



# Academic Overview 2018-19

DRAMA & PERFORMING ARTS						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
<b>Year 7</b>	Introduction to Drama		Character		Script	
<b>Year 8</b>	Physical		Missing		Devising	
<b>Year 9</b>	Advanced Acting	Ghost Monologues	Wild West	Brecht Solo Performances	Genre Duet Performances	Movement Solo Performances
<b>Year 10</b>	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts
<b>Year 11</b>	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts	Component 3: Performing to a Brief	Component 3: Performing to a Brief	Component 3: Performing to a Brief	N/A



## Year 7 Curriculum Content Overview 2018-19

DRAMA – YEAR 7				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> <li>Combine simple characterisation and body language in order to create short comedic scene.</li> <li>Identify the rules of miming an object.</li> <li>Create a scene that uses mime skills whilst also developing physical characterisation.</li> <li>Identify the five main stage directions and where they are on stage.</li> <li>Explain why stage directions are important to the actor and how this develops a creative scene.</li> <li>Create a scene that uses a variety of interesting stage directions to experiment with use of space.</li> <li>Apply flashback to a performance to show how narrative can be used to make a performance more effective.</li> <li>Create a scene that uses slow motion in an interesting and visually creative way to highlight a key moment in performance.</li> </ul>	Reading <ul style="list-style-type: none"> <li>BTEC assessment criteria on task sheets</li> <li>Plays</li> <li>Poems</li> </ul>	Questioning  Live student performance in lessons followed by questions  Whole class feedback	2 assessments throughout the academic year.  This will include an end of topic performance.	Skills element of the BTEC.  Applying skills to rehearsal, performance and evaluating their development.
	Numeracy <ul style="list-style-type: none"> <li>Ordering events</li> <li>Ranking &amp; Hierarchy</li> </ul>	Student presentations  Exit Strategies  Debates		
	Oracy and Literacy (including key words for practical subjects) <ul style="list-style-type: none"> <li>Rehearsal</li> <li>Performance</li> <li>Feedback</li> <li>Student discussion</li> <li>Key Words</li> </ul>	Peer & Self Assessment		



# Assessment Skills, Knowledge and Concepts Map

	DRAMA – YEAR 7
<b>Key Learning Questions</b>	<b>REHEARSAL</b>
<ul style="list-style-type: none"> <li>• Why is rehearsal important?</li> <li>• How can you utilise extended rehearsal time for maximum performance effect?</li> <li>• How can blocking and staging be used to create a visually interesting performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and apply basic skills such as body language, gesture and facial expression.</li> <li>• Describe why physicality and vocal techniques are important in rehearsal.</li> <li>• Analyse how skills such as tableau, flashback and slow motion can be used to enhance my performance.</li> <li>• Use extended rehearsal time to develop a range of ideas to perform with confidence and commitment.</li> <li>• create a complex character using role on the wall and remember key facts about my character to develop through performance.</li> <li>• Follow and add stage directions from a script to block a performance.</li> <li>• Add stresses (/) and pauses ( ) to my script to show how I am considering the vocal quality of my character.</li> <li>• Learn lines for a performance.</li> </ul>
<b>Key Learning Questions</b>	<b>PERFORMANCE</b>
<ul style="list-style-type: none"> <li>• How can improvisation and adlibbing techniques be used to maintain character throughout a performance?</li> <li>• Is my character fully developed ready for performance?</li> <li>• Have I considered wider research into character relationship and context to enhance the overall performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in scripted and devised performances.</li> <li>• Create clear and well developed characters that demonstrates excellent use of rehearsal time.</li> <li>• Make accurate use of skills and techniques that are specific to the lesson.</li> <li>• Make accurate use of skills and techniques that use prior knowledge to enhance performance.</li> <li>• Sustain character throughout an entire performance.</li> <li>• Analyse how naturalistic characters can make your performance more realistic.</li> <li>• Perform off script and show clear thought to stage directions.</li> </ul>
<b>Key Learning Questions</b>	<b>SELF &amp; PEER EVALUATION AND FEEDBACK</b>
<ul style="list-style-type: none"> <li>• How can effective evaluation help improve rehearsals and performance?</li> <li>• How can I improve my own or another's performance?</li> <li>• How do I identify a person's strengths and areas for development?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the strengths of another person/groups performance.</li> <li>• Identify the areas for development of another person/groups performance.</li> <li>• Evaluate the areas for development and provide detailed ideas of how these can be improved.</li> <li>• Apply detailed ideas of how to improve your own work.</li> <li>• Analyse your own performance and identify how you can challenge strengths and how you can development areas for improvement.</li> <li>• Set achievable yet challenging targets to develop and improve a range of drama skills.</li> </ul>

Cross-Curricular Strands
<b>Reading</b>
<ul style="list-style-type: none"> <li>• Reading Scripts</li> <li>• Key Words &amp; Terminology</li> </ul>
<b>Oracy and Literacy</b>
<p><b>Language for Learning –</b> characterisation, physicality, vocal techniques, improvisation, sustaining character, stage directions, tableaux, body language, facial expressions, gesture.</p> <p><b>Oracy</b>            Student discussion and student feedback            Student responses to questions            Student to student discussion on evaluation of performance.</p>
<b>Numeracy</b>
<ul style="list-style-type: none"> <li>• Ordering events</li> <li>• Ranking &amp; Hierarchy</li> </ul>