



Content - Big ideas

Introduction to drama

In the first term we look at improvisation, exploration of stimulus and devising. Pupils look at practitioners and experiment with their performance style. They begin to learn about stagecraft including different theatre spaces and the staging implications, roles in the arts that help make a piece of drama to be realized on the stage, including lighting, sound and set design.

Theatre Trip

Usually we begin to get ready for a trip to England to see a professional production. Pupils review it in their unit 3 exam, so this is the start of their journey of learning how to unpack a theatre performance and analyse it in detail. Likewise the show also serves to inspire the pupils in their work and practice and we can all get inspiration for making our own performances.

Text in Performance (Unit 3)

We then begin to focus on the play text set by the exam board which will they will be questioned on in their written exam the following year. We look at how the characters should be performed by an actor and how the director can bring the play from page to stage. Pupils have to act as designers also and think about costumes, set design, lighting, sound effects, incidental music. They have to come up with staging solutions and think about how they can create mood, atmosphere and tension through the acting, drama techniques and design elements.

Devising Theatre (Unit 1)

In groups pupils begin making their own drama performance. They can choose from either an acting or design role. The whole year has prepared them for this as they have explore several practitioners, seen at least one live production and studied a published play from a performance point of view. They pick one of the stimuli they have been given by the exam board and begin to make their piece. This is polished and refined in September and then performed and examined.

Summer Mock

Part A: pupils will write about the set text which they explored earlier in the year
Part B: pupils will write about the live production they watched.
It is a series of questions and pupils have 1 hour and 30 minutes

Prior learning

Pupils have learned many drama techniques in year 7-9, worked from stimuli, explored text and performed scripts. Pupils have done some design work in costumes and set design for Macbeth.

Global/IOM/Subject Links

Literacy-widening vocab learning, written reports, research, evaluations

History-looking at theatre spaces and their origins, world war II for children in UK

PSHE-looking at human nature and relationships in plays and performance

Subject specific skills development

Drama techniques and skills developed: mime, still image, actor as object, slow motion, split stage, levels, stage-fighting, thought tracking, monologue, duologue, flashback, writing in role, dialogue, role on the wall
New techniques: dance drama, physical theatre, montage, dislocation, placards, magic if, units and objectives

StageCraft: lighting/sound/make-up/set design and props/costume

Practitioners and Styles explored: TIE, Berkoff, Stanislavski, Frantic Assembly and Complicite.

Drama Skills developed: tone of voice, pitch, pace, accent, volume, vocal projection, posture, stance, movement, levels of tension, status,