

Drama Curriculum Overview



Drama not studied at Primary phase

Drama	Term 1	Term 2	Term 3
EYFS			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			
Year 7	<p>Mime and Movement</p> <ul style="list-style-type: none"> • The basic principles of mime. • Use linear mime to create objects. • Use facial expressions and body language to effectively show emotion. • Use pace and exaggeration in a mimed performance. • Show awareness of the audience in performance • Creating clear characters for performance. (movement, gesture, facial expressions). 	<p>Commedia Dell Arte:</p> <ul style="list-style-type: none"> • Historical • Focus • Movement • Reaction • Rhythm <p>Darkwood Manor</p> <ul style="list-style-type: none"> • Characterisation • Cross Cutting • Building tension and suspense 	<p>Introduction to Script / <i>Mr Holgado</i></p> <ul style="list-style-type: none"> • Role on the wall and practical rehearsal games to create convincing characters • The themes of the play <i>Mr Holgado</i> • Non-vocal aspects of the script such as gestures, facial expressions and the use of levels. • Characters within the script using practical rehearsal techniques • Relationships within the script • Character development throughout the play • Performance ideas based on the text
Year 8	<p>Petty Crime</p> <ul style="list-style-type: none"> • Dialogue • Character development • Issue based <p>Mime and Mask</p> <ul style="list-style-type: none"> • Movement • Focus • Reaction • Nonverbal communication 	<p>Verbatim Theatre</p> <ul style="list-style-type: none"> • What verbatim theatre is and its origin and context • Creating a 'Living Newspaper' • Use transcripts to create verbatim theatre • Creating and manipulating the context of a performance • Experimenting with different forms of verbatim theatre and how playwrights 	<p>Macbeth</p> <ul style="list-style-type: none"> • Understanding Shakespeare's plays and language • Introduction to Shakespeare and the themes and storyline that runs through Macbeth • Stage key scenes in Macbeth, exploring classical and modern interpretations • The context in which the plays were written and also their relevance today.

		<p>might approach it differently</p> <ul style="list-style-type: none"> Techniques used in verbatim theatre 	<ul style="list-style-type: none"> Analysing Shakespeare's text and how to read and perform it. <p>Metamorphosis</p> <ul style="list-style-type: none"> Stephen Berkoff's performance techniques Experimenting with stylized physicality Using stylized dialogue Staging and contrasting in movement The impact of directorial intentions
Year 9	<p>Jekyll and Hyde</p> <ul style="list-style-type: none"> Use games and improvisation to explore characterisation and make creative decisions Use descriptive language and subject specific terminology to analyse creative decisions Use of motif Use physicality, expression and tableaux to depict duality <p>Stanislavski</p> <ul style="list-style-type: none"> Why Stanislavski developed his system What was expected from actors training with Stanislavski's methods Key ideas within Stanislavski's system Create and develop work within a naturalistic style. 	<p>Brecht – The Caucasian Chalk Circle</p> <ul style="list-style-type: none"> Who Brecht is What Epic Theatre is What the alienation technique is Use placards and projections Use narrative speech What gestus is <p>Absurd Theatre</p> <ul style="list-style-type: none"> <u>Pinter</u> <u>Becket</u> Style Subtext Pace 	<p>DNA</p> <ul style="list-style-type: none"> Characterisation Script based Rehearsal techniques Ensemble performance <p>The Curious Incident of the Dog in the Night time</p> <ul style="list-style-type: none"> Script based Ensemble Performance Rehearsal Techniques Character exploration
Year 10	<ul style="list-style-type: none"> Intro to drama skill and written exam techniques Intro to 'DNA' exam text 'DNA' exam prep and performance 'DNA' theatre trip 	<ul style="list-style-type: none"> Devising skills and practitioners Stimuli and ideas research/ Written portfolio Devising process 	<ul style="list-style-type: none"> Devising and written Portfolio Mock Performance Rehearsing 'Curious Incident' analysis and trip

	<ul style="list-style-type: none"> • Mock 'DNA' written exam 		
Year 11	<p>Developing Skills and Techniques in the Performing Arts</p> <p>Applying:</p> <ul style="list-style-type: none"> - skills and techniques during the performance of existing repertoire. - performance skills appropriate to performance repertoire. - Interpretative skills such as expression, character, mood and atmosphere. - stylistic characteristics particular to the chosen style or genre. <p>Application of skills and techniques during rehearsal</p> <p>Communicating meaning of repertoire through: interpretation and realisation of creative intentions, demonstrating the appropriate style and influences of expressive use of voice and movement and to communicate meaning to an audience.</p>	<p>Review own development of skills and techniques in/for performance</p> <p>Tracking progress during this component, reflecting on the development of skills and working practices in workshops, through to rehearsals and performances. The review can include recordings, annotations and/or written content.</p>	<p>Responding to a Brief</p> <p>Work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p>