own work as they create. From basic skills the students move onto study <i>A Midsummer Night's Dream</i> and will concentrate on using these skills and techniques as they work to improve their use of basic drama skills as well as gaining an understanding of the literary importance of the play and Shakespeare's history and place in theatre. In Unit 3 they will begin with looking at Greek myths where they will start to use their skills they have learnt throughout the year to create their own theatre and versions of performance, whilst gaining an insight into how stories are retold in different ways. By this time in the year, they should be confident in using the skills they have been taught and will be working towards creating believable characters and be able to evaluate using the key skills as a reference point. Finally, in the last half of Unit 3 year 7's will explore a short excerpt of a Peter Pan script which they will use to explore multi-rolling as well as taking on the role of a director within their groups in order to develop their understanding of scripted plays.</p>
8	U1: Commedia dell'Arte U2: Macbeth U3: Devising & Stanislavski	<p>Year 8 begins with looking at Commedia dell'Arte, where students get to experiment with status, levels and clowning as different characters. They will be able to express themselves more effectively through body language and tone of voice after their work on gromalot as well as starting to explore theatre in a specific style rather than just through the use of key skills. Students will explore the history of Commedia dell'Arte and the impact it has had on common characters that we see today. The skills used to develop different kinds of characters will strengthen their confidence and performance skills. Following this students will be returning to Shakespeare where they will be working on Macbeth. Experimenting with costume, sound and lighting to create atmosphere and using body language and vocal skills to develop tension in performances. Focusing on the characters and their development, whilst looking at the structure of the play and how this can be used dramatically through the exploration of improvisation. Moving on from Macbeth, students will begin. Then in the first half of Unit 3, year 8 will explore devising as a full concept by using various stimuli within the classroom and creating their own performances. This is something they will build on in year 9 and is essential for GCSE. Finally in the second</p>

		<p>half of Unit , year 8 students will work on Stanislavski, working to create more believable characters and strengthen their performance skills to show they are capable of crafting a whole character rather than a caricature. They will learn Stanislavski's techniques and how they are applied to theatre currently and in the past, they will also explore Stanislavski through the use of text, exposing them to different playwrights and giving them a chance to create characters based on their interpretation.</p>
9	<p>U1: Theatre in Education U2: Theatre around the World U3: Technical Theatre & Physical Theatre/Frantic Assembly</p>	<p>After studying Naturalism and devising, Year 9 will continue to explore different styles and practitioners starting with Theatre in Education. Using this form of theatre students learn about the history of Theatre in Education and its place in theatre and the impact it has had on educational settings. The students begin to use different, more advanced techniques, to explore issues and create theatre which educates its audiences, whilst using these techniques to devise their own theatre, giving them more autonomy and ownership over their work. Unit 2 will see the students move on to continue studying a variety of different theatre styles and techniques from around the world, this will include important theatre practitioners not previously studied such as Antonin Artaud and Bertolt Brecht. Year 9 will in the first half of Unit 3, explore technical theatre, looking at sound, lighting, costume and set in order to fully understand every role within a theatre company, this unit is essential for GCSE in the exam. Then in the second half of Unit 3, year 9 will delve into physical theatre. They would have been introduced to this concept in years 7 and 8, but in year 9, we will look more in detail at theatre companies like Frantic Assembly, working on skills such as choral work and synchronisation to create performances based on more abstract ideas and stylised to music.</p>
10	<p>U1 & 2: Devising extended pieces of drama across multiple lessons Analytical and evaluative writing in the form of a portfolio U3: Introduction to GCSE set text</p>	<p>At the start of KS4 students will begin with recapping practitioners and techniques learnt throughout KS3 in order to inform their process for Component 1. They will then 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. Once this is completed they will begin to explore the set text for Component 3.</p>
11	<p>U1: Set text exploration U2: Performance from a text</p>	<p>KS4 students will begin the year continuing to practically explore their 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</p>

	U2 & 3: Exam preparation	<p>considering the cultural context of the play itself. While also looking at past exam papers to prepare them for the summer.</p> <p>The first half of unit 2 will see students 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. Once this is completed students will continue preparing for the exam in the summer.</p>
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