

Drama

	Year 7	Year 8	Year 9
What do we teach in Drama?	<ul style="list-style-type: none"> • Introduction to drama skills – vocal and physical characterisation • Darkwood Manor – murder mystery and characterisation • A Midsummer Night’s Dream – performance skills and genre • Silent Movie – physical skills 	<ul style="list-style-type: none"> • Trouble in the Works by Harold Pinter– a play centered around themes of power and status • Devising styles – study of influential practitioners • “Teechers” by John Godber – comedy-based topic with Epic Theatre influence • Greek theatre – physical skills and ensemble work 	<ul style="list-style-type: none"> • What is a celebrity? Devising project • Noughts and Crosses – script work • Waiting for Godot – characterisation • DNA by Dennis Kelly – exploring the practical demands of a text and developing the devising process
How does this meet the National Curriculum?	Drama allows students to develop the spoken English strand of the English National Curriculum where students use Standard English confidently in a range of formal and informal contexts. This is achieved through improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. In Drama, students are assessed under three strands of making, performing and evaluating.		
Why does this knowledge matter?	Drama is a powerful learning tool for teaching our students about different perspectives, it shows them how to have empathy, and it helps them to learn in a creative and exciting way. As a curriculum subject, it gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Drama education is particularly closely allied to other art subjects and to English. It supports their teaching of English by developing communication skills, through practical exploration of texts and stimuli. Drama is the perfect vehicle to develop the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, communication and critical thinking.		
Why do we teach in this sequence?	Students will learn how they can make use of staging, their body and their voice to best perform. They will then move onto looking at characterisation and creating a character through improvisation and hot seating. They will look at successful characterisation in monologues before creating their own character performance. Students have opportunities to devise their own work through different stimuli.	Students will apply their practical skills with a deeper understanding of the work they have created. An understanding of staging and stage positioning (performance elements) is important in order to broaden students' knowledge of theatre and understand that not all performances must be naturalistic through the use of experimenting with multi-role and changing settings without the use of props. Students are introduced to a variety of stimuli throughout Year 8 as well as key practitioners, focusing on communicating drama with a political message and moving away from naturalism which is important for the devising process.	There is a particular focus on how to highlight tension and atmosphere which is important when considering the effect on the audience. This is an important skill at GCSE where students need an understanding of how to create mood and atmosphere and well as dramatic climax. Understanding the practical demands of a text is important which links to the knowledge and understanding aspect of GCSE Drama. Developing and consolidating knowledge of the devising process is important and students are introduced to the devising log which is a key component at GCSE.
What career links are made?	Transferable skills that will be learnt are creative thinking, critical evaluation, literacy, negotiating, organising, planning, presentation, research, teamwork. Students are made aware of some of the opportunities available as a result of studying Drama such as actor, community arts worker, dancer, drama therapist, music therapist, theatre director, youth and community worker, personnel manager, social worker, teacher, journalist, producer, broadcaster, marketing manager and charities administrator.		