

# Drama

2024-2025

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birch Wood Vale	Transition	DH - Transition	<p><b>An introduction into drama techniques.</b></p> <p>1.Group work and team building            2.Introduction to still image            3.Developing mime and movement skills            4.Developing vocal skills            5. Structuring improvisation skills            6. Using a stimulus to create a story.            7.To develop and rehearse scenes</p>			<p><b>Greek Theatre:</b></p> <p>Exploring the history of Greek Theatre and the skills associated with it. Students will learn how to act as an ensemble, in unison and in cannon as well as looking at political theatre in history</p>		

KS3	Year 7			<p align="center"><b>Development of Drama skills</b></p> <p>Revisiting and exploring new drama techniques to build upon student's toolkits and knowledge.</p>	•		<p align="center"><b>Seven Deadly Sins</b></p> <p>In this scheme of learning the students will identify the 7 deadly sins and create roleplays to depict some of them and the possible consequences.</p> <p>The techniques they will use to explore this scheme will be –</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role-play</li> <li>• Freeze frames</li> <li>• Thought-tracking</li> <li>• Conscience tunnel</li> <li>• Performance</li> </ul> <p>Self and Peer evaluation</p>
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Year 8	<p align="center"><b>Commedia Dell'Arte</b></p> <p>Students will explore the history of Commedia Dell'Arte and look into its origins and how it has influenced comedy today.</p>			<p align="center"><b>Shakespeare- Macbeth</b></p> <p>This unit students will be introduced to the history of the Jacobean Period and explore the play <i>Macbeth</i> by William Shakespeare.</p>		.
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			<p><b>20th Century Practitioners</b></p> <p>A unit that explores three 20<sup>th</sup> century practitioners and how they influenced theatre today.</p> <ul style="list-style-type: none"> <li>• Stanislavski</li> <li>• Artaud</li> <li>• Brecht</li> </ul>			<p><b>Theatre in Education</b></p> <p>An exploration into the role of the modern day teenage and a comparison into how this differs across time and culture. Students will learn how Theatre in Education is used successfully to teach an audience, and choose a contemporary issue to devise a group performance.</p>
KS4	<p><b>Year 10</b></p> <p><b><u>Level ½ vocational award in performing arts</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1 Task 1a- Findings of research</li> <li>• Unit 1 Task 1b- Discuss how research will influence performance.</li> <li>• Unit 2 Task 1- Outline components when writing creative brief.</li> <li>• Unit 1 Task 2- Outline rehearsal schedule.</li> </ul>	<p><b><u>Level ½ vocational award in performing arts</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1 Task 3- Producing a reflective journal.</li> <li>• Unit 2 Task 2- Produce a development log.</li> </ul>	<p><b><u>Level ½ vocational award in performing arts</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1 Task 3- Continue with reflective journal.</li> <li>• Unit 2 Task 2- Produce a development log.</li> <li>• Unit 1 Task 4- Perform/present your chosen piece.</li> </ul>	<p><b><u>Level ½ vocational award in performing arts</u></b></p> <ul style="list-style-type: none"> <li>• Unit 2 Task 2- Continue with development log.</li> <li>• Unit 2 Task 3- Present final piece.</li> <li>• Unit 2 Task 4- Evaluation of piece.</li> </ul>	<p><b><u>Level ½ vocational award in performing arts</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1 Task 5 – Further evaluation of work including work prior to performance.</li> </ul>	<p><b><u>Level ½ vocational award in performing arts</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1 Task 5- Continue with evaluation.</li> </ul>

Year 11	<b>Finishing touches on Unit 2-</b> Performing final piece		<b>Unit 3- Planning and preparation</b>		<b>Unit 3-</b> Controlled assessment		
Ashton House	The Yard		<b>Development of Drama skills</b>  Revisiting and exploring new drama techniques to build upon student's toolkits and knowledge.			<b>Seven Deadly Sins</b>  In this scheme of learning the students will identify the 7 deadly sins and create roleplays to depict some of them and the possible consequences.  The techniques they will use to explore this scheme will be –  <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role-play</li> <li>• Freeze frames</li> <li>• Thought-tracking</li> <li>• Conscience tunnel</li> <li>• Performance</li> </ul> Self and Peer evaluation	
The Den		<b>Mischief theatre</b> Exploring silliness within theatre		<b>Blood Brothers</b> Exploring the early scenes in depth.			

