

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 promoting expression and performance as a learning tools 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	Musical theatre / script Bussy	Evacuees	Charlie and the Chocolate Factory	School / Musical Theatre	Performing Arts Industry

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 the pupil's 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 students and the demands of the curriculum.

The work set will be recorded by teaching staff and monitored by HOD. During Progress meetings we will discuss and evaluate effective tasks and the impact of its outcomes upon learning.

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

Garden Party –
performance

- Performing for an audience
- Devising
- Interpreting a script
- Working as an ensemble
- Physical theatre
- Body as a prop
- Movement
- Fulfilling a professional role
- Understanding roles in the performing arts industry