

Programme of Learning – Subject Drama

	Year 7	Year 8	Year 9	Year 10	Year 11	Post 16
Knowledge & Understanding	<p>Working in small groups, on their own and as an ensemble.</p> <p>What improvisation is and how to use it to devise drama.</p> <p>The skills needed to perform a character; devise a performance; work with script.</p> <p>What a stimulus is and how to use it as a starting point to devise their own drama.</p> <p>The different tools and techniques required to devise performances.</p> <p>Theatre practitioners and using their theories to devise drama.</p> <p>Using real life events to devise drama</p>	<p>The play Macbeth and Romeo and Juliet by William Shakespeare</p> <p>Of the history of witchcraft to devise drama.</p> <p>How to devise drama as an ensemble, group and individually.</p> <p>In Theatre styles and genres by using them to devise drama.</p> <p>In using a range of stimuli to devise drama.</p> <p>In how to create drama for a specific product, media form and audience.</p>	<p><i>Drama in the Making Mock exam</i> Students will gain knowledge and understanding of a stimulus and how to use that stimulus to create engaging and creative drama.</p> <p><i>Concept to creation Mock exam</i> Students will work on the same exam paper that the year 11 students will be and go through the same process to devise their own drama based on the two stimuli. Students will also gain an opportunity to see the year 11 performance on the day of the exam.</p> <p><u>Written work</u> For students to gain knowledge of how to write a working record based on the three different exam units.</p>	<p><i>Page to Stage Mock exam</i> Students will gain knowledge and understanding of a script and how they can bring the characters and story of that script to life in their own performance.</p> <p><u>Drama in the Making</u> The stimulus is 'The Holocaust'</p> <p>Students will experiment with drama techniques and tools based on the stimulus ran by the teacher.</p> <p>Students will use the stimulus to:</p> <p>Devise and a group performance.</p> <p>Devise a duologue or monologue</p> <p>Design a costume design for their character.</p>	<p><u>Page to Stage</u> Students will develop knowledge and understanding on performing, and working with script. based on a playwrights intention such as Shakespeare, Willy Russell, Evan Placey or Carol Churchill.</p> <p><u>Concept to creation</u> Students will again knowledge on the practical exam to a visiting examiner, where students will use their knowledge on performing script and devising to perform for the examiner.</p>	<p>BTEC Performing Arts 6 units over the 2 years. Student will specialise from the following:</p> <p>Performing to an audience, Devising Plays Theatre for Children, Storytelling as Performance, Acting, Performing with Masks Marketing, directing and choreography.</p> <p>Students will gain knowledge and understanding in ...</p> <p>How to perform for different live audiences from PGS students, the community and young children (primary school). How to devise creative performance for different audiences. How to develop their knowledge of structuring, organising, planning, rehearsing, running, performing and evaluating each performance/event they create. How to create a logbook on the progress and decisions and choice they have made in creating their performance and analysing this. Mask work and research into theatre company that use it such as Trestle Theatre Company.</p>

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Skills & Application	<p>How to work in small groups, on their own and as an ensemble.</p> <p>The skills needed to perform a character; devise a performance; work with script.</p> <p>How to use a stimulus as a starting point to devise their own drama.</p> <p>Drama conventions, techniques and areas of study need to devise drama, work with script and perform.</p> <p>Techniques used by Theatre practitioners and gain experience of using them to devise drama</p> <p>For students to gain skills in providing ideas and suggestions as well as listening and take directions from others.</p> <p>How to peer and self assessment verbally and written to improve their own and others work. To provide feedback to others.</p>	<p>Working with and performing Shakespearian text.</p> <p>Devising drama as an ensemble, group and individually.</p> <p>In using and experimenting with different Theatre styles and genres to devise drama.</p> <p>In using a range of stimuli to devise drama</p> <p>In how to create drama for a specific product, media form and audience.</p>	<p><i>Drama in the Making</i> <i>Mock exam</i> How to devise drama, create a character and work with the six areas of study based on a given stimulus.</p> <p>How to devise a performance for a group, duologues and monologue.</p> <p>How to design for costume and set.</p> <p>How to write script</p> <p><i>Concept to creation</i> <i>Mock exam</i> Creating a range of ideas from a stimulus.</p> <p>Using a stimulus given by the exam board to devise their own drama.</p> <p>Working within a time frame to devise drama.</p> <p><i>Written work</i> Of how to write a working record on the devising/creation of their work and to evaluate; to analyse work and know what impact they want to have on their audience.</p>	<p><i>Page to Stage Mock exam</i> How to work with text and gain an understanding of the historical, cultural and social elements of that text.</p> <p>Being able to perform the plot, character and language of that text.</p> <p><i>Drama in the Making</i> Using the stimulus 'The Holocaust' To devise a performance, duologues/monologue and costume design.</p> <p>Being able to write a working record on the process and evaluation of that performance.</p>	<p><i>Page to Stage</i> How to perform Shakespearian text. Characters and plot.</p> <p>How to perform Shakespearian language and the technical requirements for this.</p> <p><i>Concept to creation</i> How to use a stimulus provided by the exam board to devise their own drama.</p> <p>Performing in front of an examiner</p>	<p>Performing to a live audience, devising skills, creating work for primary schools, performing with masks, storytelling performance, marketing the school production, directing younger students.</p> <p>How to work towards a given brief.</p> <p>Students will take part in workshops to develop relevant skills. Students will also lead practical workshops on skills and create presentations on skills developed, to share to other students.</p> <p>Communication, presentation, performing in groups and a solo for different audience and stimuli.</p>
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Student Support & Development

The staff in the Performing Arts department have qualification in Drama, music, dance and theatre. Staff have previously been involved in community arts projects and all personal take an active role within the arts. The Performing Arts team prides itself on delivering high quality, exciting and differentiated lessons. Students should expect all lessons to be pitched to their capabilities, providing adequate challenge and support for all.

We provide termly trips to the theatre and an annual trip to London to experience the west end performance and workshops. Students that opt for Drama or Performance arts gain the opportunity to work with theatre companies such as Interplay and the West Yorkshire Playhouse.

The school production is a big part of this department and all students have the opportunity to take part either performing, backstage, FOH or creating the set.

Learning Approaches

The Performing Arts department values lessons that are exciting and interesting, whilst challenging and demanding. Students should expect to leave each lesson with new knowledge, understanding or skills. We set high expectations for ourselves to get to know our students quickly so that we can tailor our lessons to individuals' needs.

Progression

GCSE Drama and BTEC Performing Arts are two very exciting, interesting and challenging qualifications and offer an excellent stepping stone for going on to study a range of subjects at university, including Performing Arts, English, Media and Law.

Subject vision

For Drama and Performing Arts to create an inclusive department that promotes an ethos of creativity, collaboration and challenge. That all students gain opportunities, experiences and skills, which enable them to be successful, creative and gain transferable skills that will enable them to be prepared for and successful in their chosen career path.

Assessment & Monitoring of Progress

Student progress will be assessed through a variety of formative and summative assessments. Students should expect to receive real-time feedback from their peers and their teachers during Lessons. Students will be expected to improve their work by acting upon the feedback they receive. There is a strong ethos in the department of students and teachers working together to support and guide students.

Development of Subject Specific language

Students are encouraged to use subject specific language, right from the beginning, on all courses. Students will develop skills in using subject specific language both verbally and written. Help is provided with spelling, punctuation and grammar. Errors are corrected and communicated back to the student, on a regular basis. Follow the school policy.