Drama Learning Journey

Knowledge Rich | Skills | Subject specific language

YEAR 13

Testing Knowledge Assessment 6 February Mock Comp 3

Revision

Revision

Testing Knowledge Assessment 4 Evaluation Report 1 week after performance

Theatre Trip

Testing Knowledge Assessment 5 Mock Prep C3 Set Texts

Comp 2 40%
Text in Action Scripted
Visiting Examiner
Jan-May

Rationale
Year begins with practical devising project based on a stimulus from EDUQAS. We then move onto a scripted play, directed by the teacher. We then build on knowledge of all Set Texts and prepare for the Summer exam

Testing Knowledge Assessment 3 Process and Evaluation Report

Comp 2 Performance

Testing Knowledge Assessment 1 Process and Evaluation Report

Comp 2 Scripted

Theatre Trip

Comp 2 Devising

Filmed Performance

Testing Knowledge Assessment 5 Creative Log NEA

Comp 1 Re-interpretation of text - Filming

Comp 1 Re-interpretation of text Rehearsal Process

Comp 1 20%
Theatre Workshop
NEA

Comp 2 40%
Text in Action Scripted
Visiting Examiner
Jan-May

Filmed Performance

Testing Knowledge Assessment 2 December Mock Prep for all Set Texts C3

Comp 2 40%
Text in Action Devising
Visiting Examiner
Jan-May

Practical Exam 20% of A Level
Internal Moderation

Testing Knowledge Assessment 4 Cue Sheets and Ground Plans
Designing Staging and Set

Theatre Trip

Set Text 3 Curious Incident

Comp 3 Section C
Set Text 3
Ground Plan; Lighting; Sound; Costume

YEAR 12

Revision
Section A *I Love You Mum, I Promise I Won't Die*
Section B Live Theatre

Testing Knowledge Assessment 1 Baseline Test

Comp 3
Set Text 1
Designing; Directing; Acting

Testing Knowledge Assessment 2 Section B Exam Question

Comp 3
Set Text 1
Designing; Directing; Acting

Revision
Set Text
Live Theatre

Set Text 1 Pre 1956 Machinal

Theatre Trip

Set Text 2 Post 1956 Love & Information

Testing Knowledge Assessment 3 Section A Exam Question

Rationale
Year 12 begins with an exploration of practitioners covered at GCSE and builds on knowledge of texts. Set Text 1 ***Machinal, is explored practically, as an ACTOR, DIRECTOR and DESIGNER***

Comp 3 Section B
Set Text 1
Ground Plan; Lighting; Sound; Costume

Comp 3 Section A
Set Text 2
Ground Plan; Lighting; Sound; Costume

Mock Prep
Revisit Set Text
Revisit Live Theatre Notes
Comp 3
Section A & Section B

Mock Prep

Comp 2 Performing From a Text 20%
Preparing a scripted performance from a visiting examiner

Comp 1 Devising Theatre 40%
Portfolio of Supporting Evidence

Mock Prep Live Theatre
Comp 3
Section B

Testing Knowledge Assessment 1 Comp 1 Exam 40%

Comp 1 Devising Theatre 40%
Rehearsal Process

Filmed Performance

Rationale
Year 11 is sequenced to build on the analytical practical skills and knowledge for Comp 1 & Comp 2; revisit and recall knowledge of set text for Comp 3

Comp 2 Rehearsal Process

Mock Analysis

Comp 1 Portfolio

Theatre Trip

Mock Prep

Comp 1 Devising Theatre

Comp 2 Prep
Practical rehearsal
Visiting Examiner Jan-May

Filmed Performance

Mock Analysis
Reflection and Improvement
Comp 3
Section A and Section B

Testing Knowledge Assessment 2 November Mock C3 40%
Apply theory of set text *I Love You Mum…*
Analyse and evaluate live theatre

Mock Prep Revisit Set Text
Comp 3
Section A

Comp 1 Devising Theatre 40%
Performance Exam
Evaluation Exam
Portfolio

Theatre Trip

YEAR 11

Rationale
Y10 Drama focuses on application of practical skills to prepare for GCSE Drama. Here, we introduce the final exam stimulus as students prepare and rehearse for their first exam performance by the end of Y10. This is Component 1 and worth 40% of the final grade

Applying Frantic Assembly
Stop All The Clocks Poem
Stimulus
Application of Frantic Techniques
Devising

Filmed Performance

Testing knowledge Assessment 1 Frantic Assembly

Set Text *I Promise You Mum…I Won't Die*
Stop All The Clocks Poem
Practical exploration of the play
Verbatim Theatre

Filmed Performance

Comp 1 Devising Theatre 40%
Creating a performance exam
Devising Performance
Application of Practitioner Techniques
Portfolio of Evidence (written coursework)
Evaluation of Performance (exam)

Frantic Assembly

Theatre Trip

Verbatim Theatre

Set Text *I Love You Mum, I Promise I Won't Die*

Theatre Trip

Comp 1 Devising Theatre

YEAR 10

Frantic Assembly
Exploring Frantic Techniques
Round-By-Through
Hymns Hands
Chair Duets
Storytelling through movement

Verbatim Theatre
Using real-life speech
Understanding the style of Verbatim Theatre

Testing knowledge Assessment 2 Exam question Comp 3

Comp 1 Devising Theatre 40%
Creating a performance exam
Rehearsal
Devising
Initial Ideas and response to stimulus
Choosing a practitioner

Rationale
Y9 Drama is an introductory skills year focusing on acting and practical skills to prepare for GCSE Drama. Through exploring Theatre Practitioners, devising and script work, students work collaboratively aiming to work as a 'theatre company' by the end of Y9

DNA

Applying Stanislavski
'DNA'
Acting with truth
Naturalistic style

Testing knowledge Assessment 2 Keywords Checklist
Brecht

Bertolt Brecht
Understanding Brecht
Mime; Narration; Breaking the Fourth Wall; Alienation

Filmed Performance

Lovely Weather
Responding to script
Pace; Pause; Subtext

Improvisation
Acting skills observation
Stereotypes
Characterisation

Testing knowledge Assessment 3 Keywords Checklist
Stanislavski

Filmed Performance

Constantin Stanislavski

Bertolt Brecht

Lovely Weather Script

Improvisation & Stereotypes

Constantin Stanislavski
Understanding Stanislavski
'The Feeling of Truth';
Naturalism; Emotion Memory

Filmed Performance

Applying Brecht
***'Hard To Swallow'* Play by Mark Wheeler**
Mime; Narration; Gestus; Breaking the Fourth Wall; Alienation

Exploring Playscript
Responding to script
Performing with confidence

Using Stimulus
Devising
Responding to stimulus

Testing knowledge Assessment 1 Baseline

YEAR 9

YEAR 8

Filmed Performance

Melodrama/Silent Film Keywords
- Scale 1-10
- Slapstick
- Reaction

Filmed Performance

2. The Demon Barber
- Characterisation
- Vocal skills
- Accent

Journey and Identity Keywords
- Devise
- Explore
- Social context

Filmed Performance

5. Zombie School
- Stage combat
- Costume design
- Characterisation

6. Crime and Punishment
Citizenship
Social context

Crime and Punishment Keywords:
- Steroetypes
- Devising
- Investigation
- Mime

6. Chicken! T.I.E.
- Responding to script
- Theatre in Education

Filmed Performance

Chicken! T.I.E

Melodrama and Silent Film

The Demon Barber

Journey and Identity

Shady

Zombie School

Crime

Chicken! T.I.E. Keywords
- Naturalism
- Empathy
- Feeling of truth

1. Melodrama/Silent Film
- Exaggeration
- Mime
- Comedy

The Demon Barber Keywords
- Space
- Action
- Movement

Filmed Performance

3. Journey and Identity
- Citizenship
- Responding to stimulus

Filmed Performance

4. Shady
- Script work
- Accent
- Characterisation

Shady Keywords
- Accent
- Character
- Atmosphere

Filmed Performance

Macbeth

Macbeth Keywords
- Status
- Genre
- Subtext
- Atmosphere

5. Macbeth
- Interpreting text
- Working as an ensemble

Filmed Performance

What's Behind The Door?

4. What's Behind The Door?
- Responding to stimulus
- Devising

Movement and Storytelling

Movement and Storytelling Keywords
- Transition
- Stimulus
- Movement
- Storytelling

2. Cowboys
- Script work
- Characterisation
- Vocal skills
- Accent

1. Introduction to Drama
- Baseline
- Basic skills
- Freeze Frames
- Teamwork

YEAR 7

What's Behind The Door Keywords
- Stimulus
- Teamwork
- Creativity

Filmed Performance

3. Movement and Storytelling
- Responding to stimulus
- Imagination
- Creativity
- Collaboration

Cowboys

Cowboy Keywords
- Freeze Frame
- Mime
- Accent
- Cross Cutting
- Hotseating

Introduction to Drama

Testing current knowledge
Assessment 1: Baseline Test

Rationale
KS3 Drama is our building blocks of basic theatre knowledge and skills. We have half termly projects with learning focused on building life skills such as teamwork, self control and sharing creativity. The drama journey begins with understanding that we build a safe, supportive and positive environment for all.

"Theatre is the art of looking at ourselves. We must all do theatre, to find out who we are and who we could become" Augusto Boal