Drama Learning Journey

PSHE
Cultural Capital
Knowledge
Subject Specific Skills
Underlined = Deeper development of earlier skills / knowledge

A-Level Drama & Theatre

Component 3 – Text in Performance

Seeing how politics and society can be used to influence approaches to theatre. Use Live Theatre to influence your ideas.

Period
Evaluation
Actor
Designer
Contemporary

Playwright intentions, deconstructing text, social & historical context

Resilience
Confidence
Study Skills
Goals

Component 2 – Text in Action

Use Live Theatre experiences to respond and create theatre with a strong impact on your audience. Understand how practitioners develop theatre.

Stimulus
Evaluate
Develop
Exploration
Perform

Resilience
Confidence
Sensitivity

How plays are constructed to create meaning.

Component 1 – Theatre Workshop

How to apply the techniques of a practitioner.
Be able to reflect and evaluate on the theatre making process.

Interpretation
Develop
Style
Perform
Refine

Question: Is it important to stay true to a playwright's intention?

GCSE

Component 3 – Interpreting Theatre

Exam technique, timings, essay structure.

Component 2 – Performing from a text

How to connect with a character & audience.

Exploration
Style
Interpretation
Refine
Perform

Resilience
Confidence

Experience an examiner visit

Question: How can we use symbolism in performance?

Year 11 GCSE

Component 3 – Interpreting Theatre

Interpretation
Interaction
Atmosphere
Design
Response

Live Theatre Visits

Style, Genre, Structure & Form

Component 1 – Devising Theatre

Open your minds to dynamic/unique theatre styles and genres..

Collate all elements of theatre for performance.

Stimulus
Develop
Refine
Perform
Evaluate

Sensitivity
Respect
Empathy

Question: What type theatre is more powerful, naturalistic or non-naturalistic?

Question: Who's style is it anyway? How do you apply techniques to clearly show a practitioner Or genre?

Year 10 GCSE

Unit 1 – Blood Brothers

Characterisation
Accent
Body Language
Interpretation
End-On

Understand Class divides in society.

Genre & Style

Unit 2 – Sound / Curious Incident of the Dog in the Night-Time

Set Design
Lighting Design
Sound Design
Page to Stage
Production Approach

Understanding theatre beyond performance.

Designer Approach

Unit 3 – Bounds / Direct Address

Improvisation
Multi-Role
Direct Address
Vocal Skills
Props

Performance style & genre

Unit 4 – Devising Practitioners

Stimulus
Practitioner
Genre
Developing
Refining

Sensitivity
Respect
Empathy

Collate all elements of theatre for performance.

Question: How important is performance to cultural identity?

Year 9 GCSE

Unit 5 – Blackout

Stylised Script
Social Drama
Prose Text

Genre, Structure, Form

Question: What makes good theatre?

Unit 4 – Melodrama

Exaggeration
Stock Characters
Narration
Devising
Comedy
Ensemble

Unit 3 – Stylised / Synchronised / Slow Motion / Cannon

Cannon
Sychronised
Slow Motion
Frantic Assembly
Stage Types

Performance style
Movement

Unit 2 – Absurdism / Verbatim

To take risks
Push comfort zones
Explore new types of theatre

Real life
Events
Influence
theatre

Verbatim
Improvisation
Sound
Lighting
Staging

Genre & Style

Creating comedy.

Year 8

Unit 4 – Comedy

Take on a DIRECTOR role - be a leader!

Mime
Exaggeration
Narration
Repetition
Thrust Stage

Creating Comedy
Performance Focus

Trust

Love of learning
Confidence Curiosity

Theatre making influences

Production Elements
Musical Theatre

Teamwork
Performance Confidence

Unit 3 – Musicals

Choreography
Ensemble
Accent
Characterisation
Proscenium Arch

Unit 1 – Teachers / Accents

Direct Address

Multi-Role
Direct Address
Props
Vocal Skills
Thrust

Question: Where did comedy originate? Where can you see these influences in modern performers?

Question: Should drama educate or entertain?

Year 7

Unit 3 – Modern Theatre

Multi-Role
Breaking 4th Wall
Set Design
Script
Underscoring

Building knowledge of British Playwrights

Rehearsing and Refining, Performing without script

Question: What is the triple threat in theatre?

Unit 2 – Pantomime

Direct Address
Exaggeration
Stock Characters
Characterisation
End-On Staging

Question: How do professional actors make panto's so entertaining?

Theatre Visit to a professional Panto

Engaging Audience
Creating Comedy

Students respect each others' decision making/ ideas

Unit 1 – Darkwood Manor

Movement Skills
Still Image
Voice Skills

Freeze Frame
Physical Theatre
Vocal Skills
Thought Tracking
In-the Round Stage

Question: How can we use the basic skills of Drama to create a spooky atmosphere

Welcome to Drama

Performing
Building Atmosphere

Building relationships / teamwork