

# Drama

**Subject Leader:** Ms R Gerrard – [rgerrard@taptonschoool.co.uk](mailto:rgerrard@taptonschoool.co.uk)

**Curriculum Intent:** To deliver a challenging, engaging, broad and accessible curriculum across all three key stages. Valuing the individual and achieving excellence. To provide a skills based spiral curriculum that builds on students' basic ability with a focus on skills, practitioners, a variety of theatrical genres and analytical skills. To create confident performers with a genuine understanding and passion for the subject; providing a strong foundation to study the subject beyond GCSE & A-level. If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

	Core Knowledge	Procedural Knowledge
	<p><b>Topics</b></p> <p>The application of skills to be an effective actor.</p> <p>The art of directing and designing for theatre.</p> <p>Being and informed member of an audience through analysis and evaluation.</p> <p><b>Unit titles:</b></p> <p>Stanislavski and Naturalism</p> <p>Splendid Productions &amp; Brecht</p> <p>Devising Theatre</p>	<p><b>Students will:</b></p> <p>Interpret character – facial expression, body language, voice etc. exploration of naturalism through the use of Stanislavski's actor training.</p> <p>Apply skills to create performance work e.g. use of physical theatre, atmosphere, set &amp; props, multi-role playing, use of gestus, devising, naturalism, Brechtian theatre, stylised, minimalism etc.</p> <p>Appreciate and understand theatre design.</p> <p>Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.</p> <p>Interpret plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts.</p> <p>Explore the structure of plays – plot/theme/form/style/genre/dialogue</p> <p>Explore the history of theatre through the study of Shakespeare, Stanislavski, Brecht.</p> <p>Explore Contemporary Theatre Companies – Splendid Productions, a variety of contemporary devising theatre companies.</p> <p>Understand theatre practice – devising, script writing, Brecht's Epic Theatre, Stanislavski's System etc.</p> <p>Understand theatre space – the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness</p> <p>Experience live theatre – an opportunity to attend a trip to the theatre and access to Drama Online to support the delivery of the units of work</p> <p>Analyse and evaluate theatre through written homework tasks and verbal responses in lessons.</p>
<b>Homework:</b>		

Students will have 2 pieces of homework per term: an evaluation homework task each term where they develop evaluation and analytical skills and identify areas of success in their rehearsal to create effective performance work and a creative homework task which will focus on the skills required of a designer realising their design for a production. These will be graded, and feedback given – DIRT time is structured into our lesson sequencing to develop writing and creative design skills.

The purpose of the homework in Drama is to:

1. Develop students' evaluative and analytical written skills in response to practical work completed in lessons.
2. To develop students' creative design skills by recognising the impact of design on creating meaning for an audience.
3. To use drama terminology correctly to explain their opinions and provide alternative ideas.
4. To learn and practice the style of writing required to be successful in Drama.

**Assessment:**

**Formative:**

Midway through the unit, students will be assessed on rehearsal & performance work and will receive teacher, self and peer feedback to target specific areas to develop.

**Summative:**

At the end of the unit of work students will have the opportunity to develop and refine performance skills from their formative assessment with a final term performance.

**Links to Personal Development:**

Careers in the theatre industry – including acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.

Personal & social development – including confidence building, communication skills, team working skills, leadership skills.

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**How is my knowledge developed further at GCSE?**

C1: Devising Theatre – working from a stimulus to create an original piece of theatre for performance. A portfolio and evaluation responding to the process and final performance will be submitted as part of the assessment. Students can specialise as either an actor or designer. 40% of qualification

C2: Performing from a Text – performance of an extract of text in groups to an external examiner. Students can specialise as either an actor or designer. 20% of the qualification.

C3: Interpreting Theatre – a written exam paper with questions on a set text and analysis and evaluation of live theatre performance seen as part of the course. 40% of the qualification.