



Drama Year 7

Curriculum Intent

The Drama Department seeks to develop students' confidence, creativity and risk-taking skills using Drama as a vehicle to succeed. All students will develop further skills associated with the arts using group work, paired work, individual work and whole class activities to explore, discover, create and perform; it is paramount to their success on the Drama course to develop teamwork and interpersonal skills – accepting and developing ideas. At the heart of the curriculum is communication skills and ability to peer and self-evaluate. Students will be guided to understand the fundamental skills of Drama exploring a plethora of genres including horror, comedy, tragedy and romance. KS3 Drama aims to teach students the necessary skills and understanding needed to study Drama at GCSE.

“Great theatre is about challenging how we think and encouraging us to fantasize about a world we aspire to.” Willem Dafoe

Students will learn:-

Term 1: The fundamental skills of effective drama: Subject specific terminology, audience etiquette, the importance of rhythm within performance, how different genres of music can affect the way we move, be aware of how the voice can be used in a variety of ways for effective performance, how to use the body to represent ideas and objects as a form of physical theatre/symbolism, understand the origins and history of mime

Term 2: The conventions and origins of fairy tales: engage with the skills needed for storytelling, engage an audience both verbally and visually, the use of masks within a practical setting, understand the concept of how to physicalise a character, the concept of parody, stock characters, the use of masks in performance and the origins of Commedia Dell'Arte

Term 3: The conventions of Musical Theatre: the storyline and character arcs, Powers of persuasion using voice, how to create characters through song, Explore movement through songs from musicals, Create dynamic scenes from a script

What does excellence look like?

- Students can use voice and movement imaginatively and expressively to create a truthful/ engaging character and sustain this across a lengthy performance
- Students' roles and characters show a high level of commitment and imagination, across a range of styles
- Students' have a skilled rapport with the ensemble/ group, audience and the teacher.
- Students' performances communicate themes, context and issues effectively.
- Students' can confidently shape and develop their work in a range of stylistic approaches, including choral, ensemble and physical theatre, using them appropriately and effectively in performance.
- Students' are consistently able to use a varied range of subject specific terminology.
- Students will be willing to lead and direct their group into producing engaging and thought-provoking Drama.
- Students will be able to identify how the skills learnt within Drama can develop their interpersonal relationships – reflecting on this when giving feedback.

Knowledge, understanding & Skills

Students will:

- Learn the importance of rhythm within performance
- Understand how different genres of music can affect the way we move
- Be aware of how the voice can be used in a variety of ways for effective performance
- Use the body to represent ideas and objects as a form of physical theatre/symbolism
- Explore how to use rhythm in performance.
- Understand the origins, context and history of mime, fairy tales and musical theatre.

How can you enhance your learning at home?

- Homework: Research, design (costume, set and props), contextualising, creative writing, vocabulary recall, line learning.
- LAMDA
- School production
- IDA (International Drama Academy)
- BBC Bite size
- Scripts and books – Available in Library and Drama department – containing relevant information regarding plays, practitioners and playwrights.

<https://www.bbc.com/bitesize/subjects/zbckjxs>
<https://dramaresource.com/drama-strategies/>

How will we assess impact?

- Baseline, mid-point and end of unit assessment
- Peer, self and teacher assessment in lessons
- Assessment trackers – written evaluation in class
- Teacher questioning

Key Vocabulary:

- **Teamwork**, Choreography, Non-Verbal Communication, Body Language, Facial Expressions, Physical Theatre, Rhythm, Mime, Tableaux,
- **Genre**, structure, form, style, language and stage directions, characterisation
- **Voice**: use of clarity, pace, inflection, pitch and projection
- **Physicality**: use of space, gesture, facial expression, stillness and stance
- **Commedia Dell'Arte**, Posture, Body Language, Exaggeration, Physicality, Movement Memory, Parody, Mask, Interpretation, Context, Stock Characters
- Musical Theatre, choreography, timing, synchronicity, ensemble plot, improvisation, comedic elements, routine, theme, time period, stimulus, Broadway musical, West End Musical

"To enter a theatre for a performance is to be inducted into a magical space, to be ushered into the sacred arena of the imagination" Simon Callow

Visits Programmes

- Talent show at Ebbingham
- Visit of Montreuil where "Les Misérables" was set.
- Studying the film of "Les Misérables" and discussing how it follows the conventions of musical theatre

Within the curriculum

- Mime and Ancient **Greece** - the name is taken from a single masked dancer called Panto**mimus**.
- Commedia dell'Arte (which translates as "theatre of the professional") began in **Italy**.
- Grimms' Fairy Tales – **Germany**.



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Wider Reading:

The Mime Book (Umbrella Book)
by Claude Kipnis - ISBN-10: 0916260550

The Comic Mask in the Commedia Dell'Arte: Actor Training, Improvisation, and the Poetics of Survival
by Antonio Fava - ISBN-10: 9780810123687

Extra Challenge:

- Participate in the Eisteddfod in April
- Research the history of theatre
- Research lighting design
- Understand key theatrical terminology such as 'going dark' and 'ghost lights'
- Lead groups as a director
- Design sets for your performance
- Research historical context for each term's topic

