

PERFORMANCE AND PARTICIPATION : DRAMA



Team Leader (Performance and Participation): Mr T Warren
Programme Leader: Miss V Hobbs

The Course:

The Key Stage 3 curriculum comprises of a series of topic based units, linked with developing Drama skills. Lessons use a number of conventions and techniques to explore each topic.

In Key Stage 3, students have 1 x 50 Min Drama lesson per week

In Key Stage 4, all students have five one hour lessons over the two week cycle.

Student Groupings:

In Years 7, 8 and 9, all students are taught in mixed ability groupings. At KS4, Drama is an optional subject taught as a single GCSE.

Trips:

KS3 - Trip to visit the local theatre to see a live performance

KS4 – A trip to visit a West End Show,

Aims:

- To develop the students' understanding and appreciation of Drama and Theatre in a social and historical context;
- To develop the students' knowledge and understanding of Drama techniques and terminology.
- To enable students to develop confidence and independent learning skills.
- To think about characters and respond to themes and issues in a sensitive and creative way.
- To provide opportunities for students to develop their full potential.
- To provide increasing opportunities for all students to participate in Drama and Theatre.

Staffing:

There is one full time Drama teacher.

Accommodation:

There is a large, newly refurbished Drama Studio where most of the teaching takes place. The Hexagon Theatre is also used as a teaching and performance space. There is a Drama office and staff workspace.

Resources:

- The Drama Department makes full use of the Hexagon and the sound and lighting systems.
- The Drama Studio is equipped with a basic lighting rig and stage area.
- The Drama Studio is equipped with an interactive whiteboard.

Year 7 Project Overview

Toolkit Dramatic skills and Dramatic techniques

- Tableaux
- Thought-tracking
- Narration
- Mime
- Role play
- Cross-cutting

Devising: Devised performance conventions, Empathy, Soundscape, Life in WW2.

Twisted Fairy Tales: Scripted performance, Pantomime genre conventions, Blocking, Stock characters.

Genre: Theatre of absurd, classic performance, abstract theatre, mime and physical theatre.

Harry Potter: Physical theatre, Living objects, Non-naturalistic performance.

Musical Theatre Performance skills, the three principle skills, team work and whole class collaboration.

Year 8 Project Overview

Voice Use of Voice, Accent (RP, Yorkshire, US, Cockney), Projection, Pitch, Pause, Pace, Tone.

Poor Theatre: Role play, jump role, multi role, concrete mime and stylization.

Mime: Physical Theatre, Stock characters and character shape, Slow motion, Status, Mask, Theatre History.

Script (Humpty Dumpty): Scripted performance, Theatre history (Shakespeare), Interpreting text, Modernizing a classic text.

Rock and Roll Dance: choreography, pair work, timing, muscle memory, culture and history of dance.

Musical Theatre: Performance skills, the three principle skills, team work and whole class collaboration.

Year 7 Drama Age-Related Expectations

Knowledge/Content

Understanding

Skills

Students will:

- Perform at a reasonable level in a range of styles and for a range of audiences.
- Evaluate and analyse their work at a reasonable level both orally and in writing.
- Study a range of drama styles including:
 - *Devised Performance*
 - *Genres of performance*
 - *Scripted performance*
 - *Dramatic skills*
- Study a range of drama techniques including:
 - *Tableaux*
 - *Thought-tracking/Step-out*
 - *Role play*
 - *Narration*
 - *Split stage*

CLF Assessments will be comprised of:

- *One devised performance and an accompanying written exam*
- *One text-based performance and an accompanying written exam*

In rehearsal and development time students will:

- Respond reasonably to verbal feedback to develop their work.
- Show some understanding of different styles of performance.
- Use some subject-specific terminology.
 - *Stage positioning terms (including blocking, SL, SR etc.)*
 - *Physical and vocal skills (as detailed in Skills section)*
 - *Rehearsal and Development terms (such as stimuli, plot structure etc.)*

In their written work students will:

- Identify some strengths and weaknesses in their own work and that of others.
- Use some subject-specific terminology.
- Use reasonably appropriate conventions in their script writing.

In their devised work, students will develop performances where:

- Some appropriate Drama techniques are selected with confidence.
- Some positive contributions to group work are made.
- Some ideas are shared and developed.

In their performance work, students will develop performances where:

- Characters are played with reasonable control over vocal skills such as:
 - *Pace, pitch, pause, volume, tone,*
- Characters are played with reasonable control over physical skills such as:
 - *Body language, use of space, gait, body tension, use of levels, gesture, posture, facial expression, energy levels*
- A role will be maintained in a consistent and focussed manner for some parts of the performance.
- A reasonable awareness of audience is demonstrated.

Year 8 Drama Age-Related Expectations

Knowledge/Content	Understanding	Skills
<p>Students will:</p> <ul style="list-style-type: none"> • Perform at a good level in a range of styles and for a range of audiences. • Evaluate and analyse their work at a good level both orally and in writing. • Study a range of drama styles including: <ul style="list-style-type: none"> ○ <i>The Actors Voice</i> ○ <i>Physical Theatre</i> ○ <i>Theatre in Education</i> ○ <i>Shakespeare</i> • Study a range of drama techniques including: <ul style="list-style-type: none"> ○ <i>Interpreting text</i> ○ <i>Accent</i> ○ <i>Projection</i> ○ <i>Spatial awareness</i> ○ <i>Slow motion</i> ○ <i>Status</i> ○ <i>Improvisation</i> <p>CLF Assessments will be comprised of:</p> <ul style="list-style-type: none"> • <i>One devised performance and an accompanying written exam</i> • <i>One text-based performance and an accompanying written exam</i> 	<p>In rehearsal and development time students will:</p> <ul style="list-style-type: none"> • Respond well to verbal feedback to develop their work. • Show understanding of different styles of performance. • Use subject-specific terminology. <ul style="list-style-type: none"> ○ <i>Voice – Diction, Pace, Pause, Volume, projection</i> ○ <i>Movement – Posture, Proxemics, Gestures, Rhythm, tension</i> ○ <i>Performance – Direct address, Flash-back, Status, Dynamics</i> ○ In their written work students will: • Explain strengths and weaknesses in their own work and that of others. • Use subject-specific terminology and specific examples to justify points • Use creative conventions in their script writing. 	<p>In their devised work, students will develop performances where:</p> <ul style="list-style-type: none"> • Appropriate Drama techniques are selected with confidence. • Positive contributions to group work are made. • Ideas are shared and developed. <p>In their performance work, students will develop performances where:</p> <ul style="list-style-type: none"> ○ Characters are played with Good control over vocal skills such as: <ul style="list-style-type: none"> ○ <i>Diction, Emphasis, Tone, Rhythm,</i> ○ Characters are played with Good control over physical skills such as: <ul style="list-style-type: none"> ○ <i>Pace, Energy, Levels, Gesture, Proxemics</i> ○ A role will be maintained in a consistent and focussed manner for most of the performance. ○ A considered awareness of audience is demonstrated.

Key Stage 4 Drama

At Key Stage 4 we offer the option of BTEC Drama GCSE. This is an exciting and challenging course which balances practical exploration of Drama with the academic analysis of process and performance.

The key elements of the Drama BTEC are as follows:

- Development of Acting/Design skills
- Exploration of different drama styles and genres
- Understanding of the ideas of key theatre practitioners
- Reviews of contemporary live theatre
- Devising and creating original drama
- Analysing and evaluating your own performance
- Examination of key drama texts

How is the course assessed?

- Devised Practical: Group work creating a piece of theatre from stimulus
- Written exam: Writing a response to questions from devised practical under exam conditions
- Learning logbook: Weekly homework writing up lesson reflections (there is one a term)
- Scripted Performance : A live performance to an external examiner in small groups
- Presentation: a Presentation on topic of theatre performance of roughly 5minutes long

Component 1: Theater practitioners (30%)

- Learning about the historical development of drama practitioners and understanding of the ideas of key theatre practitioners

Component 2: Solo or Group performance of text

- Performance of two extracts from one play to be chosen and cast according to the specific interests and needs of the individuals within the class.

Component 3: Devising Drama (40%)

- Exam practice of a 2500-word Devising log to analyse and evaluate both the process of creating a piece of original theatre and the final product itself.
- Performance of a piece of original theatre created as part of group from a given stimulus using the ideas of theatre practitioners such as Artaud or Frantic Assembly.

You should choose the course if.....

- You would like to work to build your confidence.
- You are a confident writer.
- You are committed and dedicated.
- You are a creative person who enjoys working as part of a team.
- You are willing to experiment with new ideas and work with different people.
- You have good analytical skills.
- You enjoy performing and would like to develop your communication skills.