Drama Learning Journey



Underlined = Deeper development of earlier skills / knowledge

Progression to:

A Level Drama & Theatre

Performing Arts Colleges

BTEC Performing Arts

Question: Is it important to stay true to a playwright's intention? Component 2 & 3 Performance from Text and Theatre Makers in Practice - Study of set text DNA and a Live Theatre review

Texts in

Practice

Integrity, Motivation Confidence, Commitment

Question: How can you entertain an audience? Drama Conventions - using exaggeration, comedy and Breaking the 4th wall to create immersive

Brecht

Sense of humour

Staging Confidence Proxemics

Design Set/Props Costume Lighting Sound

Devising

Drama

Resilience **Self-discipline** courage

Stanislavski.

FRANTIC

Frantic Assembly.

FINAL

EXAMS

Live

Science of

Breathing

Theatre

Acting, design, analysis & evaluation

Edexcel Pearson

GCSE

Performance

Styles &

Practitioners

Confidence,

Play

Sense of humour

Ensemble

Choral Movement

Open-mindedness

Social issues

Convention of

invisibility

Status,

Structure, Episodic

Tableau, TT, Narration, Flashback

Shakespeare

Question: How important is performance to film and tv??

Creating adverts using drama skills in different mediums

Performance Styles . o

Question: What's in a name?

Exploring plot, character,

language & structure of

a tragedy

Proxemics

Documentary

Vocal Skills

Characterisation

Compassion

Staging

Soap

Opera

Theatre

Question: What role does of the cyclical structure play in foreshadowing events in DNA?

Question: How can you Set & Staging communicate effectively to **Costume** an audience? Component 3 Lighting - study of plays for **Sound** monologues, duologues and

group work **Emotion memory**

Drama

Given circumstances

Scripted

performance

GCSE

Address Narration, **Multi Role**

Acting/ design

Confidence

motivation

Emotion memory

Given circumstances

Yr9 THE POWER

OF THEATRE

confidence

Respect

History

Courage Curiosity Respect

Physical Physical **theatre** Theatre

Question: Whose style is it anyway? Component 2 intro to devising workshop

practitioner's style

Question: Theatre should connect to people's lives not be a piece of candy floss. Agree or Disagree? Intro to performance using John Godber Texts

Platform

Theatre

Question: How can we use symbolism & metaphors in

performance? Developing Ensemble

skills to create abstract drama True

Story Art **Abstract** artists

> **Physical** theatre

> > confidence, self discipline

Integrity **Question: Is Shakespeare** respect relevant to today's society?

Narration

Tableau

Tempest – Students will explore plot, character, language, and Directing skills.

lambic Hightower **Pentameter Text exploration**

English -

Courage

Open-

Storytelling

mindedness Character

skills **Choral Movement Ensemble Storytelling Character creation**

Playwright intentions, deconstructing text, Social, cultural & Historical context

Revising

Theatre

DNA & Live

Component 3 Study of Text

Understanding Drama

Question: What makes good theatre?

Students will explore a range of stimuli & use their knowledge of performance styles, genre & form to devise a piece of theatre Component 2

Question: What type theatre is more powerful, naturalistic or non-naturalistic? Explore a range of performance styles including Stanislavski, Frantic Assembly

> Young **Offenders**

Narration, Flashback, Mime, Crosscutting

Question: What makes good theatre? Students will explore a range of stimuli & use

English

Greek

Heroes

their knowledge of drama conventions & performance and design styles to devise a piece of theatre Compassion

Narration, Flashback, Crosscutting, Monologues

Compassion

Integrity

Godber

Silent

Movie

curiosity Greek

Theatre

Documentary drama Verbatim theatre

AND STYLES

Question: Can drama help us educate others? Theatre in Education – creating performances to educate the reality of crime

Performance style, stock characters

Slapstick

Question: What makes a character interesting for an audience? Students to develop their physical comedy skills over a series of

teacher led workshops, focusing on stock character and slapstick. Yr8 GENRES

> **Physical Characterisation** Confidence Respect

Convention of Magical living toys performance style

> Velveteen Rabbit

> > Drama

English -**Storytelling**

CHARACTERS Drama conventions

Explorative Strategy

■Ensemble performance

Live Theatre Skills

Animal Characterisation,

Adaptation for stage

Love of learning Sense of humour

Audience Awareness, Structure Confidence, resilience

Question: How can you communicate to an audience? Introduction to **\$kill** Learning and exploring the primary drama skills and techniques for Key Stage 3.

Still image, Narration Thought tracking, Question: How can you communicate character? **Hot Seating, Narration Analysis and evaluation** Creating characters - Actor Mediums: Voice (pitch, Improvisation, Physical pace, pause, tone, volume) - gesture, facial **Storytelling** theatre, Cross-cutting, expressions, body language & movement. **Status, Choral Speaking**

Devising

performance

Practitioners Direct

Weimar & Nazi

Germany Question: Does an actor have to have

experienced the same emotions as a character to give a believable performance





Verbatim theatre using real life event and words to create a

script.

History - 19th & 20th **Century Britain**













Yr7 CREATING