

# Drama

## Arts for All

The Performing Arts Faculty aims to encourage and develop creativity, sensitivity and confidence in all students. We actively seek to promote an understanding of personal and social values, culture and the world around us. Together, with our students, we explore the ways in which ideas can be communicated and shared through performance mediums.

The faculty provides a wide variety of learning opportunities that enable all students to establish a knowledge and understanding of Dramatic and Performance Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which students are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

Autumn		Spring		Summer	
Baseline: Heroes and Villains	Script: Bugsy Malone	Devising: Evacuees	Scripted: Charlie and the Chocolate Factory	Industry: Arts in practice Trestle masks	Refugee stories

Due to the practical nature of the subject, written homework will only rarely be set. This is always set as identified within modular plans, to extend/reaffirm and enrich students' learning at that particular point within module.

Students will be set homework tasks, specifically designed by teaching staff relating to the activity/skill being studied and in line with the ability and learning needs of the group.

Possible homework tasks for KS3:

- Watching a television programme, advert, or documentary with focus on characterisation, language, content or method of presentation. Oral feedback to assess completion
- Attending an extracurricular club/workshop
- Researching a theatre practitioner/performer. Oral feedback to be given during lesson
- Evaluating work of peers or self
- Writing in role, e.g. diary entry, thought tracking monologue or letter

This work will not be timetabled in the traditional way but will respond to the needs of students and the demands of the curriculum.

Unit	Learning Objectives/Outcomes
Baseline: Heroes and Villains	<ul style="list-style-type: none"> <li>• Neutral</li> <li>• Blocking</li> <li>• Staging</li> <li>• Stage directions</li> <li>• Characterisation</li> <li>• Thought tracking</li> <li>• Developing a play</li> <li>• Written reflections</li> </ul>
Script: Bugsy Malone	<ul style="list-style-type: none"> <li>• Script - page to stage</li> <li>• Stock characters and stereotypes</li> <li>• Voice and accent</li> <li>• Posture and gesture</li> <li>• Comedy</li> <li>• Scene transitions</li> <li>• Thought tracking</li> <li>• Written reflections</li> </ul>
Devising: Evacuees	<ul style="list-style-type: none"> <li>• Mime</li> <li>• Working from a stimulus</li> <li>• Captioning</li> <li>• Flashback / Flashforward</li> <li>• Split staging</li> <li>• Direct audience address</li> <li>• Written reflections</li> <li>• Duologue</li> <li>• Written reflections</li> </ul>
Scripted: Charlie and the Chocolate Factory	<ul style="list-style-type: none"> <li>• Developing a role</li> <li>• Whole class role play</li> <li>• Marking the moment</li> <li>• Hotseating</li> <li>• Interpreting script</li> <li>• Performing script</li> <li>• Written reflections</li> </ul>

Industry: Arts in practice	<ul style="list-style-type: none"> <li>• Performing for an audience</li> <li>• Devising</li> <li>• Interpreting a script</li> <li>• Working as an ensemble</li> <li>• Physical theatre</li> <li>• Body as a prop</li> <li>• Movement</li> <li>• Fulfilling a professional role</li> <li>• Understanding roles in the performing arts industry</li> </ul>
Trestle masks	<ul style="list-style-type: none"> <li>• Clocking</li> <li>• Commedia dell'arte</li> <li>• Stock characters</li> <li>• Comedy and tragedy</li> <li>• Status</li> </ul>

