

Drama

“We must all do theatre –
to find out who we are, and discover who we could be” *Augusto Boal*

Summerhill students will be **valuable members of society**

Drama will enhance students' artistic and creative abilities, giving them a better understanding of themselves and their world. Students' confidence, empathy and resilience will develop to produce rounded, self-aware adults.

Through role play, storytelling and the use of their imaginations, students will creatively express an understanding of factors that can shape and regulate human behaviour, effectively expressing their own interpretation and opinions within their work.

Drama will promote the values of respect, working to the best of ability, listening, supporting each other, taking steps outside one's comfort zone and creating a positive environment for all.

Summerhill students will be **skilled communicators**

Drama relies upon effective communication. Students will work constructively in groups to create engaging pieces of theatre; learning to negotiate, compromise and co-operate to get the best out of each other when striving towards an end goal.

Students will learn how to effectively communicate character emotions, through experimenting with vocal and facial expressions, body language, gestures and movement, developing students' emotional intelligence skills.

Students will learn to offer constructive criticism as they analyse their own work and that of others, using the vocabulary of theatre and performance with accuracy and fluency.

Summerhill students will be **knowledgeable**

Students will develop detailed knowledge to help them understand the foundations of Drama learning: development and rehearsal, performance and evaluation.

Students will explore a range of stimuli, to develop critical and creative thinking skills. They will apply their knowledge of dramatic genres, conventions and techniques to adopt roles, take part in improvisation, devise scripts and use drama forms and strategies effectively to explore and present ideas.

Students will understand the social, cultural and historical context of key performance texts and demonstrate a keen awareness of the varied roles in contemporary professional theatre.

Our curriculum is underpinned by four key values:

- Courage** – doing what is right; being truthful; trying new experiences; taking risks in the pursuit of personal development.
- Ambition** – having the highest aspirations and expectations of ourselves and others; being brilliant in all we do; having a belief that challenges can be overcome with the right attitude and hard work.
- Respect** – thinking about the way we interact with others; being considerate to ourselves, others and the environment; responding to expectations and working together in teams.
- Effort** – investing time and energy to achieve success; always giving our best in everything we do; demonstrating resilience through challenging times.

DRAMA

Year	Key Features	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	All students Mixed ability 1 single period per week	<u>Slapstick</u> Group work Physical comedy Reaction shots Mime Comedic timing	<u>Darkwood Manor</u> Improvisation Naturalism Characterisation Storytelling and devising Introduction to drama techniques	<u>Bullying</u> Improvisation Naturalism Empathy Character Development Background and motivation Embedding drama techniques	<u>Shakespeare's Macbeth</u> Develop literacy skills Exploration of key scenes and themes Introduction to Non-naturalism Interpretation	<u>Scripts – James and the Giant Peach extract</u> Develop literacy skills Interpretation Comedic timing Staging Levels	<u>The Missing Child</u> Improvisation Devising and story telling Social and historical context of World War 2 Embedding drama techniques
8	All students Mixed ability 1 single period per week	<u>Melodrama</u> Exaggerated performance style Stock characters Melodrama Plots Stereotypes	<u>Physical Theatre</u> Non-naturalism Mime Stylised movement Interpretation Embedding drama techniques	<u>Issue-based Drama</u> Explore issues within society Explore morals, values and opinions Embedding drama techniques Exploring intention	<u>Comedy</u> Genres of Comedy: Physical Comedy Stereotypes Absurd Comedy Satire Comedic timing and pace Devising	<u>Devising from Scripts (Theme of Family)</u> Develop literacy skills Interpretation Character background and motivation Explore theme of family Embedding Drama techniques	<u>Marvel/DC Genre</u> Physical theatre Non-naturalistic Vs naturalistic Story telling Structure Identify key elements and explore genre
9	Optional 1 double period per week	<u>Crime</u> Focus on Edgar Allen Poe's 'Tell-Tale Heart.' Embedding drama techniques Interpretation Character development	<u>Scripts</u> Develop literary skills Explore social and historical context Explore themes through key extracts Characterisation	<u>Introduction to Practitioners</u> Stanislavski – Naturalism Artaud – Theatre of Cruelty Brecht – Epic Theatre	<u>Response to Stimuli</u> GCSE Preparation Devising Exploring intention and purpose Interpretation	<u>Theatre in Education</u> Exploration of issues from various viewpoints Exploring and creating educational objectives for younger year groups	<u>DNA</u> Playwright intentions Social and historical context Characterisation Exploration of key extracts

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10	Optional 3 periods per week (1 double, 1 single) (GCSE – OCR J316)	Introduction to GCSE Drama through a variety of practical workshops. Practical and theoretical exploration of set text. (Blood Brothers – Act 1)	Practical and theoretical exploration of Set Text. (Blood Brothers – act 2) Evaluating and analysing live theatre	Component 01/02: Devising and Portfolio Students will explore and develop understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work.		Internal assessment of component 01/02 (start of Term 5) Exploration of potential plays for component 03; exploring playwright intentions and the social and historical context. Revisiting Blood Brothers and live theatre.	
11	Optional 3 periods per week (1 double, 1 single) (GCSE – OCR J316)	Component 03: Presenting and Performing Exploration and development of 2 chosen extracts for a visiting examiner. Understanding the writer's intention, creating vision and communicating meaning through acting skills. Component 04 mock prep: Blood Brothers and Live theatre		External Examiner due for Component 03: Pap Preparation for Component 04: Written Paper. Revisiting the set text and live theatre, using previously developed skills and knowledge.			