

# Subject: Drama

Faculty Leader	Subject Leader
Mr D. Partridge	Mr. D Partridge

**National Curriculum**

Drama within the national curriculum is referenced with the teaching framework of English. As an independent subject, our Department has structured programmes of work based on guidelines issued by The Arts Council of England. Students study drama for three years as part of their core curriculum.

We aim to provide students; with a broad Drama education, encompassing a range of theatrical genres. Students are provided with the opportunity to explore a range of playwrights and reflect on the historical, social and cultural importance of the set works. Students are encouraged to experiment and extend their performance skill base, focussing on voice and movement. They are supported in developing character studies and developing an understanding of the work of influential Theatre Practitioners. Students are given the opportunity to create original work based on a range of stimuli.

**Curriculum Intent**

We aim to develop students as theatre makers, providing them with opportunities to develop their knowledge of performance styles and texts. Students are asked to view work from multiple perspectives as designers, directors and performers. We encourage the artistic and social development of students by providing them with opportunities to work collaboratively, fostering self-esteem through creative engagement.

Our curriculum has three focussed areas of assessment: Devising, Acting and Interpretation and Evaluation. These three areas of focus help to prepare students for progression into the K.S 4 and K.S 5 curriculum should they wish to study the performance further. Throughout the K.S 3 curriculum students are also given the opportunity to study design elements alongside the chosen texts and stimuli. The curriculum also aims to develop a repertoire of transferable skills that can be used in a variety of roles outside of the creative arts industries.

**Curriculum Implementation**

		Term	Content	Assessment
Year 7	Autumn Term	1	<p style="text-align: center;"><b>Key techniques</b> <b>Acting and Devising Focus</b></p> <p>This project is designed to equip students with a range of dramatic techniques that can be applied to the creation of original devised drama and the process of interpreting and staging script for performance. Each week students will be introduced to a new technique that they will explore as part of a teacher facilitated practical activity. They will be given the opportunity to demonstrate their understanding of the technique by creating an original work that evidences its correct application. Key techniques that will be explored during this project include; Still image, Thought tracking, Cross-cutting, Narration, Flashback and Slow motion. At the end of the project, students will be given the opportunity to volunteer to participate in a public performance that showcases the devised work that they have produced. This project supports learning progression by providing students with fundamental key skills that can be used to support future devising projects.</p>	<p style="text-align: center;"><b>Key techniques</b> <b>Acting and Devising Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment.</p> <p>Baseline vocabulary assessment.</p> <p>Expectation for students to be working within Level 1E-1M.</p> <p style="color: red;">This first programme of work underpins the drama curriculum throughout KS 3,4 and 5. It equips students with the keys techniques and skills required to devise and structure original drama. The project also provides students with knowledge to identify techniques which supports the appraise work as part of programmes of work addressing live performance analysis and evaluation.</p> <p style="color: red;">Students begin to strengthen their voice and movement skill base through the process of rehearsal and are encourage to navigate the challenges of collaborative working, all of which are fundamental elements of the drama curriculum at Ecclesbourne.</p>

	2	<p style="text-align: center;"><b>Commedia Dell'arte Acting and Devising Focus</b></p> <p>During this project students will develop an understanding of key concepts underpinning the performance genre of Commedia Dell'arte. Students will be introduced to a range of Commedia characters and will explore them from a physical perspective through teacher facilitated workshops. Character studies that will be explored include; I'll Capitano, I'll Dottore, Flavio, Pantalone, Arlecchino and Isabella. Students will be expected to develop their physical/vocal skill base through the rehearsal and performance of a piece of original Drama. By the end of the project students will be able to independently devise practical work, identifying and evidencing the influence of the chosen genre. This project supports learning progression by encouraging students to experiment with form and style. It provides them with the opportunity to look at theatre from a historical perspective and make links between current performance practice and the origins of physical comedy.</p>	<p style="text-align: center;"><b>Commedia Dell'arte Acting and Devising Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment.</p> <p>Expectation for students to be working within Level 1E-1M+</p> <p>Commedia is delivered following the initial key skills project because students will have started to develop their basic performance skill base and throughout this scheme of work this will be extended through them having to realise the exaggerated and controlled style of performance required for commedia.</p> <p>As student's skill base develops, they will also acquire an understanding of the stylistic requirements of a specific theatre genre. This will support later devising work, giving them the knowledge to employ commedia elements into the creation of future work if they feel that it supports their creative intention. It strengthens their point reference with regard to different theatrical styles and historical influences.</p> <p>Link to prior learning: Key skills-performance skill base development</p>
--	---	---	---

	Spring Term	3	<p style="text-align: center;"><b>Script Study: Charlie and The Chocolate Factory</b> <b>Acting and Interpretation and Analysis Focus</b></p> <p>During this project, students will be encouraged to explore the process of interpreting and staging text for performance. Students will be guided through a teacher lead practical exploration of the set text. They will be required to consider the playwrights intentions and reflect on how the text might be realised in performance. During the process of text exploration, students will be encouraged to reflect upon the use of voice, including pitch/pace/volume/tone. They will be expected to reflect on the use of body and the quality of movement that they use to realise a character in performance. This project supports learning progression by introducing students to elements of the GCSE written paper. The project equips students with the basic skills that they will require in order to explore a set examination text. By the end of this project students will be able to respond to simplified 4 and 6 mark questions concerning characterisation in the style of the GCSE component 3 written paper.</p>	<p style="text-align: center;"><b>Script Study: Charlie and The Chocolate Factory</b> <b>Acting and Interpretation and Analysis Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Written assessment.</p> <p>Expectation for students to be working within Level 1E-1M+</p> <p>In the first two terms of Year 7, students cover two of the three main elements of assessment for the drama curriculum. These are connected to devising and acting. In the third term, students start working from script. This begins the process of text analysis that is revisited throughout K.S.3 to prepare students for the K.S 4 and 5 examination demands. This is the third assessment focus to be addressed in Year 7 because by this point in the year, students will have explored simple drama techniques, analysed structure and explored their performance skill base. These are all components that are required in order to successfully interpret and perform scripted work.</p> <p>Students will also begin to experiment with approaches to theatre design as part of their interpretation and analysis assessment.</p> <p>Link to prior learning: Key skill-performance skill base development/ Commedia-stylistic influence</p>
--	-------------	---	--	--

Summer Term	4	<p style="text-align: center;"><b>Devising From Stimulus Acting and Devising Focus</b></p> <p>Throughout this project, students will be guided through a process of interpreting stimuli. They will be led through a rehearsal process to develop ideas for a devised performance. This project places a great emphasis on the process of collaborative working. By the end of the project students will have produced a piece of original devised work in response to a stimulus. The project is structured so that initially students have the opportunity to explore a series of stimuli to create a range of short devised pieces. This process is guided step by step by the teacher. Students will be encouraged to reflect on symbolic representation. They will reflect on appropriate techniques that could be used to structure their work, drawing off their prior learning in relation to the key skills project. This project supports learning progression by engaging students in the process of creating original work and challenging them to justify in simple terms, what they wanted their piece of work to communicate to their audience.</p>	<p style="text-align: center;"><b>Devising From Stimulus Acting and Devising Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment.</p> <p>Expectation for students to be working within Level 1E-1M+</p> <p>In term four, students revisit the assessment focus of devising. This programme of work builds upon prior learning from term1,2 and 3. The learning experience is extended to provide challenge because at this point students are provided with a set stimulus so that their devised work must evidence thematic content. Students must justify and explain how their work links to the stimulus. Performance skill base continues to be developed through the sharing of work.</p> <p>Link to prior learning: Key skill-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation.</p> <p>This project links directly to the component one element of both the GCSE and A-Level courses.</p>
	5	<p style="text-align: center;"><b>Practitioner study: Stanislavski Acting and Interpretation and Evaluation Focus</b></p> <p>This project is designed to introduce students to the concept of Practitioner influence that forms a large part of Drama study at K.S.4 and K.S.5. Students will develop an understanding of key ideas associated with Theatre Practitioner “Stanislavski.” They will explore a piece of text through the use of Given Circumstances, “The Magic if” and Character Objectives. Students will develop their physical/vocal skill base through the rehearsal and performance of a piece of original Drama. They will perform practical work evidencing the influence of the chosen practitioner. Learning is structured through a three- phase learning process. Initially students produce work in a neutral form, building upon their prior learning of performance skills and structural technique. In the second phase students will be introduced to the approaches of Stanislavski and produce work through a teacher lead rehearsal process. Finally, students will return to their neutral study and adapt it in order to evidence their understanding of Stanislavski. This supports learning progression by encouraging students to create work in relation to a selected practitioner whilst allowing them to strengthen their performance skill base through the rehearsal and application of practitioner methodologies. Students will develop work in response to David Walliams, “The Boy in The Dress”. At the centre of the process, students will be asked to reflect on themes related to identity, diversity and inclusion.</p>	<p style="text-align: center;"><b>Practitioner study: Stanislavski Acting and Interpretation and Evaluation focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Written assessment.</p> <p>Expectation for students to be working within Level 1S-2M+</p> <p>This programme of work is delivered in term 5 because it directly builds upon the performance work from term 2. Students continue to develop their performance skill base, but with the additional challenge of considering the working methodologies of a practitioner. This practitioner study will extend students wider appreciation of approaches to performance, connecting with the study of Berkoff and Brecht in Year 8 and 9 and ultimately the director’s concept for section C of the A-Level written exam.</p> <p>Link to prior learning: Key skill-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development</p>

		6	<p style="text-align: center;"><b>Theatre Design</b> <b>Interpretation and Evaluation Focus</b></p> <p>This project aims to introduce students to basic design terminology for lighting, set and costume. They will develop an understanding of different performance spaces and understand the role of the designer. Students will produce simple set/costume designs in response to a set text. They will analyse a piece of text and consider how they can realise the Playwright’s intentions through production design. Students will be guided through the process of formulating a design concept. They will be required to consider location, character, key themes and performance space. Students will then be required to demonstrate the process of developing a design concept by producing an independent design response for the selected text. This project supports learning progression by equipping students with a basic understanding of the role of the theatre designer, providing the foundation knowledge that will support design work as part of GCSE and A-Level written examinations.</p>	<p style="text-align: center;"><b>Theatre Design</b> <b>Interpretation and Evaluation Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Assessed annotated design tasks.</p> <p>Expectation for students to be working within Level 1M-3E</p> <p>The final programme of work in Year 7 draws together elements of the devising projects and performance schemes. Students are required to analyse and evaluate text and start to formulate simple costume and set designs. Students are introduced to simple design terminology. This is taught at the end of Year 7 because by this part of the year, they will have begun to hone their ability to analyse and interpret text. Their learning journey is extended by students having to interpret text and respond from a design perspective.</p> <p>Link to prior learning: Key skill-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>This provides the foundation for design projects in year 8 and 9 and ultimately supports the completion of GCSE and A-Level design and live performance questions.</p>	
			<b>Term</b>	<b>Content</b>	<b>Assessment</b>
Year 8	Autumn Term	1	<p style="text-align: center;"><b>“A place to call home”</b> <b>Acting and Interpretation and Evaluation Focus</b></p> <p>Students will build upon the devising skill base that they developed throughout Year 7. They will be required to work in small groups to explore scripted scenes and devise original Drama. Thematically this project explores the plight of refugees, identity and acceptance. The challenge presented to the students as part of the stretch of this year 8 devising project is that students will be expected to manage their own rehearsal time and select and justify appropriate techniques in order to structure their work. By the end of the project students will have been given the opportunity to strengthen their approach to collaborative working and will have developed their approach to analytical and evaluative writing. Students will continue to develop their performance skill base through teacher guided short improvised work, extending into an independent devised project that is student led. This project is structured to give students the experience of devising within the framework of the K.S.4 and K.S.5 component one assessments.</p>	<p style="text-align: center;"><b>“A place to call home”</b> <b>Acting and Interpretation and Evaluation Focus</b></p> <p>Practical performance assessment in accordance with K.S.3 levels. Week by week, skill audit, chartered assessment. Written assessment.</p> <p>Expectation for students to be working within Level 1M-2M+</p> <p>Building upon the devised work completed in Year 7, students are challenged to continue to extend their devising skill base by creating multiple devised pieces responding to a range of stimuli. Students are also required to produce work within reduced rehearsal time, further strengthening collaborative working skills in preparation for the component one elements of the GCSE and A-Level courses.</p>	

			<p>Link to prior learning:</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p>
	2	<p><b>Script Study: “Harry Potter and The Cursed Child” Acting and Interpretation and Analysis Focus</b></p> <p>Throughout this project, students will study “Harry Potter and The Cursed Child”. The focus of study during this project is interpretation and evaluation. By the end of the project, students will be able to identify how they would realise a piece of script in performance. They will be able to justify and evaluate the performance choices that they have made. Learning will be structured through practical, teacher lead exploration of the text. Students will be expected to take on the role of Director during practical exploration. They will be able to offer guidance to other students with regard to characterisation and staging. By the end of the project, they will be able to offer verbal justification for the work that they have produced. Learning will be structured so that by the end of the project, students should be able to respond to simple director focussed questions for the GCSE component 3 written paper. During this project, students will produce a set design, experimenting with composite elements as an extension of their design work from Year 7.</p>	<p><b>Script Study: “Harry Potter and The Cursed Child” Acting and Interpretation and Analysis Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Written assessment. Assessed annotated set design.</p> <p>Expectation for students to be working within Level 2M+</p> <p>This scheme is taught in term 2 as it builds upon prior learning from Year 7 and 8. Students will apply their developing skill base in order to realise script in performance. They will be required to hone their ability to analyse and evaluate text and will be need to identify and implement key techniques that were studied in year 7 in order stage the set work.</p> <p>Link to prior learning:</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A place to call home”-awareness of structure and performance skill base development/ Practitioner study-Performance skill base development.</p> <p>This directly supports component two of the A-Level and GCSE Courses and connects with the study of text required for the component three written exams.</p>
Spring Term	3	<p><b>. Practitioner study: Berkoff Acting and Devising Focus</b></p> <p>Throughout this project, students will develop an understanding of key ideas associated with the practitioner, Berkoff. They will be introduced to the concept of “Total Theatre”. Students will develop their physical/vocal skill base through the rehearsal and performance of a piece of original Drama. They will be expected to produce work, evidencing the influence of the chosen practitioner. Learning is structured through a three- phase learning process. Initially students</p>	<p><b>Practitioner study: Berkoff Acting and Devising Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Written assessment. Assessed annotated set design.</p> <p>Expectation for students to be working within Level 2E-2M+</p>

	<p>produce work in a neutral form, building upon their prior learning of performance skills and structural technique. In the second phase students will be introduced to the style of Berkoff and produce work through a teacher lead rehearsal process. Finally, students will return to their neutral study and adapt it in order to evidence their understanding of Berkoff. This project supports learning progression by extending students ability to reference the work of multiple Practitioners, having already studied the work of Stanislavski in Year 7. The project equips students with skills that may be applied to the devising, performance and written assessments at K.S 4 and 5.</p>	<p>Continuing to build upon prior learning related to practitioner methodology, this scheme is taught in term 3 of year 8 as it builds upon student ability to recognise and apply the specific ideas of a practitioner. This project continues to challenge students as they are required to produce original work in the style of the studied practitioner.</p> <p>Link to prior learning:</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A Place to call home-awareness of structure and performance skill base development.</p> <p>This supports devising projects through the acquisition of knowledge relating to practitioner. Long term, this prepares students for GCSE and A-level component one projects and also for the A-Level director's concept.</p>
4	<p style="text-align: center;"><b>Devising from Stimulus</b> <b>Devising and Interpretation and Evaluation Focus</b></p> <p>This is the second project in Year 8 that has a devising focus. The project is student managed. One of the most challenging elements of study at K.S. 4 and 5 is the devised performance component. Staff are not allowed to direct or guide this practically assessed element. Throughout this project students are given the opportunity to experiment with their approach to devising. They must plan and navigate their rehearsal process in response to a range of stimulus. This project will be delivered in line with the K.S 4 devising component to allow students the opportunity to experience a student-centred rehearsal process. The teacher's role is to observe and assess using the K.S.3 assessment skills audit. The teacher will guide students to reflect on their work, identify targets for progress and consider style/technique and character. The project will culminate in an assessed class-performance. This project supports learning progression by preparing students for the independent rehearsal process and collaborative working required for the devising components at K.S 4 and 5.</p>	<p style="text-align: center;"><b>Devising from Stimulus</b> <b>Devising and Interpretation and Evaluation Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Written assessment.</p> <p>Expectation for students to be working within Level 2M-3M/4E</p> <p>This scheme is scheduled to be delivered in term 4 of year 8. Students will be expected to draw off their prior knowledge of practitioner study and understanding of key skills to devise original work. This scheme centres on stimuli have social relevance, challenging students to create work that connects with the world around them. This prepares students for the devising process for GCSE and A-Level component one.</p> <p>Link to prior learning:</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A Place to call home-awareness of structure and performance skill base development/ Practitioner study-Performance skill base development/ "Harry Potter and The Cursed Child"-exploration of form, technique and performance skill base development.</p>

Summer Term	5	<p align="center"><b>Exploring Character Acting and Devising Focus</b></p> <p>Throughout this project, students will explore characterisation from multiple perspectives. They will begin by exploring non-verbal communication, developing mimed performances with a focus on communicating narrative, character and emotion without the use of dialogue. Students will participate in a series of teacher facilitated workshops that address the skills of finding a character from a physical perspective.. Students will then be required to demonstrate their understanding of the newly acquired skills by employing them in the devising and performance of an original piece of drama. This project supports learning progression by encouraging students to experiment with their physical and vocal range in preparation for devising and performance projects at K.S 4 and 5.</p>	<p align="center"><b>Exploring Character Acting and Devising Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment</p> <p>Expectation for students to be working within Level 2M-3M+.</p> <p>This programme of work continues to build upon the student's performance skill base that they have developed throughout Year 7 and 8 by challenging them to extend their performance skill base. This project demands that students explore non- verbal communication and highly controlled physicality, strengthening their skill base as they progress into year 9. This directly supports GCSE and A-Level component two performance projects.</p> <p>Link to prior learning:</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A place to call home-awareness of structure and performance skill base development/ Practitioner study-Performance skill base development/ "Harry Potter and The Cursed Child"-exploration of form, technique and performance skill base development.</p>
	6	<p align="center"><b>Theatre Design Interpretation and Evaluation Focus</b></p> <p>During this project, students will be required to apply the knowledge of theatre design that they acquired during year 7, to create a design concept in response to a chosen text. The focus of this project is interpretation and evaluation. Students are required to justify their chosen design through annotated drawings and K.S.4 exam-style written responses extending their Year 7 skill base. By the end of the project, students will have explored extracts of the set text practically. Students will consider the design requirements of the text in order to formulate an overall concept for one element of the production design. This is supports student learning progression by equipping students with the basic skills required for formulating a response to design- based questions in the component 3 GCSE written examination.</p>	<p align="center"><b>Theatre Design Interpretation and Evaluation Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Assessed annotated design tasks.</p> <p>Expectation for students to be working within Level 2M-3M+</p> <p>This scheme of work is delivered at the end of Year 8 as it draws upon student's ability to analyse and interpret text, skills that are explored through earlier devising and script projects. This design- based scheme extends students skill set by requiring them to explore the challenges of creating composite set designs. Forcing students to consider the overall staging demands of a performance text and start to develop ideas conceptually.</p> <p>Link to prior learning:</p>



			<p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A place to call home-awareness of structure and performance skill base development/ Practitioner study-Performance skill base development/ "Harry Potter and The Cursed Child"-exploration of form, technique and performance skill base development/ Exploring Character-performance skill base development.</p> <p>This directly supports basic skills required to formulate a response to design-based questions in the component 3 written exam.</p>
	<b>Term</b>	<b>Content</b>	<b>Assessment</b>
<b>Year 9</b>	Autumn Term	<p>1</p> <p><b>Practitioner study: Brecht "Noughts and Crosses"</b> <b>Acting and Interpretation and Evaluation Focus</b></p> <p>This project is based around the study of Malorie Blackman's "Noughts and Crosses", adapted for the stage by Dominic Cooke. This exploration of Race, Terrorism and Love will prompt discussion relating to racism, freedom of speech, diversity and inclusion. Throughout this project, students will develop an understanding of key concepts associated with Brecht. They will be introduced to the idea of Verfremdungseffekt. By the end of the project students will appreciate that Verfremdungseffekt can be realised through; placards, multi-role, costume changes on stage, visible props/scene changes, epic structure, gestus and direct address. They will develop their physical/vocal skill base through the rehearsal and performance of a devised and scripted Drama. Learning is structured through a three- phase process. Initially students will explore the text by Dominic Cooke and discuss the key themes that are presented. In the second phase they will explore the way in which Brechtian ideas are used within the structure of a contemporary play and discuss Brecht's approach to theatre. In the third phase students will devise an original drama that evidences their understanding of the working methodologies of Brecht. This project supports learning progression by extending students ability to reference the work of multiple Practitioners, having already studied the work of Stanislavski and Berkoff in Year 7 and 8. Students will also complete design based tasks as part of the process of interpretation and evaluation. The project equips students with skills that may be applied to the devising, performance and written assessments at K.S 4 and 5.</p>	<p><b>Practitioner study: Brecht "Noughts and Crosses"</b> <b>Acting and Interpretation and Evaluation Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Assessed annotated design task.</p> <p>Expectation for students to be working within Level 2M-3M+</p> <p>This first scheme of Year 9 continues to build on student knowledge of practitioner methodology, having already studied Stanislavski and Berkoff in year 7 and 8.</p> <p>This scheme requires students to respond to the thematic content of a contemporary play. It demands a strong approach to collaborative working and an understanding of form and structure as well as being able to navigate the inclusion of Brechtian methodology, thus drawing together many of the skills acquired throughout year 7 and 8.</p> <p>Link to prior learning:</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A place to call home-awareness of structure and performance skill base development/ Practitioner study-Performance skill base development/</p>

Spring Term			<p>"Harry Potter and The Cursed Child"-exploration of form, technique and performance skill base development/ Exploring Character-performance skill base development./Design project-ability to interpret and analyse</p> <p>This supports component one and three of the GCSE and A-level course.</p>
	2	<p><b>"Godber" and "Cartwright"</b>  <b>Acting and Interpretation and Evaluation Focus</b></p> <p>During this project, students will be introduced to the work of Jon Godber and Jim Cartwright. They will rehearse and perform pieces of script from Godber's "Bouncers", "Shakers" and "Teechers" and study Jim Cartwright's "Two". Students will participate in a series of teacher facilitated workshops that explore the performance styles of Jon Godber and Cartwright. Students will be able to identify techniques that Godber and Cartwright utilise in their plays in order to communicate narrative. Students will continue to strengthen their performance skill base by performing "heightened" characters. This project supports learning progression by encouraging students to reflect on performance style and develop their voice and movement skill-base in preparation for component two of both the GCSE and A-Level courses. It also encourages students to explore the role of a director, giving them opportunity to facilitate their own rehearsal process in order to realise conceptual ideas when guiding their peers through the rehearsal of set extracts of text.</p>	<p><b>Godber/Stereotype</b>  <b>Acting and Interpretation and Evaluation Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Written assessment.</p> <p>Expectation for students to be working within Level 3E-3M+</p> <p>This performance project continues to build upon the practical skills acquired throughout year 7 and 8, whilst challenging students to identify and replicate the performance style of Brecht. Here students are required to demonstrate high levels of performance skill in order to realise the demands of playing multiple roles.</p> <p>Link to prior learning:</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A place to call home-awareness of structure and performance skill base development/ Practitioner study-Performance skill base development/ "Harry Potter and The Cursed Child"-exploration of form, technique and performance skill base development/ Exploring Character-performance skill base development/Design project-ability to interpret and analyse</p> <p>Year 9: Practitioner study-extension of knowledge regarding style.</p> <p>This links directly to GCSE and A-Level component two performance projects.</p>
	3	<p><b>Frantic Assembly</b>  <b>Acting and Devising Focus.</b></p> <p>During this project students will be guided through a series of tasks that explore the work of the theatre company "Frantic Assembly." The highly physical and abstract nature of this company's work provides great challenge to Year 9 students. They will use choreographic frameworks such as "Chair Duet" and "Round by Through", to create movement sequences. Students will be encouraged to reflect on the impact that "Frantic's" work has on an audience. They will experiment with abstract form and reflect on how symbolism can be</p>	<p><b>Frantic Assembly</b>  <b>Acting and Devising Focus.</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment.</p> <p>Expectation for students to be working within Level 3E-3M+</p>

	<p>used to convey meaning to an audience. By the end of the process, students will produce original work of their own that is inspired by “Frantic’s” practice. This project supports student development by challenging them to work in a specific style in a non-naturalistic way. The rehearsal techniques acquired during this project directly support the development of devised work for the Component one performances at both GCSE and A-Level.</p>	<p>This project is delivered in term 3 of Year 9 because, by this stage of the K.S 3 learning journey, we are encouraging students to explore their capacity to independently produce work in specific styles. In order to do this, the students must have had experience of working with text, developing ideas from different stylistic perspectives and they need to have honed their collaborative working skill base. This project has the extra challenge of working in a very physical way, developing choreographed sequences that must be executed with precision, requiring physical control.</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A place to call home-awareness of structure and performance skill base development/ Practitioner study-Performance skill base development/ “Harry Potter and The Cursed Child”-exploration of form, technique and performance skill base development/ Exploring Character-performance skill base development/Design project-ability to interpret and analyse</p> <p>Year 9: Practitioner study-extension of knowledge regarding style/Godber study-performance skill base development and understanding of style and form.</p> <p>This links to directing questions for the GCSE written paper and the A-Level directors concept question in section C of the component 3 written paper.</p>
4	<p style="text-align: center;"><b>Devising from Stimulus</b> <b>Acting and Interpretation and Evaluation Focus</b></p> <p>This is the second project in Year 9 that has a devising focus. This project is student managed. One of the most challenging elements of study at K.S. 4 and 5 is the devised performance component. Staff are not allowed to direct or guide this practically assessed element. Throughout this project students are given the opportunity to experiment with their approach to devising. They must plan and navigate their rehearsal process in response to a range of stimulus. This project will be delivered in line with the K.S 4 devising component to allow students the opportunity to experience a student- centred rehearsal process. The teacher’s role is to observe and assess using the K.S.3 assessment skills audit. The teacher will guide students to reflect on their work, identify targets for progress and consider style/technique and character. The project will culminate in an assessed class-performance. This project is an extension of the Year 8 devised project. Students will be expected to identify their practitioner influence based on their K.S.3 prior learning. They have the opportunity to focus on Berkoff, Stanislavski or Brecht. They may employ Commedia, or Frantic assembly techniques.</p>	<p style="text-align: center;"><b>Devising from Stimulus</b> <b>Acting and Interpretation and Evaluation Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Written assessment.</p> <p>Expectation for students to be working within Level 3M-4M+</p> <p>One of the final schemes of work delivered in the later stages of Year 9, this devising project requires students to demonstrate their ability to perform, devise, analyse and interpret. This student led project is staff facilitated but student driven. It is an opportunity to evidence the skill based and knowledge acquisition relating to practitioner that they have acquired throughout year 7, 8 and 9.</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p>

			<p>Year 8: A place to call home-awareness of structure and performance skill base development/ Practitioner study-Performance skill base development/ "Harry Potter and The Cursed Child"-exploration of form, technique and performance skill base development/ Exploring Character-performance skill base development/Design project-ability to interpret and analyse</p> <p>Year 9: Practitioner study-extension of knowledge regarding style/Godber study-performance skill base development and understanding of style and form/"Two"-performance skill development and the ability to interpret and analyse.</p>
Summer Term	5	<p align="center"><b>"Blood Brothers", text exploration Acting and Interpretation and Evaluation Focus</b></p> <p>By the end of this project, students will have experienced the process of exploring a set text in preparation for the K.S.4 component 3 written exam. Students will be able to formulate written responses to exam-style questions based on their knowledge of the set text. They will have a sound understanding of the set text and they will be able to comment on how they would approach the text in performance from the perspective of a Performer. The learning will be structured through a series of practical workshops. Students will be guided through class-based framed exam response activities, culminating with independent written response. This project supports student learning by providing students with experience of exploring a set text in detail in preparation for progression into K.S 4 study.</p>	<p align="center"><b>"Blood Brothers", text exploration Acting and Interpretation and Evaluation Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Written assessment.</p> <p>Expectation for students to be working within Level 3M-4M+</p> <p>The first part of this final project delivered at the end of Year 9 is a bridging scheme, designed to simulate the text exploration required for the GCSE course. Students will be required to demonstrate their ability to interpret, analyse, devise and perform, drawing off their engagement with the drama curriculum from all three phases.</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A place to call home -awareness of structure and performance skill base development/ Practitioner study-Performance skill base development/ "Harry Potter and The Cursed Child"-exploration of form, technique and performance skill base development/ Exploring Character-performance skill base development/Design project-ability to interpret and analyse</p> <p>Year 9: Practitioner study-extension of knowledge regarding style/Godber study-performance skill base development and understanding of style and form/"Two"-performance skill development and the ability to interpret and analyse.</p>

	6	<p style="text-align: center;"><b>Theatre Design: "Blood Brothers"</b></p> <p style="text-align: center;"><b>Interpretation and Evaluation Focus</b></p> <p>By the end of this project, students will have experienced the process of exploring a set text in preparation for the K.S.4 component 3 written exam. Students should be able to formulate written responses to exam-style questions based on their knowledge of the set text. They will have a sound understanding of the set text and they should be able to comment on how they would approach the text in performance from the perspective of a Designer. The learning will be structured through a series of practical workshops exploring the development of design concept for a production of the set text. Students will consider set, lighting and costume. Students will be guided through class-based framed exam response activities, culminating with independent written response. By the end of this last project of the K.S. 3 curriculum, students will have experienced all the elements that contribute to the three components of study at K.S 4 and 5.</p>	<p style="text-align: center;"><b>Theatre Design: "Blood Brothers"</b></p> <p style="text-align: center;"><b>Interpretation and Evaluation Focus</b></p> <p>Practical assessment in accordance with K.S.3 levels. Week by week skill audit, chartered assessment. Assessed annotated design tasks.</p> <p>Expectation for students to be working within Level 3S-4M+</p> <p>The second part of this final scheme of work, draws together the skills that students have acquired throughout year 7, 8 and 9 in order to respond to the design requirements of a performance text. As part of the response process, students will continue to explore the script from a practical perspective, continuing to hone their performance skill base.</p> <p>Year 7: Key skills-performance skill base development/Commedia-stylistic influence/ Charlie and the Chocolate Factory-performance skill development and interpretation/Devising-skill base development/ Practitioner study-interpretation and stylistic decision making.</p> <p>Year 8: A place to call home-awareness of structure and performance skill base development/ Practitioner study-Performance skill base development/ "Harry Potter and The Cursed Child"-exploration of form, technique and performance skill base development/ Exploring Character-performance skill base development/Design project-ability to interpret and analyse</p> <p>Year 9: Practitioner study-extension of knowledge regarding style/Godber study-performance skill base development and understanding of style and form/"Two"-performance skill development and the ability to interpret and analyse.</p>
--	---	--	--

### Extra-Curricular Opportunities

Students are provided with the opportunity to participate in a range of theatre visits. A Drama club is available for all Lower School Students to attend during lunchtime and a Year 9 Acting Academy runs on a weekly basis after school. A Lower School Creative Arts showcase is staged each October and every year a full school production is produced during the Summer Term.

As a Department, we have two studio teaching spaces that are equipped to house small scale performances. As a school we have a recently built theatre with retractable seating that can be used to stage large whole-school productions.