

Drama Curriculum Offer – 2017/18

Drama at Moreton is delivered to all students in Year 7 and 8. Year 9 students can opt to study it to prepare for GCSE Drama if they wish. Drama sits within the successful Creative Arts faculty and in KS3 students study it for the equivalent of one hour per week.

| Key Stage 3 | |
|--------------------|--|
| Year 7 | <p><u>Hogwarts Magic and Narnia Wonderland – An Introduction to Drama</u></p> <p>In this scheme of work, students will develop core drama skills such as teamwork, co-operation and concentration to allow them to become effective learners in drama. Whilst developing core performance skills, students will explore the world of Harry Potter through drama, experimenting with a variety of dramatic conventions.</p> <p>The performance skills that students will learn in year 7 are:</p> <ul style="list-style-type: none"> • Still Images • Thought-Tracking • Hot-Seating • Mime (with different influences such as ‘configuration’ and ‘white’ mime) • Improvisation • Performing Scripts |
| Year 8 | <p><u>Theatre Around the World</u></p> <p>In this scheme of work, students will learn about different types of performance and where they originated from. They will explore, through drama, elements of Greek and Italian theatre.</p> <p>The performance skills that students will learn in year 8 are:</p> <ul style="list-style-type: none"> • Use of the body in performance (looking at exaggeration, clowning and physical comedy) • Staging • Proxemics • Storytelling Theatre (including narration, tableaux and chorus work) <p>The performance skills that students will learn in year 8 are:</p> <ul style="list-style-type: none"> • Devising • Commedia dell’ Arte • Masked Performance • Pantomime |
| Year 9 | <p><u>Preparing for GCSE</u></p> <p>In this scheme of work, students will develop their knowledge and understanding of key drama performance and production skills. They will be given a bank of stimuli which they will use to create a series of devised performances that demonstrate their ability to perform in different styles such as naturalistic and non-naturalistic acting styles as well as in a variety of staging types.</p> <p>The focus of this optional year 9 subject is to prepare students for the rigours of GCSE drama should they choose to study it in year 10.</p> <p>The performance skills that students will learn in year 9 are:</p> <ul style="list-style-type: none"> • Physical theatre • Monologue • Duologue |

| | |
|-------------------------------------|--|
| | <ul style="list-style-type: none"> • Naturalistic Acting (Stanislavski) • Non-Naturalistic Acting (Brecht and Frantic Assembly) |
| <p>GCSE (Year 10 and 11)</p> | <p><u>Pearson GCSE Drama</u></p> <p>For GCSE, we currently study Person’s GCSE Drama qualification. For more information about this and to view the full specification, please click on the link below.</p> <p><u>Drama GCSE Specification</u></p> <p>The aims and objectives of the new GCSE Drama qualification are to enable students to:</p> <ul style="list-style-type: none"> • apply knowledge and understanding when making, performing and responding to drama • explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • develop a range of theatrical skills and apply them to create performances • work collaboratively to generate, develop and communicate ideas • develop as creative, effective, independent and reflective students able to make informed choices in process and performance • contribute as an individual to a theatrical performance • reflect on and evaluate their own work and that of others • develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice • adopt safe working practices. <p>The core skills developed in the new GCSE Drama qualification are:</p> <ul style="list-style-type: none"> • the ability to recognise and understand the roles and responsibilities of performer, designer and director • the study and exploration of texts and extracts must include the relevant social, historical and cultural contexts • the ability to analyse and evaluate their own work and the work of others • the ability to understand how performance texts can be interpreted and performed. |
| <p>Post 16</p> | <p><u>Pearson’s GCE Drama and Theatre Studies</u></p> <p>For A Level, students who gain the required GCSE grades can choose A Level Drama as an option. In year 12, we currently study Pearson’s qualification in Drama and Theatre Studies. For more information about this and to view the full specification, please click on the link below.</p> <p><u>GCE Drama and Theatre Studies Specification</u></p> <p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre • understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre • develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre • understand the practices used in 21st-century theatre making • experience a range of opportunities to create theatre, both published text-based and devised work • participate as a theatre maker and as an audience member in live theatre • understand and experience the collaborative relationship between various roles within theatre • develop and demonstrate a range of theatre-making skills |

- develop the creativity and independence to become effective theatre makers
- adopt safe working practices as a theatre maker
- analyse and evaluate their own work and the work of others.

Core skills The core skills being developed in this qualification are:

- the ability to recognise and understand the interrelationship between performer, designer and director
- the understanding that texts and extracts studied may represent a range of social, historical and cultural contexts
- the ability to analyse and evaluate their work and the work of others
- the ability to understand how performance texts can be interpreted and performed.