

Department: Drama

What is the **intent statement** for you subject? What does the **discipline offer** young people? What is the subject's **purpose**? This should be a short, snappy statement.



Since the dawn of time, humanity has shared stories to understand the world and enlighten it. From simple storytellers, we have developed into playwrights and actors, designers and directors. Through the mediums of film, theatre, tv, radio and now social media, Drama reaches out to enrich and entertain all our lives.

In Drama at TCS, students embark on an artistic journey; learning and applying the core skills associated with Drama's past and present. From its origins in Ancient Greece, its development in England through Shakespeare, across Europe in the street theatre of Commedia, to the contemporary landscape in which stories can be told through a multitude of mediums.

During each stage, students will develop their skills as actors, directors and designers, principally through the mediums of theatre and film. They will learn to use their imaginations to interpret text, shape new worlds and communicate their ideas and opinions on a range of issues through stage and screen. They will tell their own stories whilst reshaping stories from the past for the present; influenced and guided by the practitioners who have shaped Drama as we now know it.

To achieve this, they will develop the three essential components required to make great Drama – Concentration, Collaboration and Creativity. Each of these core skills combined will enable them to succeed in Drama at TCS, giving them the platform towards a professional path in the creative arts. In addition, these skills will provide all students at TCS, the life skills necessary to navigate our ever increasingly integrated and complex world where confident, compassionate and creative thinkers are key.

Beyond the classroom, students at TCS have a wealth of opportunities to participate in Drama. Weekly Drama Clubs offer students in school the chance to create their own performances and develop their creative skills based on their interests. These include performances in school and a key performance to the Y6 transition students as they prepare to move up to life in Secondary.

The Annual TCS Performing Arts production is a whole school event. Students from Y7 to Y13 participate as cast and crew in the process of putting on a large-scale show. Students are invited to audition for main parts and chorus. A crew is assembled from volunteers, who work to build set and props, collect costume and in performance, operate the lighting, sound and set changes. Students rehearse in weekly after school rehearsals culminating in show week where the whole school community are invited to celebrate in the student's commitment and success. Students learn the values of commitment, resilience and team work and leave with memories that last a lifetime.

What are the **core aims** of the curriculum? What **key knowledge** do you want students to have at the end of their learning journey?

Core Aims: Developing The 3 C's

Within a safe and supportive learning environment, students begin their journey by learning the core skills associated with effective Drama: **Concentration, Collaboration and Creativity (The 3 C's)**.

The 3 C's in Drama: Each of the 3 C's complement each other and are necessary components to enable effective Drama to be made, performed and evaluated.

Concentration in Drama:

Making Drama: Time Management/Staying on Task/Interpreting

Performing Drama: Staying in Role/Managing Mistakes/Reading the Audience

Evaluating Drama: Critical Thinking/Reflective Learning/Self Scrutiny

Collaboration in Drama:

Making Drama: Listening to others/Sharing Ideas/Encouraging others

Performing Drama: Teamwork/Overcoming Obstacles/Anticipating Probs/Opps

Evaluating Drama: Supportive Response/Identifying Improvement/Shared Targets

Creativity in Drama:

Making Drama: Imaginative Responses/Lateral Thinking/Applying Skills

Performing Drama: Improvisation/Audience Rapport/Character Development

Evaluating Drama: Alternative approaches/Refining the Work/Adaptations

Year 7

In their first year, students will develop and apply the 3 C's, within each key strand of the Drama process - Making, Performing and Evaluating Drama.

Self and Peer Evaluation:

During every scheme at KS3 students regularly self and peer evaluate their work. This is a crucial aspect in regards to enabling students to identify what works well and what areas require improvement. Students are guided as to how to use the language of learning within Drama to vocalise and write down their evaluations in order to prepare them towards Drama in the upper school.

Each scheme ends in students self-evaluating their own performances and the progress they've made in developing the skills specific to each scheme. These are collated in students progress trackers that chart their development over the course of the year. Students also complete a skills audit in their trackers at the beginning and end of the year to assess the progress and development they've made.

By the end of Y7:

By the end of year 7 Drama at TCS, students should be able to:

**Key knowledge:
Schemes**

Key skills:

Essential Drama Skills

Assessment Task:
Interpreting a Stimulus:
Performing Poetry

Still Image, Body as Prop, Staying in Role, Narration, Transitions, Use of Self/Peer Evaluation

Greek Theatre

Assessment Task:
Performing a Myth:
Oedipus & the Sphinx

Vocal Delivery, Characterisations, Use of Dialogue, Use of Space, Staying in Role, Self/Peer Evaluation

Mime

Assessment Task:
Shaping a Scene:
The Restaurant

Key Mime Techniques, Characterisations, Clucking, Improvisation, Sequencing, Self/Peer Evaluation

Hamlet

Assessment Task:
Staging the Ending:
The Dual

Characterisations, Directing Others, Role Play, Staying in Role, Use of Space, Self/Peer Evaluation

Spies and Secret Agents

Assessment Task:
Devising:
Spy Missions

Characterisations, Hot Seating, Role Play, Still Image, Cliffhanger Technique, Self/Peer Evaluation

Musical Theatre

Assessment Task:
Sing/Dance/Act:
Oliver Scenes

Ensemble Skills, Characterisations, Blocking, Choreography, Choral Singing Self/Peer Evaluation

Year 8	Core aims: Shaping Theatre	
	<p>With the 3 C's embedded, students are given the tools to shape their own theatre; learning devising techniques to develop plot, characters and settings and applying these skills in shaping performance work.</p> <p>Students develop a more detailed concept of physical characterisation and how they can express themselves through the body with creativity and control.</p>	
	Key knowledge: Schemes	Key skills:
	Midsummer Night's Dream <u>Assessment Task:</u> Characterisations: Pyramus & Thisbe	Character Traits, Staying in Role, Interpreting Text, Use of Dialogue, Use of Space, Self/Peer Evaluation
	Commedia Dell'Arte <u>Assessment Task:</u> Staging a Scenario: The Trap!	Characterisations, Use of Dialogue, Use of Lazzi, Physical Comedy, Staying in Role, Self/Peer Evaluation
	Devising <u>Assessment Task:</u> Shaping a Performance: Play on Climate Change	Use of Stimulus, Characterisations, Devising Techniques, Structure, Social Message, Self/Peer Evaluation
Physical Theatre <u>Assessment Task:</u> Physicalising Text: Curious Incident Scene	Body as Prop, Mime, Use of Space, Proxemics, Interpretation, Self/Peer Evaluation	
Stage Combat <u>Assessment Task:</u> Applying the Skills: Fight Scene	6 Key Elements, Choreography, Devising, Characterisations, Staying in Role, Self/Peer Evaluation	
Blood Brothers <u>Assessment Task:</u> Staging the Final Scene: Blood Brothers Act 5	Working with Text, Staying in Role, Directing, Characterisations, Blocking, Self/Peer Evaluation	

<p>Year 9</p>	<p>Core aims: Production Process</p>	
<p>The creative process in Drama involves design and direction alongside performance. During year 9 students will develop the skills and knowledge essential to shaping a whole production 'from page to stage' enabling them to consolidate their learning across KS3 and prepare them for the step into KS4 Drama.</p>		
<p>Key knowledge: Schemes</p>		<p>Key skills:</p>
<p>Film Making <u>Assessment Task:</u> Interpreting a Text for Film: The Dumb Waiter</p> <p>Non – Naturalism <u>Assessment Task:</u> Applying the Skills: Social Issues Play</p> <p>Improvisation <u>Assessment Task:</u> Improvising Theatre: Class Performance</p> <p>Naturalism <u>Assessment Task:</u> Staging Shakespeare: Romeo & Juliet Act 1 Sc1</p> <p>Theatre Design <u>Assessment Task:</u> Group Presentations: Designing for DNA</p> <p>From Page to Stage <u>Assessment Task:</u> Staging/Shooting a Scene DNA by Dennis Kelly</p>	<p>Interpretation, Characterisations, Direction, Design, Camera Shots/Edit, Self/Peer Evaluation</p> <p>Social Message, Use of Research, Non- Naturalistic Techniques, Devising, Design, Self/Peer Evaluation</p> <p>Spontaneous Improv, Planned Improvisation, Characterisations, Scene Development, Design, Blocking, Self/Peer Evaluation</p> <p>Interpretation, Characterisation, Naturalistic Techniques, Staying in Role, Blocking, Use of Text, Self/Peer Evaluation</p> <p>Interpreting Text, Brainstorming, Mood Boards, Specialising, Presentation Skills, Self/Peer Evaluation</p> <p>Group Interpretation, Use of Film/Theatre Medium, Rehearsal Process, Design Choice, Final Performance/Edit, Self/Peer Evaluation</p>	

Year 10	Core aims: Foundations	
	<p>As with any new artistic company embarking together on a long creative venture, for success to be possible the foundations need to be established through the building of an ensemble to create a spirit of togetherness and common purpose. Drama is a collaborative art form after all and therefore a sense of 'esprit de corps' is very important. Students begin their journey into KS4 Drama with team building exercises and group devising activities to develop trust and a team ethic with each other.</p>	
	<p>The first year of the BTEC Level 2 Acting course incorporates mock examinations for Component 3 (Devised Performance) and 2 (Duologues). This leads onto their first exam: Component 1, centred on developing their knowledge of the key practitioners and performance styles that have shaped stage and screen.</p>	
	<p>During Component 1, Students will take part in practitioner workshops, then in groups create a performance that demonstrates their knowledge of the skills and techniques associated with these practitioners using a text from an existing play. During the process, students will record their work and understanding through a logbook journal, alongside sharing their involvement in the shaping of their performance within a group presentation presented to the class.</p>	
Key knowledge:	Key skills:	
Devising (Baseline Assessment/Component 3 Mock)	Devising Skills: Brainstorming, Initiating Ideas, Scenic Structure, Characterisations, Hot Seating, Use of Explorative Techniques, Use of Space, Use of Dialogue, Blocking, Design, Direction, Use of Self/Peer Evaluation	
Sword Combat (Component 2 Mock)	6 Key Elements, Fencing Techniques, Acting Style, Characterisations, Interpreting Text, Choreography, Directing, Design, Scripting, Adaptation, Use of Space, Blocking, Use of Self/Peer Evaluation	
Component 1 (internally examined)	Applying Performance Styles, Interpreting Text, Brainstorming, Initiating Ideas, Scenic Structure, Characterisations, Hot Seating, Use of Explorative Techniques, Use of Space, Use of Dialogue, Blocking, Design and Direction. Journaling process. Use of Self/Peer Evaluation	

Year 11	Core aims: Development and Delivery	
	<p>On completion of Component 1, students move straight into Component 2: Developing Skills and Techniques in the Performing Arts. Students take part in a series of workshops associated with a specific acting style. They then interpret, rehearse and perform an extract from a play linked to the acting style explored. This work is accompanied by a logbook journal which is expected to detail the process from workshops, interpretation, rehearsals and performance.</p> <p>Students complete their journey within KS4 Drama with a devised group performance based on a stimulus set by the exam board. This allows them to showcase all the skills and techniques they've developed during the two-year course as they shape their group and individual performances from initial ideas to the rehearsal process and in performance. Students will track their journey within a logbook journal. Unlike the first two components, this component is externally examined.</p> <p>This course acts as a perfect springboard to those who are interested in continuing to develop their acting and performance skills at KS5.</p>	
	Key knowledge:	Key skills:
	Component 2 (internally examined)	Application of Acting Style, Characterisations, Interpreting Text, Rehearsal Methods, Directing, Design, Scripting, Adaptation, Use of Space, Blocking, Use of Self/Peer Evaluation
	Component 3 (externally examined)	Use of Stimulus, Brainstorming, Initiating Ideas, Devising Techniques, Scenic Structure, Characterisations, Hot Seating, Use of Explorative Techniques, Use of Space, Use of Dialogue, Blocking, Design and Direction. Journaling process. Use of Self/Peer Evaluation