

Drama

Key Stage 3

	Term 1	Term 2	Term 3	Notes
Year 7	<p>Bullying</p> <p>This project allows students to develop an understanding from the points of view of all stakeholders involved, from the victim, to the bully and then the friends and family concerned. It offers students advice on how to handle bullying and where to go should they need support too.</p>	<p>Storytelling</p> <p>The project gives students the opportunity to understand the importance and relevance of storytelling in all contexts, including our everyday lives.</p> <p>We will look at a range of techniques students can employ in all aspects of storytelling to help engage people, build effective character and develop their imagination.</p>	<p>Circus</p> <p>This project gives students the opportunities to develop confidence in using their physicality in drama, as opposed to just their spoken language and facial expressions.</p> <p>It brings a fun and lively topic into the classroom where students can engage in a multitude of ways to develop their confidence and movement skills.</p>	<p>In this foundation year students will learn the key elements that make drama drama!</p> <p>They will use three different topics as a way to develop their self-confidence through a range of drama techniques, including freeze frames, improvisation, thoughts aloud and role on the wall. They will get the opportunity to work independently as well as in groups.</p>
Year 8	<p>Pantomime</p> <p>This project allows students the opportunity to work with a condensed full scale pantomime performance of Cinderella. This comic version allows students to engage with characters, comedy and improvisation skills. They will combine everything they have learnt throughout year 7 to produce a small group version of a</p>	<p>Slapstick</p> <p>This difficult project gives students the opportunity to develop a keen understanding of the need for control and safety in the drama classroom. Through use of comedy, mime and slapstick like physicality, students will be developing their understanding of entrances and exits, comic timing</p>	<p>Peer pressure</p> <p>This project allows students to think deeply about a topic that likely will effect them all at some point. Peer pressure is a topic that allows students to delve deep into character roles, contexts and produce some powerful pieces of drama.</p> <p>Students will work with a range of</p>	<p>Carrying on from their foundation year all students will now be able to develop their dramatic ability further through a range of more complex topics.</p> <p>They will develop their self-confidence through a range of familiar drama techniques, including freeze frames, improvisation, thoughts aloud and role on the wall, although the</p>

	well loved pantomime.	and safe working conditions.	texts and improvisations independently and in groups to help give them an understanding of this topic.	more complex nature of the topics encourages learners to think harder about what they are doing, and why.
Year 9	<p>Shoplifting</p> <p>This project centres around a case study of a young boy who has become involved in shoplifting. We look at the context behind why this has happened, the impact it has on everyone concerned and the characterisation of those involved. Students will work in groups to improvise scenes but this unit culminates in students writing and performing their own monologue from a character connected to his story.</p>	<p>Secret Annexe</p> <p>This project links closely with RE and history, as it follows the story of Anne Frank through Nazi Germany.</p> <p>We will be using this period of history to help us understand context and the impact this has upon character, story and adapting your dramatic work accordingly. As well as looking at this from a dramatic stance, students will also gain further understanding of the political, social and moral issues at the time.</p>	<p>Pop Culture</p> <p>This topic engages students in drama today. We will look at more popular forms of drama, including soap opera, film, musicals and within this genre we will be focusing on modern day society and how this context impacts upon the work produced.</p> <p>Students will have more flexibility and choice within this topic to focus on an aspect of popular culture that interests them.</p>	<p>Students will continue in the same format as year 8- getting the opportunity to study wide ranging aspects of drama that they may not otherwise choose to access.</p> <p>Topics covered allow for more opportunity to link to prior learning, in particular regarding context of time periods and situations. This linking encourages learners to produce more thoughtful and considered pieces of drama.</p>

Drama

Key Stage 4- BTEC Performing Arts (Acting)

	Term 1	Term 2	Term 3
Year 10	<p>Unit 3: Acting skills</p> <p>Brief 1- Base line assessment of practical acting skills will be completed before students embark on a solo project to 'skill up' any areas they feel could do with some improvement through monologue performances.</p>	<p>Unit 3: Acting Skills</p> <p>Brief 2- Students now move on to a group performance task where they identify areas for improvement and develop together as a group to produce a miniature play or selection of scenes.</p>	<p>Unit 2: Preparation, Performance and Production</p> <p>Students embark on a large scale project where they will be working as a group to create a performance of a play. This showcase will last approximately 15-20 minutes and will be performed to an audience.</p>
Year 11	<p>Unit 2: Preparation, Performance and Production (ctd.)</p> <p>Students embark on a large scale project where they will be working as a group to create a performance of a play. This showcase will last approximately 15-20 minutes and will be performed to an audience.</p>	<p>Unit 1: My Showcase</p> <p>Externally assessed unit</p> <p>This 'exam' unit is where students will be using a real world scenario of applying for a job/place in further education.</p> <p>As part of this application they will write a letter of application under exam conditions.</p> <p>Additionally they will present two contrasting monologues as stipulated in the job/college advert.</p>	