

DRAMA & PERFORMING ARTS

KS3 Curriculum: Drama

Drama at Southchurch High School begins in Year 7. All Key Stage 3 students have an hour drama lesson every week. Our Drama lessons encourage students to work imaginatively and creatively in a collaborative context. The balance between creativity, solid commitment and expressing oneself is intrinsic to personal development. We explore a number of key skills that are not just fundamental to Drama achievement, but are core social and moral qualities. We aim to support learners to discover new talents, boost confidence and self-esteem, and provide them with a voice that they can take into all lessons, all subjects, and use within everyday life.

Year 7 Drama	<ul style="list-style-type: none">• DRAMA – NEW SKILLS & MIME• SCRIPTS & PANTO• COMMEDIA DELL'ARTE• STANISLAVSKI - CHARACTER DEVELOPMENT• DARKWOOD MANOR• THEATRE INDUSTRY
Year 8 Drama	<ul style="list-style-type: none">• MURDER ENQUIRY• DEVISING THEATRE AND SCRIPT WRITING• DRAMA PRACTITIONERS• T.I.E
Year 9 Drama	<ul style="list-style-type: none">• DEVISING THEATRE• PERFORMING THEATRE• PROJECT THEATRE! (Industry)

Throughout Key Stage 3 & 4 Students will use a range of Explorative strategies, Drama Mediums, Elements of Drama and Forms of Stimuli:

Strategies:

- Still image
- Narrating
- Role play
- Hot-seating
- Thought-tracking
- Cross-cutting

Mediums:

- The use of costume
- The use of lighting
- The use of voice
- The use of masks and/or make-up
- The use of space and/or levels
- The use of movement, mime and gesture
- The use of sound and/or music
- The use of set and/or props

Elements:

- Action/plot/content
- Rhythm/pace/tempo
- Forms
- Characterisation
- Climax/anti-climax
- Contrasts

Forms of stimuli:

- Artefacts: photographs, pictures, masks, props, costume, sculpture
- Extracts from literary fiction and non-fiction
- Live theatre performance
- Newspaper and magazine articles
- Play scripts
- Music
- Poetry

What do you need to be successful in this course?

The focus at Key Stage 3 is the development of the core skills known as the 5Cs. These are Confidence, Co-operation, Creativity, Communication and Control. Students gain an understanding of the various forms of Drama, through practical lessons. They are encouraged to challenge ideas through issue based devised work, script interpretation and mime to music. They also study a variety of theatre forms such as physical theatre, melodrama and comedy improvisation. A favourite with students being our Trestle mask work and Theatre in Education schemes.

In KS4 we study BTEC Technical Award.

BTEC Performing Arts brings together all the skills of the theatre world. You will be looking at life in the theatre as a performer, a member of a production team, learning about the Industry and developing your creativity. You will have the opportunities to learn new skills in all aspects of theatre and learn how these skills fit into the profession. The course allows us to be able to design the qualification around the strengths of the group.

Questions to ask yourself?

- Did I enjoy Drama in Year 7, 8 and 9?
- Do I enjoy performing to an audience and being creative?
- Do I enjoy getting involved with events?
- Am I prepared to attend additional rehearsals/ recording sessions / workshops?

KS4 Curriculum

BTEC TECHNICAL AWARD: PERFORMING ARTS

Qualification name: BTEC TECH Award : Pearson

Course detail/overview of content:

- Scripts
- Devised Drama
- Mime & Improvisation
- Mask work
- Theatre in Education
- Physical theatre / movement in the theatre
- Arranging productions (including tech crew)

Nature of assessment:

There are 3 components to this course;

Component 1: Explore Students explore the processes used to create a performance.

Component 2: Develop Students develop performance skills and techniques by reproducing existing performances.

Component 3: Apply Students pull together all they have learned and apply their knowledge in a performer.

Component overview:

Component 1: Exploring the Performing Arts

Aim: get a taste of what it's like to be a professional actor or performer.

Assessment: Internally assessed assignments. Weighting: 30% of total course

- explore performance styles, creative intentions and purpose.
- investigate how practitioners create and influence what's performed.
- discover performance roles, skills, techniques and processes.

Component 2: Developing Skills and Techniques in the Performing Arts

Aim: develop skills and techniques in the chosen discipline of acting.

Assessment: internally assessed assignments. Weighting: 30% of total course

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills.
- apply these skills in performance.
- reflect on their progress, their performance and how they could improve.

Component 3: Performing to a Brief

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. Weighting: 40% of total course

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report

YEAR 10

Component 1: Exploring the Performing Arts; Curious Incident & Hamilton

Component 2: Developing Skills and Techniques in the Performing Arts; I Love You Mum / Curious Incident

Year 11

Component 3: Performing to a Brief

