

Subject Vision

Drama has an important role to play in the personal, social and emotional development of students. The personal skills and qualities developed by students in drama lessons – teamwork, creativity, respect for other opinions, empathy, leadership and risk-taking – are all invaluable skills which permeate home life, social life and life at work.

Drama stimulates the imagination, encourages creative thinking, and allows students to explore issues and life experiences in a safe and supportive environment. To this end, it is vital to create an atmosphere of security, trust and concentration in all drama lessons. Starter warm up games and exercises help to set the tone for each lesson, will focus students and will ensure that they feel safe whilst exploring.

Drama also promotes self-esteem and provides all students with a sense of achievement, regardless of academic ability. These feelings will influence all other aspects of learning, school, home and social life. Drama is an invaluable subject for teaching social skills and communication skills, for raising self-awareness, developing empathy for and understanding of other people, places and cultures. It allows young people to be both introspective and outward-looking – and it's also about having fun!

End Points (by the end of Yr 11)

- Students can apply knowledge and understanding of Drama when making, performing and responding to drama
- Students can explore performance texts and understand their social, cultural and historical context
- Students develop competence in a range of practical, creative and performance skills
- Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas
- Students are creative, effective, independent and reflective young people who make informed choices in process and performance
- Students can contribute as an individual to a theatrical performance
- Students can reflect on and evaluate their own work and that of others
- Students have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

<u>Subject Domains of Knowledge</u>	<u>Subject Key Concepts</u>
<ul style="list-style-type: none">• D1. Characteristics of performance text(s) and dramatic work(s)• D2. Social, cultural and historical contexts• D3. How meaning is interpreted and communicated• D4. Drama and theatre terminology and how to use it appropriately• D5. The roles and responsibilities of theatre makers in contemporary professional practice• D6. Understanding of style• D7. Understanding of genre	<ul style="list-style-type: none">C1. PerformanceC2. ProcessC3. Evaluating/AnalysingC4. DevisingC5. MovementC6. Facial ExpressionC7. VoiceC8. AudienceC9. GestureC10. Use of space and proxemicsC11. CollaborationC.12 Status

Year 8: Drama

Units	Unit 1 Stage Fighting	Unit 2 Melodrama
Overview	Students will learn to create and rehearse a controlled stage combat sequence. They will build trust and focus through pair work and develop safe working practices.	Students will learn about the history of the Melodrama style and experiment with playing larger than life characters through scripted performances.
Lesson Sequence	<ol style="list-style-type: none"> 1. TRUST, FOCUS AND CONTROL. In this lesson, students will learn to establish trust, focus and control with a partner through a series of practical activities. 2. SWORD FIGHTING. In this lesson, students will create and develop a basic sword fighting routine with etiquette. 3. HAND TO HAND COMBAT. In this lesson, students will learn to develop a realistic and believable controlled hand-to-hand combat sequence. 4. CREATE YOUR OWN ROUTINE. In this lesson, students will learn to develop a realistic and original stage fighting routine, giving and receiving constructive feedback through WIP. 5. PERFORM AND ASSESS. In this lesson, students will perform a technically accurate stage fight, 	<ol style="list-style-type: none"> 1. INTRODUCTION TO EXAGGERATION AND STEREOTYPES. In this lesson, students will learn to understand the difference between Melodrama and other styles of Theatre. 2. SLAPSTICK COMEDY AND COMEDY OF ERRORS. In this lesson, students will learn to understand how comedy can be achieved physically and verbally. 3. SCRIPT/CONTEXT. In this lesson, students will learn to understand how and why Melodrama developed as a Theatrical form and explore through scripted example. 4. APPLY SKILLS TO EXTRACT. In this lesson, students will learn to use elements of Melodrama to create an original scene in the style of Victorian Melodrama. 5. WORK IN PROGRESS. In this lesson, students will learn to apply constructive criticism to improve their own performances. 6. PERFORMANCE OF EXTRACT. In this lesson, students will perform in order to demonstrate the skills and knowledge they have developed.

<p>Key Domains and Concepts taught in this Unit / Term</p>	<ul style="list-style-type: none"> • D4. Drama and theatre terminology and how to use it appropriately • D6. Understanding of style • C1. Performance • C2. Process • C3. Evaluating/Analysing • C4. Devising • C5. Movement • C6. Facial Expression • C8. Audience • C9. Gesture • C11.Collaboration • C.12 Status 	<ul style="list-style-type: none"> • D1. Characteristics of performance text(s) and dramatic work(s) • D2. Social, cultural and historical contexts • D3. How meaning is interpreted and communicated • D4. Drama and theatre terminology and how to use it appropriately • D5. The roles and responsibilities of theatre makers in contemporary professional practice • D6. Understanding of style • D7. Understanding of genre • 1. Performance • C2. Process • C3. Evaluating/Analysing • C5. Movement • C6. Facial Expression • C7. Voice • C8. Audience • C9. Gesture • C10.Use of space and proxemics • C11.Collaboration • C12. Status
<p>KS4 End Points</p>	<ul style="list-style-type: none"> • Students can apply knowledge and understanding of Drama when making, performing and responding to drama • Students develop competence in a range of practical, creative and performance skills • Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas 	<ul style="list-style-type: none"> • Students can apply knowledge and understanding of Drama when making, performing and responding to drama • Students can explore performance texts and understand their social, cultural and historical context • Students develop competence in a range of practical, creative and performance skills

	<ul style="list-style-type: none"> Students can reflect on and evaluate their own work and that of others Students can create and develop ideas to communicate meaning for theatrical performance. 	<ul style="list-style-type: none"> Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas Students are creative, effective, independent and reflective young people who make informed choices in process and performance Students can contribute as an individual to a theatrical performance Students can reflect on and evaluate their own work and that of others Students can create and develop ideas to communicate meaning for theatrical performance. 														
Declarative Knowledge (Students should know)	<p>How to create a safe and realistic stage fight for an audience.</p> <p>A series of taught stage fighting moves and a sword fighting routine.</p> <p>How to manage risks and work safely.</p>	<p>Have an understanding of stock Melodrama characters.</p> <p>The characteristics of Victorian Melodrama.</p> <p>The physical skills of creating slapstick comedy – Exaggerated movement, timing and reaction.</p>														
Procedural Knowledge (Students should be able to do)	<p>Create a complex, accurate, fluent and believable Stage Fight with a partner.</p>	<p>Sustain a stock melodramatic character with elements of slapstick comedy.</p>														
Developing T3 Literacy and Numeracy	<p>Keywords</p> <table> <tr> <td>Complexity.</td> <td>Reactions</td> </tr> <tr> <td>Accuracy.</td> <td>Fluency</td> </tr> <tr> <td>Control.</td> <td>Focus</td> </tr> <tr> <td>Timing.</td> <td>Parry</td> </tr> <tr> <td>Etiquette.</td> <td>Knap</td> </tr> <tr> <td>Signal.</td> <td>Action</td> </tr> <tr> <td>Reaction</td> <td></td> </tr> </table>	Complexity.	Reactions	Accuracy.	Fluency	Control.	Focus	Timing.	Parry	Etiquette.	Knap	Signal.	Action	Reaction		<p>Using a period language</p> <p>Reading and performing a text</p> <p>Keywords</p> <p>Exaggeration</p> <p>Appropriate</p> <p>Timing</p> <p>Reaction</p> <p>Melodrama</p> <p>Slapstick</p>
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Assessment (Summative/ Formative)	Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress.	Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress
Links to Prior Learning	Focus and control – Getting to Know You/Mime and Movement High energy physical work – Silent Movies	Stage fighting, Commedia
Next steps in learning	Application of knowledge and safe stage fighting – Slapstick work for next 2 terms.	
Common Barriers to learning in this unit	Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs	Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs

Units	Unit 3 Macbeth	Unit 4 Trestle Masks
Overview	Students will practically explore the plot, key characters and themes of the Scottish Play in preparation for studying it in English in Year 9.	Students will learn the mask rules and techniques and devise short masked performances for an audience.
Lesson Sequence	<ol style="list-style-type: none"> 1. INTRODUCTION TO THE PLAY. In this lesson, students will learn the basic plot of the play, its characters, and the themes the play explores. They will watch two trailers for film and theatre to understand how the play can be interpreted in different ways. 2. THE WITCHES. In this lesson, students will learn about the possible variations of characterisation of the witches. They will read an extract of a scene where the witches appear and watch two different recordings of the extract which demonstrate how this can be achieved. They will then experiment with performing the extract themselves in order to create the appropriate atmosphere. 3. MACBETH AND LADY MACBETH. In this lesson, students will study an extract where Macbeth is persuaded to murder Duncan by Lady Macbeth. They will watch two different performances of the scene to help them understand the different ways the scene can be played. They will then either annotate and then rehearse and perform the extract with a focus on creating atmosphere and the shift of status, or they will design the costumes for the two characters to reflect their status and personality. 	<ol style="list-style-type: none"> 1. THE RULES OF THE MASK AND CLOCKING. In this lesson, students will learn the rules of using a full-face mask and will learn the technique of “clocking”. 2. PLAYING WITH STATUS. In this lesson, students will learn how the use of levels, body language and movement can portray status to an audience. 3. PLAYING WITH A SPECIFIC MASK. In this lesson, students will experiment with and learn to sustain a physical character. They will be given a number of scenarios including the burglary, first date, the bully and the spy. 4. SMALL GROUP REHEARSAL. In this lesson, students will work in groups to create a polished mask performance.

	<p>4. BANQUO'S GHOST. In this lesson, students will consider how the scene where Banquo's ghost appears to Macbeth can be staged in different ways. They will read the extract and watch two different recordings of productions with different ways of staging the scene. They will then work in groups to create the scene themselves with a focus on atmosphere and tension by the use of different vocal techniques.</p>	
<p>Key Domains and Concepts taught in this Unit / Term</p>	<ul style="list-style-type: none"> • D1. Characteristics of performance text(s) and dramatic work(s) • D2. Social, cultural and historical contexts • D3. How meaning is interpreted and communicated • D4. Drama and theatre terminology and how to use it appropriately • D6. Understanding of style • D7. Understanding of genre • 1. Performance • C2. Process • C3. Evaluating/Analysing • C5. Movement • C6. Facial Expression • C8. Audience • C9. Gesture • C10. Use of space and proxemics • C11. Collaboration • C12. Status 	<ul style="list-style-type: none"> • D1. Characteristics of performance text(s) and dramatic work(s) • D2. Social, cultural and historical contexts • D3. How meaning is interpreted and communicated • D4. Drama and theatre terminology and how to use it appropriately • D5. The roles and responsibilities of theatre makers in contemporary professional practice • D6. Understanding of style • D7. Understanding of genre • 1. Performance • C2. Process • C3. Evaluating/Analysing • C5. Movement • C6. Facial Expression • C8. Audience • C9. Gesture • C10. Use of space and proxemics • C11. Collaboration • C12. Status

<p>KS4 End Points</p>	<ul style="list-style-type: none"> • Students can apply knowledge and understanding of Drama when making, performing and responding to drama • Students can explore performance texts and understand their social, cultural and historical context • Students can create and develop ideas to communicate meaning for theatrical performance. • Students can apply theatrical skills to realise artistic intentions in live performance. 	<p>Students can apply knowledge and understanding of Drama when making, performing and responding to drama</p> <ul style="list-style-type: none"> • Students develop competence in a range of practical, creative and performance skills • Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas • Students are creative, effective, independent and reflective young people who make informed choices in process and performance • Students can contribute as an individual to a theatrical performance • Students can reflect on and evaluate their own work and that of others
<p>Declarative Knowledge (Students should know)</p>	<p>The synopsis of Macbeth, the characters in the play and the main themes. They should understand the motives and status changes of characters and be able to present a different interpretation to ‘traditional’ Shakespearean performance.</p>	<p>The rules and conventions of mask work, such as clocking, focus and facing forward. Students will also be introduced to the work of Trestle Theatre Company and Family Foss.</p>
<p>Procedural Knowledge (Students should be able to do)</p>	<p>Students will be able to improvise in role during a ‘Whoosh’ introduction to the story of the play. They will be able to work in groups to practically explore key scenes and characters and develop ideas for their own interpretation of the text.</p>	<p>Students will learn to develop their physical skills – Exaggerated movement, facial expression, gesture and space in a masked performance. Students will create a clear character for an audience based on the emotion depicted on the Trestle Mask.</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Keywords: Interpretation Iambic Pentameter Hierarchy Improvisation</p>	<p>Keywords Blocking Stereotypes Characterisation Focus</p>

	Students will also work with Shakespearean language, breaking down its meaning and simplifying key scenes in their own words.	
Assessment (Summative and Formative)	Formative: Teacher verbal feedback during practical tasks and work in progress.	Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress.
Links to Prior Learning	Shakespeare unit in Year 7	Mime and movement, Commedia, Silent Movies
Next steps in learning	Application of knowledge of the play in English lessons.	Introduction to a contrasting style
Common Barriers to learning in this unit	Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs	Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs

Units	Unit 5 Totally Over You – Mark Ravenhill	Unit 6 Immersive and Site-Specific Theatre
Overview	Students will learn how to approach a play text from page to stage and develop their use of voice, movement, facial expression and use of space in order to communicate a character to an audience.	Students will explore new and exciting ways to immerse an audience in a theatrical performance. They will look at immersive theatre companies such as ‘Punchdrunk’ and work together to turn a Drama space into an immersive world.
Lesson Sequence 1. Introduction	<ol style="list-style-type: none"> 1. Introduction to reading a text To understand how an author structures a play to create an intended effect. To indenting genre, style and artistic intent in this text 2. Complete reading of the first scene 	TBC

	<p>To consider character, motivation and status of the characters in the scene. To consider the styles of delivery by the different characters, with consideration of all vocal techniques.</p> <p>3. Blocking begins Focus on Movement and Gesture To apply knowledge of stage direction to text. To explore and develop your character's movement and gesture.</p> <p>4. Focus on voice and facial expression To explore and develop your characters voice and facial expressions.</p> <p>5. Work in Progress To constructively criticise the performance work of self and others, using appropriate terminology.</p> <p>6. Perform and assess x2 To perform your work to an audience</p>	
<p>Key Domains and Concepts taught in this Unit / Term</p>	<ul style="list-style-type: none"> • D1. Characteristics of performance text(s) and dramatic work(s) • D2. Social, cultural and historical contexts • D3. How meaning is interpreted and communicated • D4. Drama and theatre terminology and how to use it appropriately • D6. Understanding of style • C1. Performance • C2. Process • C3. Evaluating/Analysing • C5. Movement • C6. Facial Expression 	<ul style="list-style-type: none"> • D3. How meaning is interpreted and communicated • D4. Drama and theatre terminology and how to use it appropriately • D5. The roles and responsibilities of theatre makers in contemporary professional practice • D6. Understanding of style • D7. Understanding of genre • C1. Performance • C2. Process • C3. Evaluating/Analysing • C4. Devising • C5. Movement • C6. Facial Expression

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KS4 End Points	<p>Students can apply knowledge and understanding of Drama when making, performing and responding to drama</p> <ul style="list-style-type: none"> • Students can explore performance texts and understand their social, cultural and historical context • Students develop competence in a range of practical, creative and performance skills • Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas • Students are creative, effective, independent and reflective young people who make informed choices in process and performance • Students can contribute as an individual to a theatrical performance • Students can reflect on and evaluate their own work and that of others 	<ul style="list-style-type: none"> • Students can apply knowledge and understanding of Drama when making, performing and responding to drama • Students develop competence in a range of practical, creative and performance skills • Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas • Students are creative, effective, independent and reflective young people who make informed choices in process and performance • Students can reflect on and evaluate their own work and that of others
Declarative Knowledge (Students should know)	<p>Interpreting and understanding characters status, relationships, motivation, from the text. Students will develop a back story for their characters based on the social and historical context of the play.</p>	<p>Knowing definitions of key terminology. Knowing how to apply key terms in performance. Knowing the effect that key terms have on what is communicated to the audience.</p>

Procedural Knowledge (Students should be able to do)	Creating a specific appropriate character. Considering motivation and interaction. Including subtext and of staging including space and proxemics in performance.	Use group work skills to create a performance that immerses an audience as participants, rather than spectators.
Developing T3 Literacy and Numeracy	<p><u>Keywords</u></p> <p>Genre, style, artistic intent, synopsis Audience, Visible, balance, levels, proxemics variety.</p> <p>Energy, appropriate, exaggeration, timing, reactions</p>	<p><u>Keywords</u></p> <p>Immersive, communicate, interpret, mood, atmosphere.</p>
Assessment (Summative and Formative)	<p>Summative: Final assessed performance</p> <p>Formative: Teacher verbal feedback during practical tasks and work in progress.</p>	<p>Summative: Final assessed performance</p> <p>Formative: Teacher verbal feedback during practical tasks and work in progress.</p>
Links to Prior Learning	Scripted work in year 7. The role of a director.	Mime and movement, melodrama and commedia del arte.
Next steps in learning	Year 9 playtexts	Cross-curricular links, creating theatre for new audiences.
Common Barriers to learning in this unit	<p>Personal Resilience</p> <p>Social Anxiety</p> <p>Physical and Social Barriers</p> <p>Specific Learning Needs</p>	<p>Personal Resilience</p> <p>Social Anxiety</p> <p>Physical and Social Barriers</p> <p>Specific Learning Needs</p>