

Programme of study 2022-2033 – 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.

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)
7	<p>Intro to Acting Skills Students will learn basic skills in Personal, Physical and Vocal skills creating a basic toolkit. They will demonstrate their knowledge and skill in</p>	<p>Mime Students will build on their understanding of physical skills by exploring a range of Silent movies by watching examples of professional works and learning about where silent movies originated from and the skills used within them. They</p>	<p>Physical Theatre Students will recap and develop their knowledge and skills developed in mime, NVC and slapstick and apply this to creating a piece of physical theatre. They will be encouraged to consider how they use their physical skills (body language, gestures, facial expressions) to communicate a</p>		<p>Script – Frankenstein The Play Adapted by Philip Pullman Students will apply the skills they have learnt so far in year 7 with physical skills and vocal skills by studying a scripted play. They will learn about the creative intention of the play and look at the main themes and issues within it.</p>

	these areas by applying them to a scripted and devised piece of drama to create an overall baseline assessment.	then will apply this to their own devised drama focusing on character, mimed objects, slapstick, movement to music and use of placards .	character . This is an essential skill required by an actor. Students will be introduced to practitioners and techniques that they have not explored before such as: <ul style="list-style-type: none"> • Jacques Lecoq - 7 levels of tension • Bertolt Brecht – Gestus • Forum Theatre This will give students the opportunity to be exposed to and explore a variety of theatre forms.	This scripted unit will be an opportunity to introduce students to how a script is created to help actors and directors interpret it. They will be introduced to a range of conventions and given the opportunity to explore the purpose, creative intention and key features of the play through a range of different scripted and devised tasks .
Assessment:	FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of Project Quiz SUMMATIVE Script Extract performance Reflection log Assessment feedback	FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of Project Quiz	FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of Project Quiz SUMMATIVE Pantomime performance Reflection log Assessment feedback	FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of Project Quiz SUMMATIVE 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 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 topic builds on the physical skills that students have developed during Term 1 and encourages students to consider how they use their physical skills (body language, gestures, facial expressions) to communicate a character. This is an essential skill required by an actor. During this unit, students must work together to create a short piece of physical theatre. This will require students to communicate effectively with a variety of students in the class. This will positively impact their team work and communication skills and increase confidence in working with a range of people as part of a team.	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 successful 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>Creating Characters- Rachel's Story The scheme principally develops explorative strategies whilst addressing an issue that will be pertinent to the students at this stage in their lives. Students will develop the ability to interpret on stage action and analyse subtext on more depth.</p> <p>Students will be encouraged to develop well-rounded characters and have these character encounter each other in sustained role-plays.</p> <p>Students will apply a range of skills to creating their own short scenes to be performed to an audience.</p>	<p>Naturalistic and Non-Naturalistic Techniques Students will be introduced to theatre practitioners Stanislavski and Brecht. These are two of the most influential practitioners on modern theatre. They will explore skills used by both practitioners. Stanislavski's techniques of naturalism are key to supporting students in creating and developing a character different from themselves. This is a fundamental skill required in drama. Students will be introduced to Brecht as a practitioner that disagreed with Stanislavski and his methods. This will broaden students' knowledge of performance styles and encourage them to challenge and critique naturalism.</p>	<p>Slapstick – Peter Pan Goes Wrong Students will learn to watch and respond to live theatre (Peter Pan Goes Wrong by Mischief Theatre) and use this play to explore the technique of 'Slapstick'. Students will learn to devise their own short scene using 'Slapstick', inspired by 'Peter Pan Goes Wrong'. Students will be able to explain what interrupted dialogue is and use this technique in their own short scenes to perform to an audience. Students will be able to apply slapstick techniques to their own short scenes to be performed to an audience.</p>	<p>Assessment:</p> <p>FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of Project Quiz</p> <p>SUMMATIVE Final performance Reflection log Assessment feedback</p>	<p>FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of Project Quiz</p> <p>SUMMATIVE Come and Go Performances Reflection log Assessment feedback</p>	

<p>Why this? Why then?</p>	<p>Students will also be introduced to skills that they have only explored briefly, such as proxemics (blocking), improvisation and multi-role. Introducing these skills at the beginning of Year 8 will enable students to access later units of work in KS3 and KS4 as they will be expected to apply these skills in later units.</p> <p>At the same time as learning new skills, students are recalling acting skills used to create a character learnt in year 7 and applying them to their improvised scenes.</p>	<p>Students are introduced to two of the most influential practitioners of all time, Stanislavski and Brecht. Students will use techniques of these practitioners throughout the rest of Key Stage 3 and throughout the BTEC Technical Award in Performing Arts.</p> <p>Students need to have an awareness and understanding of naturalism as a basis for accessing other theatre styles. Stanislavski was the most influential practitioner of this style and the techniques he invented will support students in creating their own work in this style. Learning techniques used by Brecht alongside this will allow students to compare the two practitioners and their styles of theatre.</p>	<p>To develop as a performer and/or designer, students need a broad understanding of performance work and influences. This will be the first opportunity students will have had to watch a live recording of a full professional production.</p> <p>This will show students the bigger picture of how the skills and techniques they have learned and developed in Year 8 can make their performances successful and entertaining for an audience.</p>
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Year group	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
9	<p>Scripts: The Exam by Andy Hamilton Students will explore contrasting characters from the play and use character development techniques to show their differences. Students will learn abstract forms of staging and be able to show this practically.</p>	<p>Exploring through Drama: Hillsborough Disaster Students will learn basic devising techniques to create their own piece to be performed to an audience. Students will explore the Hillsborough disaster through Drama. Students will continue to develop their physical and vocal skills to create a character different from themselves.</p>	<p>Physical Theatre: Approaches to devising in the style of Frantic Assembly Students will explore the performance style of physical theatre by watching professional works, discussing the creative intension and purpose of the plays. Students will learn new techniques and practical starting points to help create devised performances in style of Frantic Assembly.</p>	<p>Performing a Script (Introduction to Component Two) 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</p>	<p>Devising from a stimulus (Introduction to Component Three) 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</p>	<p>Live Theatre Review (Introduction to Component One) Students will be introduced to what Component 1 looks like. This prepares students for the theory side of the BTEC course and will learn the writing style required to be successful in this component in Key Stage 4. Students will develop their understanding of the performing arts by examining practitioners' work and the processes</p>

		Students will learn to use their bodies and each other to create powerful stories/messages for their audience .	Students will explore a historic painting as a stimulus . They will learn to take a practical approach to creating drama.	performance for a given extract.	will keep a rehearsal diary and evaluate their final performance .	used to create a performance .
Assessment	<p>FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of Project Quiz</p> <p>SUMMATIVE Final performance Reflection log Assessment feedback</p>	<p>FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of Project Quiz</p> <p>SUMMATIVE Final performance Reflection log Assessment feedback</p>	<p>FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of Project Quiz</p> <p>SUMMATIVE Final performance Reflection log Assessment feedback</p>	<p>FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback End of project quiz</p> <p>SUMMATIVE Script Extract performance Reflection log Assessment feedback</p>	<p>FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback</p> <p>SUMMATIVE Devised Scene performance Reflection log Assessment feedback</p>	<p>FORMATIVE Reflection log notes Teacher observations of workshops and verbal feedback Peer Assessments Responding to teacher feedback</p> <p>SUMMATIVE Performance/Presentation Reflection Log Assesment feedback</p>
Why this? Why then?	This unit of work explores relevant and relatable themes for Year 9 students. For example, relationships, mental health and exam pressure. Students are reintroduced to the basic physical, vocal and team work skills required in drama. This will enable them to access the other units completed in Year 9. This scheme will enhance students ability to perform contrasting characters	This unit of work explores a sensitive topic practically to allow students to emphasise with the subject matter. Students have had the opportunity in drama to improves and devise their own scenes throughout Year 7 and 8. However, this stimulus focuses on students empathising with real people. Students will be introduced to Verbatim theatre and the impact it can have using spoken words of real people within a performance.	The overall aim of this scheme of work is to explore a physical theatre style by introducing students to the work of Frantic Assembly, and to encourage learners to try out techniques and practical starting points to help them create short devised pieces. Students have previous experience responding to a stimulus by devising their own short scenes. However, this unit gives students the opportunity to tell a story using movement. They learn	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,	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.	Students will do a mini component 1 unit to understand the processes involved in creating a production. They will be introduced to a variety of job roles and what skills are required to be successful in them. This unit will introduce students to the theory side of the BTEC course and the writing style required.

	using character development strategies such as hot-seating and character profiles.		to take a practical 'on their feet' approach to the creation of work.	song, flashback, monologues) which have been taught previously.		
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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 BTEC Acting course that goes through the course requirements and given students a taster of the 3 different components they 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).</p> <p>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 published plays. An ongoing review of the skills and</p>

			techniques gained in rehearsal and performance is essential for students to gain a deeper understanding of their abilities and progression opportunities.
Assessment	Baseline assessment to help with first data drop predictions	LAA Research Log LAB Practical Participation (Teacher Obs and Video Footage) LAB Presentation Report	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 and address any misconceptions early on.	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	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
11	<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 Assessment preparation. 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>	<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>			
Assessment	Teacher Observations and peer feedback. Evaluation of final performance	Students will be provided with an example assessment brief to complete within a 12-week assessment period timetabled by Pearson. The assessment 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	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.			

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<p>Why this? Why then?</p>	<p>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.</p>	<p>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 brief. They will also be able to demonstrate progress in their understanding and feedback targets from their Year 9 mock in this component.</p>	<p>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.</p> <p>Pearson release the task brief in January 2023 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.</p>