

## **Drama**

**What is the importance of the subject? Why should pupils be studying it? Why should they care about it? How might the subject link to the real world/ real life scenarios?**

Drama is an important component in educating a well-rounded child; giving essential opportunities for growth and challenge beyond the mere subject content.

All children have the right to express themselves and a need for play - Drama maximises these natural factors in a safe, encouraging environment. The future of the children we are educating now is uncertain and challenging. The greatest skill we can give them is to be able to harness their own creativity and communicate this with others. Drama is pivotal in this; whilst also helping pupils to improve peer relationships and confidence in the school. All of this is in addition to giving them the tools they need to continue to enjoy, through participation or appreciation, of Drama and performance for the rest of their lives.

Drama is a vital part of the students' learning experience at Millom School. It enables the students to develop the ability to communicate and work together.

We believe in the holistic development of the child and so it is important that the students do improve and hone their performance skills. Practical skills are underpinned by The Millom School Learner initiative to develop life skills of determination, becoming a good communicator, a positive collaborative and motivator; which shows understanding through participation in drama.

### **Aims**

The Millom School curriculum for Drama aims:

- To develop and foster pupil's interest over a wide range of drama styles and genres.
- To provide, and maintain, a stimulating learning environment where all pupils can become successful learners.
- To encourage self-expression, creativity and self-criticism; resulting in pupils becoming confident individuals.
- To encourage self-discipline and self-motivation allowing pupils to become responsible citizens.
- To encourage pupils to work cooperatively in whole class and small group situations and to gain self-discipline when practising or rehearsing alone.
- To promote the use of technology as a means to stimulating learning at all levels.
- To encourage, where possible, participation in live performance; giving pupils the opportunity to become confident individuals and effective contributors.
- To enable pupils to reach their full potential and gain recognised qualifications according to their potential.

What the students can expect:

- A full and vast Drama curriculum delivered in an energetic and fun way.
- Teachers that are always available for help and support both within and outside of lessons.
- Opportunities to get involved with and/or perform in a variety of contexts.

## What are the key concepts or big ideas underpinning the subject?

The curriculum exposes the students to a wide range of Drama genres from Melodrama through to Physical Theatre.

**Performing / Presenting** work to an audience. This will include the continuous use of the 5 Elements of Drama in all performances. Use of Facial expressions, Use of Voice, Use of Gesture, Use of Movement and Showing Relationship on stage.

**Using skills, techniques** - Learn how to use the elements of Drama in different ways and to link them to respond to different stimuli for developing Drama such as scripts, poems, images and stories. During Key Stages 3 and 4 students become more competent, confident and expert in their techniques and apply them across different

**Adopting of a role** - As acting is a main strand of Drama, pupils can develop the skills of voice, movement, gesture and facial expression in their development of character when working in role.

**Devise scripts and use drama forms and strategies effectively to explore and present ideas** - Through improvisation, acting, hot seating, thought tracking and conscience alley, pupils should have opportunities to develop their work into solo and group script format.

**Improvisation** - Opportunities to devise, structure and develop both spontaneous and polished improvisation using a range of stimulus materials including text.

**Employ sign, symbol, metaphor and image** - Tableaux, freeze frames, mime, dance, props, costumes and projections can all be used to reflect feeling, mood and attitude and help make meaning and explore ideas within Drama.

**Appreciation of theatre styles, genres and vocabulary** - melodrama, soap opera, western, silent movie, slapstick, and using terms such as cyclorama, upstage left or inflexion are examples of developing an appreciation of Drama work.

**Cooperation (social)** -. Engage in cooperative activities and enjoy communicating, collaborating with each other within a team. Students will be encouraged to work in a team, building on trust and developing skills (either individually) or as a group.

**Challenge** - Succeed and excel in activities. Students will develop an understanding of how to improve in increasingly complex and demanding activities.

**Analysis and evaluation** - Evaluate their performances compared to previous ones and demonstrate improvement across a range of activities to improve their personal performance and the performance of others.

## What topics will the pupils be studying in each year group?

Units of work will be taught in 6 week blocks.

In Key Stage 3 all students will have one 50 minute lesson per week

The options based curriculum will be offered in Year 10 and 11 and students who chose to follow the Key Stage 4 BTEC Course in Performing Arts will have 3 50 minute lessons per week.

Drama techniques are developed through all topics and improvisation and movement sessions encourage students to use imagination when attempting to create dramatic meaning. During the course of Key Stage 3, students continue to develop communication skills through group discussions, debates and practical, but they also begin to investigate more challenging themes and issues through the process of Drama. Students are expected to reveal a more mature approach to each other's opinions and are given opportunities to experiment with challenging theatrical styles.

The Key Stage 3 course utilises the skills developed in previous years; whilst providing a link with the BTEC course looking at both script and devised work as well as undertaking written evaluations of performances. Using a range of Drama techniques, pupils confront and explore social issues and themes; such as prejudice and racism. Pupils can work on personal issues or solve personal problems; which can support their overall mental health and well-being. Drama allows students to explore ideas and to explore complex topics in the safety of the classroom and the anonymity of character.

### **Year 7**

In Year 7, students are encouraged to foster positive working relationships and to appreciate their place in Millom School community. To foster appreciation of Millom and our surrounding countryside as a vibrant and unique place to live, grow and learn. Pupils will develop the four key learning skills in Drama of confidence, co-operation, communication and creativity. Students will explore the History of English Theatre through Medieval Mystery Plays and a broad introduction to Shakespeare's language and performances with an emphasis on making Shakespeare accessible and fun for all. Developing empathy and appreciation of others through the imagination and recreation of historical resources is the focus for the summer term; where Drama is used as an opportunity to explore the sacrifice, poetry and heroism of WW1 soldiers.

### **Year 8**

The focus for Year 8 is exploring story telling as a means of physical and verbal communication. Students explore the revolution silent films had on acting in the 1900s and reflect on classical training of Silent Movie film stars. There is the opportunity here for pupils to build on their Year 7 skills in physically exciting and humorous storylines. The emphasis on the whole body as a part of the story telling process will be deepened by exploring modern comedy slapstick in *The Play that Goes Wrong* and the opportunity to develop an appreciation of the English Literature canon through Poe's, *The Tell Tale Heart*, Shelley's *Frankenstein* and Shakespeare's *Macbeth*. Opportunities to reflect on the global influence of Drama will be explored in World Theatre; which will lead to the students devise their own play under mock BTEC exam conditions.

### **Year 9**

In Year 9, students look at how classical Drama has been adapted for modern audiences through the work of Splendid Productions. Students will deepen their understanding of the development of modern theatre through exploration of Brecht, Berkoff and Littlewood. Verbatim Theatre and Theatre in Education allows the pupils to reflect on theatre as a medium for social change and improvement. Pupils will be given the opportunity to explore issues of concern and present them through media rich texts. The final term will support students presentation skills for their English Language GCSE and persuasive writing skills.

<b><u>Term 1</u></b>	<b>Hello - Getting to Know You and Your Community</b>	<b>Melodrama &amp; Silent Movies</b>	<b>Ancient Greek Theatre</b>
	Employability Skills	Investigating Practitioners Work Understanding Performance Style	Investigating Practitioners Work Understanding Performance Style
<b>Home Work</b>	Getting to Know You Homework	Melodrama Homework Booklet	Greek Theatre Pixl Homework
<b><u>Term 2</u></b>	<b>Time Travel - Medieval Mystery Plays, Commedia and Panto</b>	<b>Melodrama Horror – The Woman in Black – Dracula, The Picture of Dorian Gray</b>	<b>Medea &amp; Choral Performances</b> Splendid Productions
	Investigating Practitioners Work Understanding Performance Style	Developing Skills and Techniques for Live Performance	Employability Skills
<b>Home Work</b>	Time Travel HW Booklet	Writing Own Script	Write own choral response to Medea
<b><u>Term 3</u></b>	<b>Shakespeare Intro The Tempest et al.</b>	<b>Physical Theatre – Fairytales And Alice</b>	<b>3 Theatre Catalysts – Brecht, Littlewood, , Berkoff,</b>
	Investigating Practitioners Work Understanding Performance Style	Employability Skills	Developing Skills and Techniques for Live Performance
<b>Home Work</b>	Shakespeare PixL Homework	Mad Hatter’s Tea Party – Who would you invite and why?	Create Autobiographical Account of either B, L or B
<b><u>Term 4</u></b>	<b>The Life &amp; Times of WW1 Soldiers</b>	<b>Comedy &amp; Slapstick - <i>The Play that Goes Wrong</i></b>	<b>Physical Theatre Hard to Swallow, Frankenstein, Edgar Allen Poe</b>
	Employability Skills	Developing Skills and Techniques for Live Performance	Investigating Practitioners Work Understanding Performance Style
<b><u>HW</u></b>	WW1 HW Grid	Write a Scene for an Easter Themed Goes Wrong Shoe	Write a review of Frankenstein
<b><u>Term 5</u></b>	<b>Private Peaceful Script</b>	<b>Devising from a stimulus</b>	<b>Theatre In Education – TIE</b>
	Developing Skills and Techniques for Live Performance	Employability Skills	Employability Skills
<b>Home Work</b>	Turn prose into script	Presentation Homework	Theatre Company Vision Statement
<b><u>Term 6</u></b>	<b>Sonnets &amp; Poetry</b>	<b>Macbeth as World Theatre</b>	<b>Romeo and Juliet</b>

	Developing Skills and Techniques for Live Performance	Investigating Practitioners Work Understanding Performance Style	Investigating Practitioners Work Understanding Performance Style
<b>Home Work</b>	Decorate Sonnet	Creative Macbeth project	Romeo and Juliet PIXL Homework

## Years 10 & Year 11

### BTEC Level 1/Level 2 Tech Award in Performing Arts

BTEC Performing Arts is for learners who wish to acquire technical skills through vocational contexts. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learner's experience and understanding of the varied progression options available to them. The course will give students a taste of what it is like to be a professional actor across different styles.

Aims of the course:

- Develop ways of communicating confidently and creatively.
- Encourage co-operation and the understanding of others.
- Help students to understand the Performing Arts Industry.

### Component 1 - 30%

#### **Exploring the Performing Arts.**

Learn the many different influences that have shaped Theatre and practically explore practitioners' work; both in and out of the classroom. Students observe and reproduce existing performance styles to creative intentions and purpose. Students undertake performance roles, develop skills and responsibilities and lead investigations of performance techniques and approaches in order to understand how practitioners create and influence performance. Their assessed piece will be either a Power point presentation or publicity material; which informs and explains roles and responsibilities within three theatre genres.

### Component 2 - 30%

#### **Developing Skills & Techniques in the Performing Arts**

Design, create and present your own production for your community exploiting your own practical acting skills in performance. During Component 2, students develop physical, interpretative, vocal and rehearsal skills during workshops and classes. The student will then apply their technical, stylistic and interpretative skills in performances. After the performance, students will reflect on their progress and use of skills in performance, as well as how they could improve.

### Component 3 - 40%

#### **Performing to a Brief**

The Edexcel BTEC Exam Board set a brief each year to assess pupils' ability to independently create, develop, perform and evaluate their work. The final exam is marked

out of 60.

### **Tasks 1 & 2**

Prior to the performance students will build on their skills in classes, workshops and rehearsals reviewing the development process within an ideas and skills log. **30 marks**

### **Task 3**

The students will perform a piece lasting 10–15 minutes to their chosen target audience. The performance will be recorded for external assessment. **18 marks**

### **Task 4**

After the performance, they will reflect on their successes and areas for improvement through an evaluation report. **12 marks.**

### **What key capacities / skills will the pupils develop?**

No matter which area of the curriculum is studied within Drama, students will gain a wide range of very employable and transferable skills, knowledge and attributes. These include:

Drama at Millom School should help students to:

- Develop subject knowledge and **understanding** that is highly relevant to the enjoyment of drama and the theatre. Students will learn specialist skills which are relevant to specific activities but they will also learn skills which are transferable into society.
- Develop **independence** through working to analyse and development their own strengths and weaknesses in terms of performance.
- **Communicate** ideas and skills, to a variety of audiences in different situations, from group work in a team to monologues.
- Have **Determination** to tackle complex and demanding activities.
- Be a **collaborator** by having the experience of working in a team, including devising dramatic work and choreography.
- Be an **investigator** and showing an interest in how to improve performance. As well as seeking a wider knowledge of the subject.
- Achieve a **positive** approach to drama, performance, learning and working with others.

### **How are the pupils' learning being assessed in this subject? How does the subject support the learning of all pupils?**

Assessment is through three distinct strands of achievement.

- ❖ Developing Skills and Techniques for Live Performance.
- ❖ Investigating Practitioners Work - Understanding Performance Style.
- ❖ Employability Skills and Competencies.

Key Stage 3 Drama is developing as a 'Mastery Curriculum' which takes its starting point from the skills and knowledge students need to acquire by Key Stage 4. Schemes of work and assessment procedures ensure that all students are sufficiently challenged according to their starting points, and grasp the key concepts needed for high-level success at BTEC.

The main objective is to ensure that all students possess the key subject specific skills needed for success at BTEC by the end of Year 9; including familiarity with the assessment language of BTEC. To this end, assessment focuses on BTEC Performing Arts Tech Award

strands of *Developing Skills and Techniques for Live Performance* and *Investigating Practitioners Work & Understanding Performance Style*.

Employability skills and competencies assessed through self and peer reflection prepare Key Stage 3 learners for work. The skills of teamwork, communication, willingness to learn, diligence etc. championed in Drama are transferable and useful outside the Drama classroom. This emphasis within assessment and learning opportunities hopes to improve the perceived value of Drama as a viable vocational pathway within the school community.

Assessment opportunities include:

- Question and answers – this will happen in all lesson to ensure students fully understand the key skills, processes and concepts taught in the lesson.
- Formative assessment - also known as assessment for learning, is a method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons. This can take many forms; including teacher observation of the skills being completed.
- Summative assessments - are used to evaluate student learning, skill acquisition, and achievement at the conclusion of a unit of work; normally 6 weeks. Each activity has predetermined criteria against which the students are assessed. Assessments follow BTEC marking system of WT – Working Towards, Pass – Level 2 Pass, Merit – Level 2 Merit, Distinction – Level 2 Distinction and Distinction\* (although it is not possible for students to be awarded this for a specific unit in BTEC it can be an overall grade).
- Peer assessments - Peer assessments are a key assessment tool allowing all pupils to give and receive immediate, individual feedback. Students inform their peers what they did well and what they could do to improve against predetermine sets of criteria; this is especially useful in Drama.

### How can pupils progress in this subject?

As students' progress through the key stages, they continue to build on a broad range of practical skills, key concepts and processes whilst. The structure of the Drama curriculum encourages continuity of learning whilst consistently providing opportunities to consolidate and build on prior learning and progressing this learning into more demanding situations.

The Key Stage 3 curriculum provides an excellent grounding and preparation for the nature of tasks required by the BTEC Performing Arts course currently taught. The key concepts and ideas that are embedded throughout the Key Stage 3 curriculum are developed in Key Stage 4 and 5.

The BTEC Level 1/Level 2 First Award in Performing Arts provides a good foundation for Students in post-16 education. The qualification provides a suitable foundation for further study within the sector through progression on to qualifications such as BTEC Nationals, specifically the Edexcel BTEC Level 3 in Performing Arts. Successful Students at level 2 may also consider general qualifications at level 3 such as GCE AS or A Level in Drama and Theatre Studies and Performing Arts.

Due to the nature of the Drama, it has direct links to a very wide range of Higher Education courses. These include:

- English Literature
- English Language
- Theatre studies
- History
- Media studies
- Sociology



- Psychology
- Primary Education

**How does the subject support careers education, information, advice and guidance?  
What career pathways can pupils take by studying this subject further?**

Drama lends itself to a range of careers in the theatre and film as well as other industries that you may not have considered before. For example, did you know that many tour guides, events planners and Disney hosts have a degree in Drama?

Some careers that you could consider doing with Drama include:

- Actor
- Director
- Producer
- Playwright
- Stage manager
- Set designer
- Theatre lighting designer, sound designer, lighting technician or sound technician
- Stage crew member
- Fight director, aka fight choreographer
- Front-of-house theatre careers
- Theatre marketing assistant, marketing officer or marketing manager
- Dramatherapist



**How can pupils enrich their knowledge and understanding in this subject?**



Extra-curricular provision allows pupil leadership, positive relationships, as well as full access to the facilities and the experience of showcasing live performance. Older pupils develop leadership and directorial skills and there are opportunities for pupils to learn roles in technical support and stage management. Students can develop technical skills; such as lighting. Creative projects build a sense of responsibility, resilience, and a sense of success and achievement.

The department offers a number of trips to see live performances, as well as taking opportunities to inviting performers into school.

Students also have an opportunity to enhance their awareness of both the subject and the opportunities that it presents during university visits.