

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	
Oliver	The Riots	Stonecold	Conflict	Romeo and Juliet	Devising

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 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.

Unit	Learning Objectives/Outcomes
Oliver	<ul style="list-style-type: none"> • Responding to stimuli • Stock characters and stereotypes • Building characters • Using explorative strategies to explore a theme • Audience engagement (hooking) • Marking the moment • Multi-roleplay • Monologue • Interpreting a script
The Riots	<ul style="list-style-type: none"> • Staging • Theatre in the round • Essence machine • Text as a stimulus • Conscience corridor • Choral speaking • (Greek) Chorus • Unison
Stonecold	<ul style="list-style-type: none"> • Stereotypes • Use of space / levels • Breaking the fourth wall • Multi-role play • Setting a scene • The unspoken word • Hotseating • Developed thought tracking • Direct audience address • Realism / naturalism • Working with a script
Conflict	<ul style="list-style-type: none"> • Proxemics • Dramatic tension • Interpreting a script • Stage directions • Developing a role • Climatic moment
Romeo and Juliet	<ul style="list-style-type: none"> • Proxemics • Dramatic tension • Interpreting a script • Stage directions • Developing a role • Climatic moment

Devising	<ul style="list-style-type: none">• Exploring and responding to stimuli• Evaluating drama• How to plan and structure a devised performance• How to communicate deeper meaning to an audience• Using movement skills to create abstract scenes• Changing the mood and creating atmosphere without dialogue• Dramatic irony• Showing emotion whilst staying in role
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