

Year 7 Drama Overview – Fundamental Skills and Techniques in Drama

Term 1 Urban Legends/ Pantomime	Term 2 Wacky Soap	Term 3 Next Stop High School
<p>Throughout this SOW, we'll dive into the world of urban legends and explore their origins, themes, and impact on popular culture. Students will have the opportunity to develop their storytelling skills by creating their own urban legends and bringing them to life through dramatic performances. We'll also focus on character development, improvisation, and vocal techniques to enhance the suspense and intrigue of these captivating stories.</p> <ul style="list-style-type: none"> Physical skills Vocal skills Conventions; still images, choral speaking, physical theatre, narration, flashback and flash forward. Script Writing <p>Assessment – When it comes to assessing the students at the end of the scheme of work on urban legends, we can use a variety of methods to evaluate their understanding and performance. One approach is to have students create and perform their own urban legend stories, where we can assess their storytelling skills, creativity, and ability to engage the audience. We can also assess their understanding of the themes and elements of urban legends through written reflections or group discussions.</p> <p>An introduction to pantomime, the conventions, stock characters and script work.</p> <ul style="list-style-type: none"> Physical Skills Vocal Skills Freeze Frames Stock Characters Exaggeration <p>Assessment – Students are assessed on their skills and techniques into a pantomime script which follows the conventions of pantomime.</p>	<p>This work approaches the difficult subject of substance abuse in an oblique way, thereby removing the controversy associated with it. Students will explore the issues raised and how these might apply to our own world. Are there similar situations we face in the modern world? Is Wacky Soap mirrored by anything real?</p> <ul style="list-style-type: none"> Physical skills Vocal skills Conventions; narration, tableaux vivant, still images. Thematic Drama Group work, improvisation and script writing. <p>Assessment – We will assess their understanding of the theme, skills and techniques through both performance and class discussion. Additionally, we have peer feedback sessions where students can provide constructive feedback to their classmates. It's all about evaluating their acting skills, creativity, and their ability to bring the thematic issues presented to life, to challenge an audience.</p>	<p>In this scheme of work, we'll dive into the excitement, nerves, and challenges that come with the first day at secondary school. We'll start by discussing students' own experiences and feelings, creating a safe and supportive environment for everyone to share. Then, we can explore different scenarios and characters that represent the diverse range of people they may encounter on their first day. Through improvisation, role-play, and scripted scenes, students will develop their acting skills while exploring themes of friendship, peer pressure, and self-identity. They'll have the opportunity to express their own thoughts and emotions, building confidence and empathy along the way.</p> <ul style="list-style-type: none"> Vocal skills Physical skills Freeze Frames Narration Thought Tracking Choral Speaking Exaggeration Choral Movement <p>Assessment – When it comes to assessing the students' performances in the scheme of work based on the first day at secondary school, there are a few assessment methods you can consider. One approach is to have students participate in group performances or individual monologues where they showcase their understanding of the characters and themes. You can assess their ability to effectively portray emotions, use physicality and vocal skills, and engage the audience. Additionally, you can have students reflect on their own performances and provide self-assessments, allowing them to identify areas of strength and areas for improvement.</p>

Year 8 Drama Overview – Exploration of style and genre in Drama.

<p>Term 1</p> <p>Accusations - Lizzie Borden and witches</p>	<p>Term 2</p> <p>Blood Brothers (comedy and tragedy)</p>	<p>Term 3</p> <p>Theatre Through the Ages</p>
<p>In this scheme, students will dive into the historical context and the events surrounding the infamous Lizzie Borden trial. They will also develop their morality through the understanding of witches in the 1600's. This scheme focuses on the theme of accusation and the meaning to prejudice someone. Through research, improvisation, and script work, they'll have the opportunity to delve into the complex characters and themes of justice, family dynamics, and societal expectations. They can explore different perspectives, create their own scenes, and even reenact key moments from the trial. It's going to be an exciting and thought-provoking journey into the past.</p> <ul style="list-style-type: none"> • Stock characters • Cliff hangers • Hooks • Physical Skills • Vocal Skills • Freeze Frames <p>Assessment – students perform a final showcase where they demonstrate their understanding of the characters, themes, and dramatic techniques explored throughout the SOW. They can present scenes, monologues, or even devised performances that showcase their creativity and acting skills. Assessments can focus on their ability to effectively portray emotions, use Brechtian techniques, engage the audience, and demonstrate their understanding of the historical context.</p> <p>End of topic performance Students will work in small groups in response to a stimulus from Lizzie Borden to create an original TIE piece using the characteristics of:</p> <ul style="list-style-type: none"> - Educational Aim - Minimal props and costume - Direct Address and Narration - Small naturalistic scenes 	<p>Exploring key moments and themes from the play using performance skills and script work.</p> <ul style="list-style-type: none"> • Themes and Messages • Performance Skills • Design skills • Audience Interpretation <p>Assessment – Students will choose one extract from the term to further develop and perform.</p> <p>End of Topic Performance Students will work in small groups in response to a stimulus from Blood Brothers to create an original piece of naturalistic theatre, using the characteristics of:</p> <ul style="list-style-type: none"> - Magic If - Imagination - Given Circumstances - Truth 	<p>For a Year 8 drama scheme of work based on theatre through the ages, we can take an exciting journey through time and explore the evolution of theatre. In this scheme, students will have the opportunity to delve into different periods of theatre, from ancient Greek and Roman theatre to the Renaissance, Elizabethan theatre, and beyond.</p> <ul style="list-style-type: none"> • Greek Theatre • Medieval Theatre • Commedia Dell'arte <p>Assessment – students participate in a final performance where they showcase their understanding of the different theatrical periods. They can create scenes, monologues, or even short plays that reflect the styles and techniques of each era. Students will learn about the key characteristics, styles, and techniques of each era and how they influenced the development of theatre. Through practical activities, improvisation, and script work, students can bring these historical periods to life and gain a deeper appreciation for the rich history of theatre. It's going to be an incredible exploration of the art form!</p> <ul style="list-style-type: none"> • Victoria Theatre • Practitioners <p>Assessment – Assessments can focus on their ability to accurately portray the characteristics of the different periods, use appropriate physicality and vocal skills, and demonstrate their understanding of the historical context. It's all about bringing history to life on stage!</p>

Year 9 Drama Overview – Exploration of script work, practitioner style and writing in Drama

Term 1 Moral Dilemma	Term 2 Let Him Av It/ Verbatim Theatre	Term 3 Physical Theatre (Metamorphosis)
<p>We'll dive into the details of the case, examining the characters involved, the events leading up to the incident, and the aftermath. Through improvisation, script work, and investigative exercises, students will have the opportunity to analyse the motives, emotions, and conflicts of the characters, as well as explore the ethical dilemmas surrounding the case. We'll focus on developing strong characterization, effective storytelling, and engaging performances that bring this gripping story to life on stage. It's going to be a dramatic journey into the world of mystery and suspense!</p> <ul style="list-style-type: none"> • Body as prop • Chair duets • Ensemble Movement • Proxemics <p>Assessment – students participate in a final performance where they can showcase their ability to portray the characters, convey emotions, and effectively tell the story. We can also assess their understanding of the case and its ethical implications through written reflections or analytical essays. Additionally, we can have group discussions or debates where students can demonstrate their knowledge of the characters, events, and their own interpretations of the case. It's all about evaluating their engagement, creativity, and critical thinking skills!</p>	<p>To become aware of the Let Him Av' It trail. To use facts and information to create a news report scene. To identify key moments from the trail and create still images to show them. To apply thought tracking to your performance</p> <p>To use effective physical and vocal skills to create a clear character. To devise a piece of verbatim theatre performance based on the historical events of case. Apply conventions to a performance to develop theatrical understanding</p> <p>Develop understanding of morality and judgment through debates and practical exploration.</p> <ul style="list-style-type: none"> • Freeze frames • Split staging • Thought Tracking • Hot seating • Devising <p>Assessment – Students will re-create and perform a timeline performance of the Hillsborough Disaster through the style of documentary drama.</p>	<p>Throughout this SOW, we'll dive into the concept of metamorphosis, where students will have the opportunity to explore the physicality and expressive potential of their bodies. We'll focus on techniques such as mime, gesture, and movement to portray the process of metamorphosis and the emotions associated with it. Students will also have the chance to experiment with different forms of physical theatre, such as mask work and ensemble movement, to create visually stunning performances. It's going to be a transformative journey into the world of physical theatre!</p> <ul style="list-style-type: none"> • Physical Theatre • Play Text • Improvisation • Round by Through • Chair Duet <p>Assessment – students participate in a final showcase where they can demonstrate their ability to use physicality and movement to portray the process of metamorphosis. We can also assess their understanding of the concepts and techniques through written reflections or self-evaluations. Additionally, we can have group discussions or peer feedback sessions where students can provide constructive feedback to their classmates. It's all about evaluating their creativity, physical expression, and ability to effectively communicate through physical theatre.</p>