

5-year curriculum overview

Drama



Heworth Grange
School
Enriching Lives, Inspiring Ambitions



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Year 7

Block 1:	Acting Skills	Block 2:	Shrek	Block 3:	The Lion King
<p>Introduction to Drama</p> <p>Week 1: <u>Key acting skills:</u> The key words and techniques used in drama</p> <p>Week 2: <u>Observation and application</u> Application of the key skills used in acting by watching and assessing actors.</p> <p>Week 3: <u>Acting skills 1:</u> Facial Expressions - A practical worksheet designed to understand this skill.</p>	<p>Week 4: <u>Acting skills 2:</u> Gestures – Worksheet: practical based activity focussing on this skill.</p> <p>Week 5: <u>Acting skills 3:</u> Gestures - Worksheet based activity focussing on this skill.</p> <p>Week 6: <u>Acting skills 4:</u> Posture and Stance - Worksheet based activity focussing on this skill.</p> <p>Week 7: <u>Assessment.</u> Completion of all worksheets and a B.A.R assessment on all the work covered.</p>	<ul style="list-style-type: none"> 'Shrek' Project Week 1: Retrieval: Review of the key words and techniques used in drama. Relate acting skills to Shrek project. Week 2: Introduction to 'Shrek the Musical' with clips. Students make notes on the characters and how they might be performed. Week 3: Look at scene 5 from 'Shrek' and explore the vocal skills needed for the 2 characters (Shrek and Donkey). 	<ul style="list-style-type: none"> 'Shrek' Project 2 Week 4: Look at scene 6 from 'Shrek' and explore the vocal and physical skills needed for the 2 main characters (Farquaad and the Gingerbread man). Week 5: Look at either scene 16, 17 or 19 from 'Shrek' and explore the vocal and physical skills needed for the 3 main characters (Shrek, Donkey and Fiona). Week 6: Students will create their own scene using the characters that they have explored in Shrek. 	<p>Drama Techniques 1</p> <p>Week 1: <u>Freeze Frame:</u> Using well known folk stories and films as well as a scene from 'The Lion King' build up an understanding of Tableaux and Freeze Frame techniques.</p> <p>Week 2: Introduction to <u>Presenting and Advertising</u> by using scripted pitch to sell an imaginary product to the class (Dragon's Den')</p> <p>Week 3: Improvising a scripted scene using a set of props as a starting point.</p>	<p>Drama Techniques 2</p> <p>Week 4: <u>Status:</u> What status means in a dramatic context Using cards to give a hierarchy in character status and then using status as part of an improvised scripted scene.</p> <p>Week 5: <u>Proxemics.</u> How proxemics can demonstrate character relationships. Using photographs to develop a proxemics improvisation.</p> <p>Week 6: <u>Assessment.</u> A reflection on all skills and techniques through a BAR quiz.</p>

Year 8

Block 1:	DNA	Block 2:	Design	Block 3:	Scripted (Bugsy Malone)
<p>DNA' Project</p> <p>- Week 1: <u>Retrieval:</u> Review of the key roles and techniques used in Theatre Design. Look at acting skills and how they might be applied to 'DNA' by Dennis Kelly.</p> <p>- Week 2: <u>Introduction to DNA'</u> by Dennis Kelly with character clips. Students make notes on the characters and how they might be performed.</p> <p>- Week 3 : Look at <u>Scene 1</u> from 'DNA' and explore the 5 vocal skills to change the emphasis of the 2 characters (Mark and Jan).</p>	<p>DNA' Project 2</p> <p>- Week 4 : Look at <u>scene 2</u> from 'DNA' and explore the idea of the Monologue and how this might be performed (as Leah)</p> <p>- Week 5 : Look at <u>scene 3</u> from 'DNA' and explore the idea of the Status between the 3 main characters (John Tate, Lou and Danny)</p> <p>- Week 6 : Look at the Characters John Tate and Cathy from 'DNA' and explore their character traits in terms of how they would be performed.</p>	<p>Theatre roles</p> <p>- Week 1: Introduction to the performing arts industry</p> <p>- Week 2: <u>Theatre Design Roles</u> - A look at the main 4 theatre design jobs and their responsibilities within a production.</p> <p>- Week 3: <u>The Set Designer.</u> A close look at the job of the set designer and planning for student design.</p>	<p>Practical Theatre Designs</p> <p>- Week 4: <u>Set Design 1.</u> Sketches and designs for the student's own play/musical.</p> <p>- Week 5: <u>Set Design 2.</u> Final, Birds-eye plan and elevations for the student's own set design.</p> <p>- Week 6: <u>Costume Design.</u> An exploration of the role of the costume designer and sketches for the student's own design .</p> <p>- Week 7: <u>Assessment.</u> Completion of all designs and a B.A.R assessment on all the work covered.</p>	<p>Bugsy Malone</p> <p>- Week 1: <u>Bugsy Malone outline</u> - Understanding the plot and the characters.</p> <p>- Week 2: <u>Characterisation.</u> To start to understand characterisation through the use of language in the play. To rehearse a script from the play with 2 or more characters.</p> <p>- Week 3: Rehearsal of scene and feedback/improvement.</p>	<p>Bugsy Malone</p> <p>- Week 4: <u>Rehearsal of a second scene.</u> Continuation of the exploration of the play and it's settings from a director's point of view</p> <p>- Week 5: <u>Devising an extra scene.</u> Creating an 'extra' scene using the characters in the play.</p> <p>- Week 6: <u>Evaluating the Play.</u> Continuation of the exploration and evaluation of the play.</p>

Year 9

Block 1:	Acting for Screen	Block 2:	Devising Drama	Block 3:	Musical Theatre
<p>Film Project</p> <p>- Week 1: <u>Learn</u>: Film vocab: mise-en-scene/shot types: all aspects including costume, setting, props and lighting. Watch extract from T2. How does mise-en-scene create meaning in a scene?</p> <p>- Week 2: Recap shot types. Look at a scene from Grease. Watch the film and look at how performance can change the meaning for an audience...emotions via physical and vocal skills. (Practical - Scripted scene from Grease)</p> <p>- Week 3: Watch a chase scene from a horror (Wolfman, Halloween or similar). Discuss typical horror conventions. In groups, storyboard a chase scene – decide on scenario and which shot types to use.</p>	<p>- Week 4: Watch chase scenes – look at how they're made up of different conventions. Film own chase scene in groups.</p> <p>- Week 5: Watch a scene from Attack the Block – the opening. How does the director build tension using shot types and costume/props? Storyboard the opening of a horror film – choose one of the 4 scenarios and storyboard the first 10 shots. Write an accompanying script.</p> <p>- Week 6: Continue to storyboard/script and act out in groups.</p> <p>- Week 7: Show case of opening horror performances – either on screen if they've been filmed or groups to perform to the class.</p>	<p>Creating Theatre</p> <p>- Week 1: <u>Introduction</u> to the techniques involved in Playwriting including Context and Form. A Monologue task is also given as an assessment task.</p> <p>- Week 2: <u>Creating Structure</u> - A look how a play can be structured and some of the Key words and techniques required.</p> <p>- Week 3: <u>Creating a plan</u> for a play based upon the context and Genre decided upon previously.</p>	<p>Playwriting</p> <p>- Week 4: Looking at the work of Professional writers and starting their own scripts based upon the planning done so far.</p> <p>- Week 5: <u>Script Writing</u>. Writing the scene or scenes chosen from the overall structure.</p> <p>- Week 6: <u>Completing the script</u>.</p> <p>- Week 7: <u>Assessment</u>. Completion of all scripts and an assessment on all the work covered.</p>	<p>Musical Theatre</p> <p>There is no week by week set lesson for this as it falls during exam period when we share practical spaces with Dance and sometimes combine lessons. The Dance SOW also reflects this and ETAJ is studied in both subject areas so that classes can be combined and still follow the same SOW. The design aspects mean that lessons can be classroom based if necessary. The timetable/rooming is always subject to change so teachers should use the appropriate activities based on the class/room/space available.</p>	<p>Students will be able to identify why this musical is controversial and challenges society stereotypes. Students will have the opportunity to fully explore several themes and topics pulled from certain scenes within the musical.</p> <p>Themes explored:</p> <ul style="list-style-type: none"> - Identity - stereotypes - Society - Discrimination <p>Students will explore the above themes through practical and written tasks and will analyse specific scenes that highlight key themes. Students will create a design project using stage make-up and then move onto devising their own piece of theatre using themes from ETAJ.</p>

Year 10

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
<p>Introduction to GCSE Drama</p> <p>- Exercises and short practical tasks to assess skill levels and experience.</p> <p>- <u>Component 1</u> (Introduction to the set work - Blood Brothers)</p> <ul style="list-style-type: none"> • Research into Blood brothers (Set play) through practical exploration of scenes. • Assessment: BAR Quiz of the opening scenes in Blood Brothers <p>- <u>Component 1</u></p> <ul style="list-style-type: none"> • Review of filmed stage performances of Blood Brothers and a scene by scene study of Act 1 along-side practical exploration of the main scenes during the 1st Half term. • Assessment: BAR Quiz of Act1 from the show. 	<p>Drama Practitioners.</p> <p>- <u>Component 1 & 2</u></p> <ul style="list-style-type: none"> • Background into the practitioners Stanislavski and Brecht • Skills development through small scripts, improvisations, warm ups and practitioner techniques. • Brecht project – The 3 little pigs drawing together the strands of Brechtian techniques. • Assessment: BAR Quiz on the practitioners. <p>- <u>Component 1</u></p> <ul style="list-style-type: none"> • Start of Act 2 of Blood Brothers looking at the opening scenes through assessment and practical work. 	<p>Blood Brothers Act 2 & Devising Drama</p> <p>- <u>Component 1</u></p> <ul style="list-style-type: none"> • Assessment and practical exploration of the remainder of Act 2 <p>- Assessment of Blood Brothers through BAR quiz and GCSE exam questions.</p> <p>- <u>Component 2:</u> Starting points for Devised piece</p> <ul style="list-style-type: none"> • Starting points handed out and students look for themes and ideas. <p>- • Research and narrowing of ideas for devised piece.</p> <p>- • <u>Planning for devised piece</u></p> <ul style="list-style-type: none"> ∅ Character development ∅ Plot ideas ∅ Structure ∅ Style ∅ Techniques ∅ Technical design side 	<p>Component 2: Devising Drama</p> <p>- • <u>Component 2</u></p> <p><u>Assessment: Log 1</u> (Research and response) 1st draft completed before rehearsals start.</p> <p>- • <u>Rehearsal planning</u> for devised group piece</p> <p>- • <u>Design elements:</u> planning for ...</p> <ul style="list-style-type: none"> ∅ Set design ∅ Lighting ∅ Sound ∅ Costume <p>- <u>Assessment:</u> Set Log 1 2nd draft</p> <p>- <u>Rehearsals for Devised piece.</u></p>	<p>Rehearsals for Devised piece</p> <p>- <u>Component 2</u></p> <ul style="list-style-type: none"> • <u>Start rehearsal log 2</u> leading up to devised log 2 (The rehearsal process with developments, changes, individual and group progress) - Assessment First draft of Devising log 2 (The Rehearsal process and developments) - Component 2 • Continuation of technical design planning - • Rehearsal of devised pieces including log making and re-drafted Log 2. 	<p>Rehearsals and Revision</p> <p>- • <u>Component 1</u></p> <p>Revision to the set work - (Blood Brothers)</p> <ul style="list-style-type: none"> • Revision of the main plot, character and design features in Blood Brothers in preparation of GCSE Mock exams. <p>- <u>Component 1 and 2</u></p> <p>Rehearsal of devised pieces and revision for mock exams on Blood Brothers</p> <ul style="list-style-type: none"> - • Theatre visit to watch live performance (If it can be arranged) in order to complete section C of the written exam (Live performance review). - • Class review of main features of the production visited. - • Assessment Revision question based upon the live review and Blood Brothers.

Year 11

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
<p>Retrieval and Revision - <u>Component 2</u> • Retrieval 1: Look back at scripted work for Component 2 Devised piece. Introduce new ideas and script work. • Retrieval 2: Outline all the information needed for the 2nd Devising Log and set this as a draft before half term. <u>Component 1</u> - • Assessment: BAR Quiz for revision based upon the opening scenes in Blood Brothers - • Retrieval 3: watch live theatre production of Nick Dear's Frankenstein. This is used for the Mock and possibly the final exam.</p>	<p>Mock Exam Preparation - <u>Component 1</u> • Assessment: BAR and Blockbusters Quiz on Blood Brothers scenes. • Assessment: Blockbusters Quiz on Frankenstein. - • Assessment: Mock exams. A full attempt at the written paper. - <u>Component 2</u> - • Retrieval 4: Further rehearsals and designs for the devised performance which will now take place in term 2. • Assessment: Final draft of devised log 2 (The rehearsal process with developments and changes,) • Retrieval 5: Completing both devising logs for final marking. -</p>	<p>Devising Drama 1 - <u>Component 2</u> • Final month of rehearsals of Devised pieces with Tech design elements included. - • <u>Final Performances</u> to a selected audience. Internally marked then moderated. - <u>Devising Log 3</u> (evaluation) is set and given over the Easter break.</p>	<p>Devising Drama 2 - <u>Component 2</u> • Assessment: Completion of Devising log 3 (Evaluation of the whole process including the devising, rehearsal and performance considering progress - <u>Component 3</u> Look at possible plays for 3rd component (Text performance) • Play research and character exploration into the chosen texts - • <u>Component 2 and 3</u> (Final written log and rehearsals for chosen play texts including technical design and plots) - <u>Component 2</u> • Assessment: Final drafts of devising logs marked and returned ready for moderation - <u>Component 3</u> Plays are selected for either Monologue, duologue or group performances.</p>	<p>Text Performance - • Final play, scenes and character decisions to be made. • Technical designs produced and worked on in conjunction with the groups concerned - <u>Component 3</u> • Rehearsals of chosen scenes and designs. • All exam forms are filled in and signed. -• Performances in front of an audience and an external examiner if required. -</p>	<p>Final Preparation. - <u>Component 1</u> (Revision to the set work - Blood Brothers and the live theatre review) - • Revision of the main plot, character and design features in Blood Brothers in preparation of final GCSE component 1 exam. - • Revision of live performance for section C of the written exam (Live performance review). - • Final preparation for exam.</p>