

Programme of study 2021-2022 – Drama

Subject intent: ‘All the worlds a stage’ Shakespeare

The Drama curriculum at Royds Hall Community School is designed to provide students with a wide range of creative, explorative and performance opportunities, which build and develop personal skills such as teamwork, creative thinking, independent learning and critical thinking. These can be relied upon to succeed, not only in drama lessons but also beyond school life and in future employment. The Drama curriculum gives students the opportunity to devise and rehearse drama by developing physical and verbal expression to communicate meanings through a range of stimuli. In KS3 students will create an acting ‘toolkit’ of a range of different acting techniques such as mime, narration, flashbacks, split focus, direct address. These are revisited and reflected upon throughout the programme of study so that students can expand their knowledge on conventions and structures to create, perform and respond to drama in a range of different styles and contexts. As students’ progress into KS4, their understanding of the performance process and roles and responsibilities within the industry will enable them to produce their own unique work to a given theme. It is essential students experience professional performances and develop a critical view of different practitioners to influence their own ideas and enhance their own cultural and artistic understanding. Drama is an art form that not only explores the skill of acting but also create confident, articulate and creative individuals that will be able to communicate effectively and cooperatively in the next stage of their lives.

KS3 English National Curriculum: Pupils should be taught to: speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion: giving short speeches and presentations, expressing their own ideas and keeping to the point: participating in formal debates and structured discussions, summarising and/or building on what has been said, improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Knowledge Key

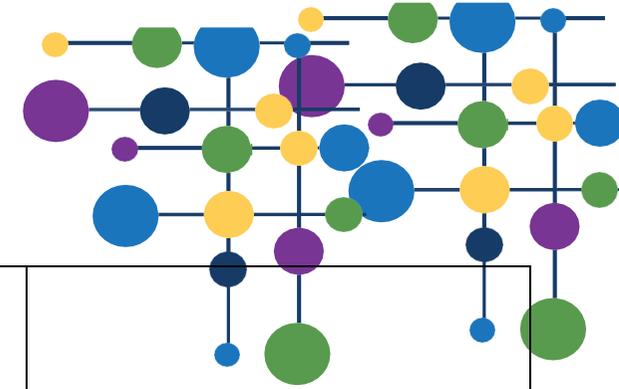
Personal Skills	Physical Skills	Vocal Skills	Scripted	Devised	Performance style	Key Features
Practitioners	Conventions	Professional Works	Improvisation			

2020-21 Plan

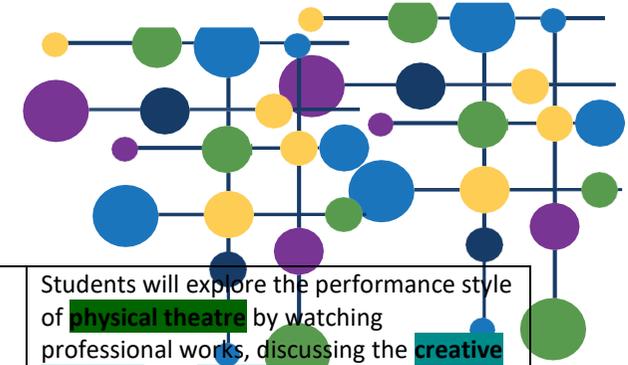
Year group	Half term 1 (3-4hr)	Half term 2 (3-4hr)	Half term 3 (3hr)	Half term 4 (2-3hr)	Half term 5 (3-4hr)	Half term 6 (3-4hr)
7	<p>Intro to Acting Skills/Base Line Assessment (3)</p> <p>Students will learn basic skills in Personal, Physical and Vocal skills creating a</p>	<p>Mime - Physical (4)</p> <p>Students will build on their understanding of physical skills by exploring a range of silent movies by watching examples of</p>	<p>Pantomime (5)</p> <p>Students will build on their understanding of vocal skills by exploring the theatre style of pantomime – oh yes they will!</p> <p>They will study a range of different professional works, discussing the creative intension and purpose of the</p>		<p>Script – How a play is put together</p> <p>The Terrible Fate of Humpty Dumpty (6)</p> <p>Students will apply the skills they have learnt so far in year 7 with physical skills and vocal skills by studying a scripted play.</p>	



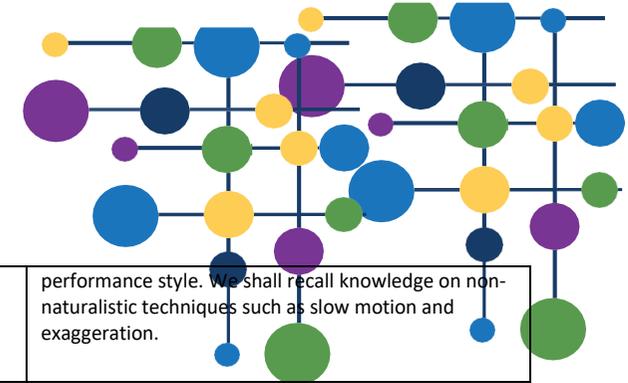
	<p>basic toolkit. They will demonstrate their knowledge and skill in these areas by applying them to a scripted and devised piece of drama to create an overall baseline assessment.</p>	<p>professional works and learning about where silent movies originated from and the skills used within them. They then will apply this to their own devised drama focusing on character, mimed objects, slapstick, movement to music and use of placards.</p>	<p>play. They will combine the use of voice and physicality to create stock characters and explore conventions within the style such as narration, exaggeration, and slapstick. They will rehearse extracts from a script and devise their own scenes to show their understanding of these skills within this style.</p>	<p>They will learn about the creative intention of the play and look at the main themes and issues within it. Knowledge and understanding on what an issue-based play is and the context of The Terrible Fate of Humpty Dumpty by Mark Wheeler will be explored (Prejudice and moral issues). Students should be able to make links with how a play can be performed in a naturalistic style using techniques from Stanislavski in order to create a believable performance. Students will grasp how a script is structured and used by an actor to perform a character from the play. Acting skills and conventions within this style shall be taught such as monologues, flash backs, stage directions, pause and character emotions. Students shall also be given the opportunity to develop their devising skills using part of the script as stimulus for creating their own role plays.</p>
<p>Assessment:</p>	<p>FORMATIVE</p> <ul style="list-style-type: none"> • Reflection log notes • Teacher observations of workshops and verbal feedback • End of Project Quiz <p>SUMMATIVE</p>	<p>FORMATIVE</p> <ul style="list-style-type: none"> • Reflection log notes • Teacher observations of workshops and verbal feedback • End of Project Quiz 	<p>FORMATIVE</p> <ul style="list-style-type: none"> • Reflection log notes • Teacher observations of workshops and verbal feedback • End of Project Quiz <p>SUMMATIVE</p> <ul style="list-style-type: none"> • Pantomime performance • Reflection log Assessment feedback 	<p>FORMATIVE</p> <ul style="list-style-type: none"> • Reflection log notes • Teacher observations of workshops and verbal feedback • End of Project Quiz <p>SUMMATIVE</p> <ul style="list-style-type: none"> • Script Extract performance • Reflection log Assessment feedback



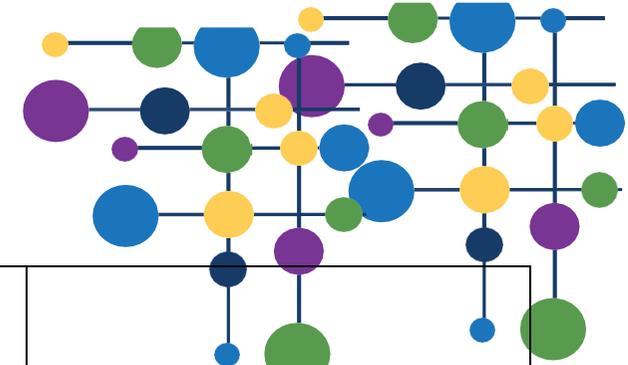
	<ul style="list-style-type: none"> • Script Extract performance • Reflection log • Assessment feedback 					
Why this? Why then?	Students experience at KS2 is going to be varied. Students need to understand the basic acting skills in personal, physical and vocal to enable them to apply these to all drama work they create. It will also give a baseline assessment to where students are at, as a starting point. This scheme has been adapted in light of COVID restrictions to be desk based and working in pairs when doing group work.	This unit goes into more depth and detail on the acting skill of physicality which was touch on in the intro unit. Exploring professional works and gaining knowledge on the history of silent movies adds context to their drama scenes and helps them evaluate the effectiveness of their own work by comparing skills. This scheme has been adapted in light of COVID restrictions to be desk based and working in pairs when doing group work.	This unit goes into more depth and detail on the acting skill of the voice which was touch on in the intro unit. By exploring professional works students will be introduced to the concept of a performance style and the creative intention and purpose of a given play. They will combine physical and vocal skills into their final performance and understand how to create a stock character, using key conventions and stylistic features in this performance style.	This will be the first script we have explored and students will be able to understand from the previous units studied, how to take on a role using vocal and physical techniques, what style the performance is in and what conventions to add. They will also be able to successfully take part in the rehearsal process in order to create a final performance of a scene. This will be a good comparison from the scripted piece they did in their baseline assessment.		
Year group	Half term 1 (3-4hr)	Half term 2 (3-4hr)	Half term 3 (3hr)	Half term 4 (2-3hr)	Half term 5 (3-4hr)	Half term 6 (3-4hr)
8	<p>Improvisation Skill Parents (4)</p> <p>Students will learn how to use improvisation to build a piece of drama. They will revisit personal skills explored in year 7 and create short devised scenes based on the stimulus around parents. They will be able to demonstrate sustained characters, extended dialogue and a range of emotions using improvisation skills such</p>	<p>Style One (3)</p> <p>Naturalism (War Horse)</p> <p>Students will explore the performance style of Naturalism by watching professional works, discussing the creative intention and purpose of the play, War Horse. They will explore skills within the style such as believable characters, use of pause, building tension and atmosphere. Links to the theatre practitioner STANISLAVSKI and method acting will be made, looking at the use of 'emotion memory' to build on</p>	<p>Style Two (3)</p> <p>Minimal Theatre (Teachers)</p> <p>Students will build on their character work by exploring stereotypical characters within the play Teachers. They will look at the Godber style which focuses on exaggeration, direct address, multi-role play and comedy. They will take on a character and perform this stereotype in a short script extract.</p>	<p>Style Three (6)</p> <p>Devised Drama (Discrimination) and Physical Theatre (Frantic Assembly)</p> <p>Students shall look at a range of ways drama can be created through devising techniques by exploring a range of different stimuli around discrimination and prejudices. Stephen Lawrence, George Floyd, Black Lives Matters, Noughts and Crosses, race and diversity shall be used to explore this theme using a range of images, songs, clips, news articles and script extracts.</p>		



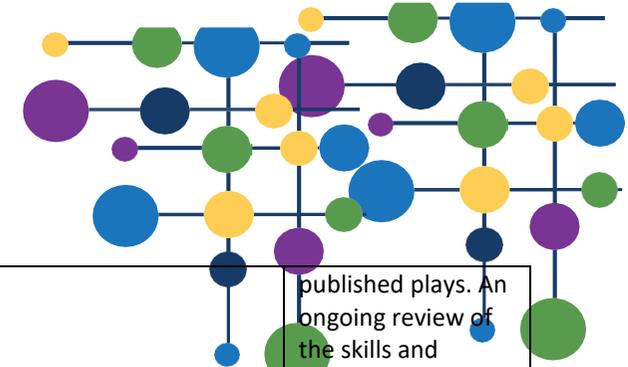
	<p>as spontaneous and planned, accepting and blocking and morphing scenes in order to devise drama.</p>	<p>students understanding of theatre practitioners. They will devise scenes and rehearse script extracts to show their understanding of these skills.</p>		<p>Students will explore the performance style of physical theatre by watching professional works, discussing the creative intension and purpose of the performance by Frantic Assembly. They will explore skills within the style such as movement, synchronisation, unison, balance, contact. They will rehearse devised chair duets to show their understanding of these skills and linking it to the theme of discrimination explored earlier in the project.</p>
Assessment:	<p>FORMATIVE</p> <ul style="list-style-type: none"> • Reflection log notes • Teacher observations of workshops and verbal feedback • End of Project Quiz 	<p>FORMATIVE</p> <ul style="list-style-type: none"> • Reflection log notes • Teacher observations of workshops and verbal feedback • End of Project Quiz <p>SUMMATIVE</p> <ul style="list-style-type: none"> • Final performance • Reflection log Assessment feedback 	<p>FORMATIVE</p> <ul style="list-style-type: none"> • Reflection log notes • Teacher observations of workshops and verbal feedback • End of Project Quiz <p>SUMMATIVE</p> <ul style="list-style-type: none"> • Final scripted performance • Reflection log Assessment feedback 	<p>FORMATIVE</p> <ul style="list-style-type: none"> • Reflection log notes • Teacher observations of workshops and verbal feedback • End of Project Quiz <p>SUMMATIVE</p> <ul style="list-style-type: none"> • Come and Go Performances • Reflection log Assessment feedback
Why this? Why then?	<p>Improvisation is a key acting skill to be a successful actor and students can easily apply acting skills such as physical and vocal skills to create interesting characters, dialogues and storylines. At the same time as learning a new skill student are recalling acting skills learnt in year 7 (personal, physical and</p>	<p>Students continue to explore different performance styles and look at the naturalistic features within the professional play War Horse. It will build their character work in creating sustained roles, with controlled emotion which are compelling to watch. We shall recall knowledge on naturalistic techniques such as believable characters, realistic set, prop and costumes,</p>	<p>Teachers and John Godber provides skills and knowledge in characterisation and builds on a deeper understanding of characterisation and use of exaggerated stereotypes in an environment and context the students are already familiar with.</p>	<p>Students shall explore devising techniques through the theme of discrimination through a range of different platforms focusing on the cultural capital of the students and current issues of the time such as race and Black Lives Matter. They will then use this theme to explore drama in a physical theatre performance style. Physical Theatre provides skills and knowledge in a deeper understanding of physicality and non-verbal communication (learnt in year 7) as a non-naturalistic</p>



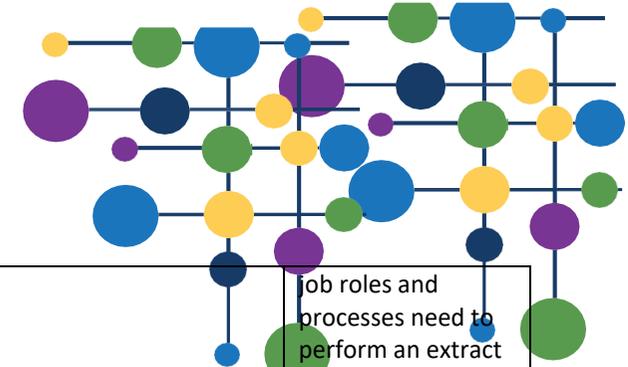
	vocal) and applying them to their improvised scenes.	as well as introducing theatre practitioner, Stanislavski and method acting.			performance style. We shall recall knowledge on non-naturalistic techniques such as slow motion and exaggeration.
Year group	Half term 1 (3-4hr)	Half term 2 (3-4hr)	Half term 3 (3hr)	Half term 4 (2-3hr)	Half term 5 (3-4hr) Half term 6 (3-4hr)
9	<p>Acting Tool Kit (4) Students will again a deep understanding of personal, physical and vocal skills in order to create a confident acting toolkit to then apply to characterisations, improvisation and role plays. This will build on their prior knowledge of skills learnt in year 7 and 8 but give more time and context to perfecting their knowledge and understanding of how to apply these skills successfully and more independently.</p>	<p>Performance Style (3) Musical Theatre (Bugsy) Students will explore the performance style of musical theatre by watching professional works, discussing the creative intension and purpose of the play Bugsy Malone. They will explore skills within the style such as song and dance, exaggerated characters, and slapstick. They will rehearse extracts from the script to show their understanding of these skills.</p>	<p>Performing a Script (DNA) (6) Students will be introduced to what Component 2 looks like. They will be given a mock assignment brief and study the context and purpose of a given play text. They will take part in teacher led workshops exploring the style, theme and conventions within it. They will then keep a rehearsal diary and evaluate their final performance for a given extract.</p>	<p>Devising from a stimulus (6) Students will be introduced to what Component 3 looks like. They will be given a mock assignment brief and learn how to create drama from a given stimulus. They will take part in teacher led workshops exploring different devising techniques and then create their own material to be performed to the target audience. They will keep a rehearsal diary and evaluate their final performance.</p>	
Assessment	<p>FORMATIVE</p> <ul style="list-style-type: none"> Reflection log notes Teacher observations of workshops and verbal feedback 	<p>FORMATIVE</p> <ul style="list-style-type: none"> Reflection log notes Teacher observations of workshops and verbal feedback <p>SUMMATIVE</p> <ul style="list-style-type: none"> Script Extract performance 	<p>FORMATIVE</p> <ul style="list-style-type: none"> Reflection log notes Teacher observations of workshops and verbal feedback End of project quiz <p>SUMMATIVE</p> <ul style="list-style-type: none"> Script Extract performance Reflection log Assessment feedback 	<p>FORMATIVE</p> <ul style="list-style-type: none"> Reflection log notes Teacher observations of workshops and verbal feedback <p>SUMMATIVE</p> <ul style="list-style-type: none"> Devised Scene performance Reflection log Assessment feedback 	



		<ul style="list-style-type: none"> Reflection log Assessment feedback 				
<p>Why this? Why then?</p>	<p>Recaps acting skills learnt in year 7&8 but in more detail to give students the acting tool kit they require to perform in different performance style and in scripted and devised scenes, providing more challenge and showing progression from what has been retained at KS3.</p>	<p>Musical Theatre provides skills and knowledge in a deeper understanding of the use of voice (learnt in year 7) by exploring accents and heightened emotions. We shall recall knowledge on slapstick and stereotypical characters of showgirls and gangsters. Building on the physical work learnt in year 7&8 through pantomime and minimal performance styles</p>	<p>Students will do a mini component 2 unit to understand the processes involved in what they need to complete when bringing a script 'from the page to the stage'. They will build on skills and deepen knowledge learnt in year 7 and 8 to apply to the creative process of working with a script in a given style which combines naturalistic and non-naturalistic elements within it in order to showcase a number of conventions (such as narration, music, song, flashback, monologues) which have been taught previously</p>	<p>Students will do a mini component 3 unit to understand the processes involved in what they need to complete when devising to a brief. They will build on skills and deepen knowledge learnt in year 7 and 8 to apply to the creative process of devising material to a given stimulus which will focus around past and present issues and events.</p>		
Year group	Half term 1 (17-18hr)	Half term 2 (17-18hr)	Half term 3 (15hr)	Half term 4 (12-13hr)	Half term 5 (17-18hr)	Half term 6 (17-18hr)
10	<p>Intro to the course A brief introduction to the Btech Acting course that goes through the course requirements and given students a taster of the 3 different componentsthey will be assessed on. Component one – Performance Styles, Component two – Performing Scripts, Component three – Performing to a Brief.</p>	<p>Component One – Process STYLE 1,2 and 3 In this component of the qualification students will develop their understanding of acting by examining the work of existing practitioners and the processes used to create performance. Students should experience a range of work and styles across the discipline of performing arts by viewing recorded and/or live work. This could include studying An Inspector Calls (naturalism), Blood Brothers (Brecht) and Hamilton (musical theatre). Component One - Presentation Report Using the research created on the three different performance styles, students create a presentation report demonstrating their knowledge and understanding on the creative process gone into creating page to stage and analysing similarities and differences between them.</p>				<p>Component Two - Performing a Script This component is designed to give students a practical overview of the skills, techniques and knowledge required for the discipline of acting. Students will develop and apply techniques to the rehearsal and performance process. They will develop technical, stylistic and interpretative skills in relation to</p>

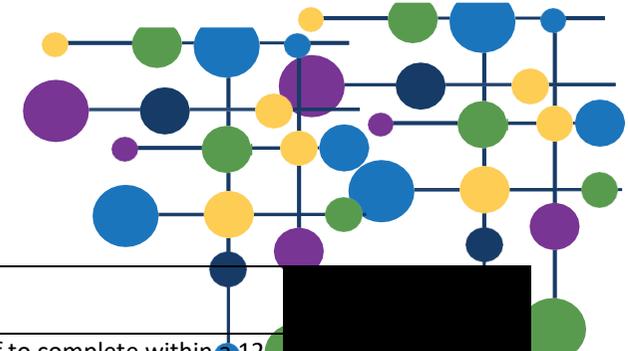


			published plays. An ongoing review of the skills and techniques gained in rehearsal and performance is essential for students to gain a deeper understanding of their abilities and progression opportunities.
Assessment	<ul style="list-style-type: none"> • Baseline assessment to help with first data drop predictions 	<ul style="list-style-type: none"> • LAA Research Log • LAB Practical Participation (Teacher Obs and Video Footage) • LAB Presentation Report 	<ul style="list-style-type: none"> • LAA Practical Participation (Teacher Obs and Video Footage) • LAC Milestone One Skill Audit, Milestone Two Workshop Write Ups
Why this? Why then?	This brief overview will give students the understanding of what the next two years will look like, it will give them a taster of the 3 components and creates an opportunity to assess where each student is at	This is the first assessed component of the Btec course. Students need to study three different plays in three different styles. This is a very theory based unit but we have spread it out over 2 terms so that practical exploration can take place to bring the theory to life in practical experiences. Students will then have a good understanding of which play they would like to take forward into component two or if they would like to study a new play. Students will be able to apply skills and knowledge they have been taught from the year 9 acting skills unit to help them add more depth and detail to their understanding and execution of performance work.	Student could choose to study one of the plays in component 1 or chose a new play to perform an extract of. They should be able to identify the style, context, creative intention,



Job roles and processes need to perform an extract from the play due to what they have learnt in component 1.

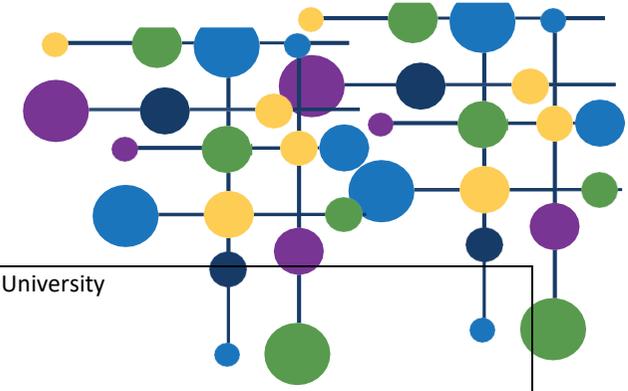
Year group	Half term 1 (14hr)	Half term 2 (14hr)	Half term 3 (12hr)	Half term 4 (10hr)	Half term 5 (14hrs)	Half term 6 (14hrs)
11	<p>Component Two - Performing a Script This component is designed to give students a practical overview of the skills, techniques and knowledge required for the discipline of acting. Students will develop and apply techniques to the rehearsal and performance process. They will develop technical, stylistic and interpretative skills in relation to published plays. An ongoing review of the skills and techniques gained in rehearsal and performance is essential for students to gain a deeper understanding of</p>	<p>Devising Skills This unit is to remind students of devising strategies studied at the end of year 9 in the Component 3 mock. It will give students the tools they need to create new work from a given stimulus to prepare them for their final assessed component which is released in January.</p>	<p>Component Three – Devising from a stimulus Students will participate in collaborative creative work, developing their ability to work as a part of group as well as individually contributing to the creation of a workshop performance. Evaluation activities through group discussion and feedback on performance work will aid the development of analysis and evaluative skills.</p>			



	their abilities and progression opportunities.		
Assessment	<ul style="list-style-type: none"> LAB Rehearsal and Final Performance (Teacher Obs and Video Footage) LAC Milestone Three Rehearsal Log and Four Evaluation of final performance 	<ul style="list-style-type: none"> Teacher observations 	Students will be provided with an assessment task brief to complete within a 12 week assessment period timetabled by Pearson. The assessment task brief will involve four activities, all to be conducted under supervised conditions and within recommended time frames. The maximum time allocated to the written components is three hours. It is suggested that students focus eight hours on practical exploration and rehearsal. The recommended timings are as follows: Activity 1: Ideas log (1 hour); Activity 2: Skills log (1 hour); Activity 3: Development of creative ideas and rehearsal, culminating in the workshop performance (8 hours); Activity 4: Evaluation report (1 hour). This is all externally marked.
Why this? Why then?	Time over the summer to learn lines and then a final rehearsal period to get ready for final assessment.	To recall skills and techniques in how to devise effectively from a given stimulus to prepare students of their Component 3 assessment which is released in January.	This component asks students to draw on the knowledge and skills they have developed throughout the course and apply them in response to a final assessment task brief. Pearson release the task brief in January 2020 and give a 12 week assessment time for the work to be created in. This completed the course for the BTEC Performing Arts qualification. They will also be able to demonstrate progress in their understanding and feedback targets from their year 9 mock in this component.

Wider Learning Opportunities

Enrichment	Trips	Outside agency links
Year 7&8 Drama Club	2019-20	LBT Theatre
KS4 Rehearsal time	The Wizard of Oz (Whole School)	Satellite Arts
Drama Club Leaders Training Programme	Trojan Horse (Year 10 and 11)	Honley High School
Shakespeare School Festival	Sleeping Beauty (Year 10)	Kirklees College
Christmas Concert Sketches	LBT Theatre Tour (Year 9)	New College



School Play	2020-21 TBC	Huddersfield University
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