

What 's Going on in Drama

<p>Drama Learning</p>	<p>In drama the outcomes are cumulative and continually overlap, growing maturity and development in drama determine the outcome and depth achieved within each project. It is important to understand that learning through the process of drama has its own worth and that performance is not always part of the activity.</p> <p>The knowledge, skills and understanding in the curriculum overview below list the primary concepts of learning. It is important to note that there are also numerous secondary concepts.</p>		
<p>Independent Learning</p>	<p>Students able to select from a choice of tasks – tasks differentiated according to the needs of the class.</p> <p>The tasks linked where applicable to the contemporary world providing ‘real life’ situations for further exploration.</p> <p>Other tasks linked to deepening a student understanding and empathy eg ‘in role’ writing, posters, poetry, diary entries</p>		
	<p>By the end of Yr 7 students should:</p> <p>Understand and demonstrate the basic social and group skills necessary for meaningful drama to take place (listening, observation, concentration and co-operation).</p> <p>Work in mixed groups of varying sizes (including individually), developing the ability to negotiate and make decisions as part of a group.</p> <p>Understand how the use of space, movement and voice communicate meaning.</p> <p>Show a developing ability to devise, improvise and create credible characterisations.</p> <p>Begin to structure a presentation with a sense of beginning, middle and end.</p>		
<p>Drama Y7</p>	<p>Term 1 (5 wks) (09/10 specific) Project title: Introduction to Drama Identifying the key skills</p> <p>Primary Concepts Drama Space Working ‘Rules’ Neutral, 10 to 1, Freeze, Action, ‘Have a Go’ Areas ‘out of bounds’ Blocking and Accepting Still Image/Freeze Frame/Tableaux Thoughts Aloud Speech Bubbles Theatrical Detective</p>	<p>Term 2 (7 wks) Project title: Issue Based Exploration – Bullying</p> <p>Primary Concepts Teacher in Role Whole group improvisations Hot Seating Thoughts Aloud Case Studies Group improvisations Time Framed Images</p>	<p>Term 3 (6 wks) Project title: Storytelling, Narration (Fairy Tales)</p> <p>Primary Concepts Direct Address to the audience Narration styles ‘in’ and ‘outside’ the story Terminology – scenes/props/first line /queues/plot/title Ability to break a story down – beginning/middle/end Conventions of a ‘happy ending’ Storybuilding and structure</p>

Yr 7

Term 4 (6 wks)

Project title:

Issue Based Drama – Balcombe House
Why can't Mrs's Brown sell the house she has inherited – is it haunted?

Primary Concepts

Characterisation
Hot Seating
Soundscapes and Poetry
Creating Atmosphere/Tension
Physical Theatre Techniques

Term 5 (6 Wks)

Project title:

Issue Based Drama – eg Titanic - or Detectives

Primary Concepts

Flashback
Understanding concept of creating contemporary theatre using the past
Slow motion and Timing
Integrating stimulus eg poetry/monologues/diary entries

Term 6 (7 Wks)

Project title:

Continuation of Term 5 project in order to deepen and offer extended study/performance perspective – OR
Mime and Movement

Primary Concepts

Mime
Creating tension
Body Language and Expression
Co-ordination and Spatial Awareness
Proxemics
Timing and Focus
Devising based on stimulus – exposing dramatic potential
Using poetry, pictures, text, props, objects
Mime and Movement

<p>Yr 8</p>	<p>By the end of Y r 8 students should:</p> <p>Consolidate and deepen their understanding of how space, movement and voice communicate meaning and be able to evaluate that use. Work constructively and creatively with more independence – alone or with small groups/other members of the class, consolidating the ability to negotiate, make decisions, select and applying a range of techniques and structures as part of the group. Understand and apply the skills required for effective and more mature spontaneous improvisation as well as begin to structure more effective performance of drama Use a of range of approaches to create credible characterisations, varying vocabulary, voice, pitch and body language as appropriate. Understand and apply the common and discrete skills required in the process and performance of drama. Have an understanding of how to approach script/text work and be apply to ‘ways in’ to develop more depth – moving away from the stereotype</p>		
<p>Drama Y8</p>	<p>Term 1 (5 wks) Project title: Issue Based Drama - Homelessness</p> <p>Primary Concepts Hot Seating (whole group/small groups) Direct Address Frozen Images (Time Framed) Flashback Status Case Studies</p>	<p>Term 2 (7 wks) Project title: Acting and Directing, Stage Directions Stage Configurations</p> <p>Primary Concepts Role/responsibilities of a ‘good’ ‘bad’ director Role/responsibilities of a responsible actor Stage directions (theatrical detective) Action BEFORE/DURING dialogue Mime and Body Language Stage Configurations – Off /On Stage Split Scene</p>	<p>Term 3 (6 wks) Project title: World Theatre</p> <p>Primary Concepts Theatre in Wider Context Opportunity to practically explore different styles/genres Opportunity to explore different text/scripts</p>
<p>Yr 8</p>	<p>Term 4 (6 wks) Project title: Issue/Script Stimulus The Media</p> <p>Primary Concepts Two sides of the story Forum Theatre Dialogue/Accent/Tone/Voice Drama created for target audience Groups devise news report with ‘key’ parts</p>	<p>Term 5 (6 wks) Project title: Script, Context, Status Exploration (builds on Term 2 Acting and Directing)</p> <p>Primary Concepts Status - using playing cards Applying the 4 ‘context’ rules to script work Subtext</p>	<p>Term 6 (7 wks) Project title: Script/Play text building on skills explored Term 5</p> <p>Primary Concepts Reading Play Texts Analysis/discussion of themes/issues within text Exploring the ‘out of context lines’ Script Exploration – different styles of scripts given as stimulus – students apply the context rules.</p>

Yr 9	<p>By the end of Y 9 students should:</p> <p>Be more confident about using space, movement and voice with imagination and commitment as well as being less self consciousness in order to communicate meaning and evaluate its use.</p> <p>Be able to contribute positively to the development and realisation of ideas with a range of groupings, encouraging others to do the same.</p> <p>Should be able to use previous explorations (context/script work yr 8) in order to recognise the need to work in detail and depth – refining, editing and selecting when devising for presentation.</p> <p>Begin to be able to structure a presentation with the needs of an audience in mind.</p> <p>Have a clear understanding of the differences between naturalistic and non naturalistic form and techniques</p> <p>Appreciate that drama comes from different cultures and times (builds on yr 8) and be able to see Theatre History in context.</p> <p>Begin to think about year 9 option choices the expectations for Drama options</p>		
Drama Y9	<p>Term 1 (5 wks) Project title: Stereotypes (links to Black History Month)</p> <p>Primary Concepts Challenging the stereotype Media Stereotypes and Comedy Stereotypes and the wider social context Characterisation and ‘styles’</p>	<p>Term 2 (7 wks) Project title: Abstract Theatre (Physical Theatre)</p> <p>Primary Concepts Exploration of Abstract Techniques Applying the techniques to improvisations/text/poetry Body Language and Movement Experimenting with dialogue</p>	<p>Term 3 (6 wks) Project title: Mask Exploration</p> <p>Primary Concepts Ritual – mask etiquette Mime, Movement, Slow Motion and Music Choral Speaking Applying physical work with masks to music/poetry</p>
Yr 9	<p>Term 4 (6 wks) Project title: Text Play script Exploration</p> <p>Primary Concepts Exploration of a full length play Building on structures explored in yr 8 Stanislavski ‘terminology Deepening character exploration</p>	<p>Term 5 (6 wks) Project title: Theatre History (1)</p> <p>Primary Concepts Theatre time line in context Styles/genres from history explored</p>	<p>Term 6 (7 wks) Project title: Theatre History (2) OR Issue Based Drama</p> <p>Primary Concepts Theatre time line in context Styles/genres from history explored</p>

The Elmgreen School – Drama Department Curriculum Mapping – KS3

Yr Group	Term 1	Term2	Term 3	Term 4	Term 5	Term 6
Year 7	Introduction to Drama Identifying Key Skills	Issues Based Drama Exploration: Bullying	Storytelling Narration Fairy Tales	Issue Based Drama Exploration: eg Balcombe House	Issue Based Drama Exploration: Eg Titanic	Mime and Movement OR Continuation Progression of Term 5 (Teacher Discretion)
Year 8	Issue Based Drama Exploration Homelessness	Acting and Directing Stage Directions	World Cultural Theatre	The Media Issue/Script Newspaper Stimulus	Script/Status Context Exploration	Text Based Scheme
Year 9	Stereotypes (links to Black History)	Abstract Theatre (Physical Theatre)	Mask Exploration	Text Play script Exploration	Theatre History (1)	Theatre History (2) OR Issued Based Drama (Teacher Discretion)

