

Curriculum Vision

Faculty	Performing Arts	Subject	Drama
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Our Vision

Faculty Vision

The Drama department's key objective is not to solely develop actors and performers, but to develop the confidence, creativity, teamwork, and collaboration of all students. Through diverse range of activities, schemes of work and roles, my aim is to provide both challenge and success to pupils who will be encouraged to try, fail and learn from those experiences.

Curriculum Sequencing Rationale and Implementation

KS3

At Key Stage 3, we begin by establishing crucial foundation understanding, some of which is cross curricular, some more subject specific.

- Group work
- Accountability
- Characterisation, vocal and physical elements
- Rehearsal & Performance Skills
- Reflection

Initially through teambuilding exercises in our Introduction to Drama scheme, students are given the understanding that it is their responsibility to produce work that they must work with their group to overcome the challenges and obstacles presented with the tools they have been provided. The key terminology taught during their initial term allows rehearsing students to accurately diagnose weaker elements of a performance (Posture, Gesture, Facial Expression, Movement, Voice) before using the appropriate rehearsal techniques (Still Images, Thought track, Mime, Hot seating, Sculpting, Mirroring) to take the responsibility for effectively shaping, developing and improving their own work. Once all of the terminology and expectations have been modelled and practically explored, the assessment of their understanding will take numerous guises, but will end with a practical assessment watched by an audience of their peers which they must reflect upon.

Once students have this solid grounding of terminology, rehearsal, devising, performing and reflection skills, a wider range of Drama topics can be accessed effectively. To complete Year 7, students explore Physical Theatre, Chamber Theatre and Melodrama to develop a range of skills and experiences.

Year 8 students continue to develop their understanding of naturalism and non-naturalism through analysing the impact on audiences. They begin with an exploration of mime which as they develop the key concepts, shifts into a comedy mime, rounding off the year scrutiny into practically creating tension.

In Year 9 students again revisit naturalism and realism by exploring the dark scripted play *DNA*, where a gang of teenagers are involved in an incident which they try to cover up. Learning explores character development within a given setting through a range of rehearsal strategies and Teacher in Role to explore more complex characters. This is assessed through a developed, rehearsed and performed monologue.

KS4

Starting in Year 10, students follow a syllabus which aims to prepare them for the challenges of the OCR Drama GCSE. They begin with a range of activities designed to challenge and bond them together as a group, utilising the range of skills provided by one another. Students will participate in a range of workshops designed to develop and challenge their understanding of what theatre is and what it can be. Stanislavski, Brecht, Artaud, Boal, Jacques Le Coq and Berkoff are all explained and then practically explored before students begin their own devising work, modelled on the first unit of the GCSE.

Students are encouraged to see themselves as Drama practitioners, as establishing a personal opinion on what 'good' theatre looks and feels like to perform and create will be key to success in all elements of their GCSE assessment.

After completing mock elements of their devising coursework and performance, students are given the opportunity to explore, rehearse and perform a scripted piece which is modelled on the third unit of their GCSE.

Students will finish the year by watching and analysing theatre, providing exam style responses grounded in their understanding of theatre as a practitioner.

This process will be repeated in Years 10 and 11, where their understanding of each element and unit can be further pushed through contextualisation; the understanding developed through the previous units lending a greater level of comprehension in the next.