

Curriculum Aims and Purpose

Paragraph 1 – An overview of the purpose of your subject:

The main aim studying drama is to develop students' creativity and understanding of communication. Drama is about creating and making, exploring and responding in the search of meaningful connections with others and the world around us. Drama develops creative resilience, problem solving and group work skills. Students will develop an understanding of how drama and theatre have developed over time, how to perform and analyse their own work as well as professional practice.

Paragraph 2 – A summary of how you have designed and constructed your curriculum:

The curriculum is designed to give students a strong understanding of the core skills needed to create performance work. The drama curriculum is a spiral curriculum allowing students the opportunity to revisit and develop the key skills of creating (devising and script work) performance and appreciation. The curriculum includes key practitioners and techniques from as far back as Ancient Greece through to contemporary theatre to ensure students have a broad and balanced understanding of the development of theatre over time.

Paragraph 3 – A summary of how the curriculum goes beyond the NC/GCSE Spec etc to teach the best of what is known and thought:

At OIEA we strive to ensure all students receive a and ambitious drama education through regular updates to projects and a holistic approach which equips students with the skills needed to realise their intentions and allows students to gradually take the lead with their learning and expand their creativity.

How our Curriculum inducts students into the discipline of the subject:

In drama students are given the fundamental skills, knowledge and academic language to ensure they are able to create effective performance and develop their appreciation of the performing arts. Students are given many opportunities to develop their own ideas and explore the work of others. By learning about the page to stage and devising processes students are well equipped for their next stages in education or employment within the performing arts.

Year 7 Overview

Students in year 7 will receive knowledge and skills they will require to be successful in drama. We build skills and knowledge through practice and assessment, guiding students through 3 main areas: creating, performing and appreciation.

In their first project students will be introduced to Ancient Greece, where all theatre has developed from. They will learn about the cultural purpose of theatre and the performance skills required by the actors.

After this, students learn about actor audience relationships and non-naturalistic performance techniques through Grotowski and Poor Theatre. The third project further develops student's understanding of theatre history whilst they study Elizabethan theatre, comedy and tragedy.

Theatre in Education is then the focus as students learn about how theatre is used as a teaching tool.

Finally, students go on to apply the skills learned through out Y7 to a script and develop their knowledge of characterisation through *The Wind in The Willows*

Half Term	Focus
1	Welcome to drama: Introduction to the studio, health and safety and team building. Greek Theatre: An introduction to the origins of drama, cultural context and acting techniques. Students also learn about the Greek Tragedy of <i>Antigone</i> and develop both choral and individual performance skills including physicality and vocal expression.
2	Grotowski and Poor theatre. Students learn about responding to stimulus to create drama and applying physical theatre skills. They will learn about actor audience relationships and immersive theatre techniques.
3	Elizabethan Theatre: The world of the Globe Theatre and Shakespeare. Students will learn about the techniques and conventions of Elizabethan theatre as well as study both a tragedy: <i>Hamlet</i> and a comedy: <i>A Midsummer night's Dream</i> . Students will stage short extracts from both plays to demonstrate their understanding of performance techniques.
4	
5	Theatre in Education. Students will learn about how theatre can be an educational tool. After studying the techniques of T.I.E through a short script 'Message in a Bottle', students will devise their own piece of educational drama.
6	<i>The Wind in the Willows.</i> Students will study a scene from the play, look at extracts from a professional performance and go on to create their own version of a key scene from this story. Students will continue to develop their skills in role play, physicality, rehearsing, performing and evaluation.

Homework

Homework takes the form of carousel quizzes. There will also be schemes of learning when students are required to learn lines as part of their assessment preparation.

Useful resources:

<https://www.nationaltheatre.org.uk/>
<https://www.rsc.org.uk/>

Assessment

Students are assessed at the end of each unit. These assessments are a combination of knowledge and appreciation based written assessments as well as practical assessments based on creating and performing

Year 8 Overview

Students in year eight continue to learn about the three main strands of drama: creating, performing and appreciation. They begin year eight learning about Commedia dell'arte (Italian improvised comedy). This leads on to pantomime where students learn about how this traditional festive style of theatre has developed, the stock characters and conventions used. The third project for year eight looks at British playwright Willy Russell and *Our Day Out* a play that follows a group of working-class children on a school trip. Live theatre also plays a key role in year eight as students then go on to learn about the play to stage process and how professional theatre is created.

Half Term	Focus
1	Commedia Dell'arte: Students study stock characters, movement, vocal expression and improvisation.
2	Pantomime: Year eight then go on to learn about the development of pantomime, the theatrical conventions, performance techniques and script-based work. The second half of this project works towards a small group performance of a key scene from Cinderella.
3	
4	Our Day Out: by Willy Russell. In this scheme of learning students focus on the importance of understanding context, given circumstances and characterisation. Students then work towards a both improvised and scripted group performances
5	Understanding Live Theatre: Students will focus on the National Theatre's production of Peter Pan to gain knowledge and understanding of the impact of set, lighting, sound and costume in performance. They will be developing appreciation and evaluation skills alongside practical application of staging techniques to bring to life their own versions of key scenes from the play.
6	

Homework

Homework takes the form of carousel quizzes. There will also be schemes of learning when students are required to learn lines as part of their assessment preparation.

Useful resources:

<https://www.nationaltheatre.org.uk/>
https://www.youtube.com/watch?v=h_OTAXWt8hY

Assessment

Students are assessed at the end of each unit. These assessments are a combination of knowledge and appreciation based written assessments as well as practical assessments based on creating and performing

Year 9 Overview

Students in year 9 continue their drama journey by learning about Konstantin Stanislavski. A key 20th Century theatre practitioner known as *The Father of Modern Theatre* who created a system for developing truthful characterisation. They then go on to study non-naturalistic performance techniques in the form of physical theatre and Frantic Assembly – one of Britain's leading physical theatre companies. Students then spend the next project learning about dance and its impact on theatre through the decades, from Charleston to hip hop. In the following term students return to drama and gain knowledge and practical experience of Verbatim theatre and finally students use their last drama term to look at staging Shakespeare's Macbeth.

Half Term	Focus
1	Stanislavski: Understanding the methods used to create believable truthful characters.
2	Dancing through the decades: An introduction to how dance has developed over the 20th Century.
3	Frantic assembly: Physical Theatre techniques and discovering the building blocks used by this company. This project concludes with students using physical theatre techniques to devise their own piece of performance.

4	Frantic Assembly Continued
5	Verbatim Theatre: Discovering the potential of performance through real people's experiences.
6	Staging Shakespeare: Bringing Shakespeare to life. Acting and designing key scenes from Macbeth

<p>Homework</p> <p>Homework takes the form of carousel quizzes. There will also be schemes of learning when students are required to learn lines as part of their assessment preparation.</p>	<p>Useful resources:</p> <p>https://www.nationaltheatre.org.uk/</p>
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Assessment

Students are assessed at the end of each unit. These assessments are a combination of knowledge and appreciation based written assessments as well as practical assessments based on creating and performing.

Year 10 Overview: Eduqas GCSE Drama

The first term of year 10 is a foundation term where students take part in practical workshops to develop further understanding of a range of performance styles. They will also analyse professional repertoire and learn about the assessment criteria for the three components sat during the course.

Between January and June, student's complete component 1 'Devising Theatre' during which time they will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Students also begin work on their set text: *Noughts and Crosses* looking at context, character and how the play is staged.

Half Term	Focus
1	Students take part in a series of workshops that focus on the development of key skills and the establishment of a 'professional approach' to practical work. Workshop logs and evaluative techniques are taught during this term. Students will look at a range of theatre styles and approaches to rehearsal in preparation for Component 1.
2	<p>Component One. Devising theatre:</p> <p>In this component you will develop a practical understanding of how drama and performance work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material. You will create your own piece of theatre in response to stimulus created by the exam board and complete a written portfolio which explains your ideas, how they were developed and an evaluation of how successful your performance was.</p>
3	
4	
5	
6	<p>Mock Component 2. Acting</p> <p>Students perform a short, scripted extract in preparation for component two that takes place at the start of year 11</p>

Assessment

Students are formally assessed towards the end of Y10 for component 1. This is worth 40% of their GCSE grade. This component assess:

Devising: creating and developing ideas to communicate meaning for performance. 30 marks assessed through portfolio evidence.

Realising: applying theatrical skills to realise artistic intentions. 15 marks assessed through performance or design.
Evaluating: analysing and evaluating their own work. 15 marks. A written evaluation completed under supervised conditions.

Year 11 Overview

Year 11 begins with Component 2 acting assessment preparation. Students will work in groups of between 2 and four actors. Students are required to study two, ten-minute extracts of a play These are then performed and assessed by a visiting examiner. Component 2 is worth 20% of the GCSE.

Running parallel to this, students continue their study of Noughts and Crosse and also develop analytical skills through the study of live theatre.

Half Term	Focus
1	Component 2 preparation. Students will study a range of text and choose one as the focus for component 2. They will learn about the style of theatre appropriate for these texts and investigate appropriate staging and characterisation.
2	Set text and live theatre review preparation: Students will develop written analytical skills in preparation for the written exam. They will learn about staging and technical theatre elements such as lighting and sound as well as look at how physical and vocal skills are used to portray character.
3	Component 2 assessments (external examiner). Students rehearse and perform two extracts from a play with the aim of demonstrating character development through their acting skills. This performance is assessed by a visiting examiner.
4	Set text and live theatre review preparation continues. Students learn about theatrical form and style. Characterisation, social and historical context as well as how a play is staged to create meaning.
5	Component 3 exam. Students answer questions on two sections. Section A: Set Text. Noughts and Crosses. Questions will be based on the characteristics of performance, the social and historical context and how meaning is interpreted and communicated. Section B is an analytical essay based on one piece of live (or digitally recorded) theatre.
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Homework

Homework in Y11 is a combination of Carousel quizzes and preparatory work such as research and rehearsal and line learning. Revision for component 3 also plays a key role throughout the year.

Useful resources:

- <https://www.nationaltheatre.org.uk/>
- <https://thepaperbirds.com/>
- <https://pilot-theatre.com/production/noughts-and-crosses/>

Assessment:

Component 2 is assessed by an external examiner. This will take place in the assessment window between 20/01 and 30/4. Students perform two extracts from the same play.

Component 3 Written exam (early May)