Virtues
Cross Curricular Links
Knowledge
Subject Specific Skills

Drama Learning Journey

Underlined = Deeper development of earlier skills / knowledge

Progression to next stage of learning:
A Level Drama & Theatre
BTEC Performing Arts
Performing Arts Colleges

11 — Scripted Performance — Noughts and Crosses

Question: Is it important to stay true to a playwright's intention?
Component 2 - Understanding Drama – performing two extracts from the same text.

Attentiveness
Self control
Reflection
Confidence

Science
Breathing
Y8

Question: How can you explore the role of designer, actor, director for performance?
C3 study of text

Set & Staging
Costume
Lighting
Sound

Playwright intentions, deconstructing text, Mark Wheeller, Social & Historical context

Honesty
Kindness
Forgiveness

10 — Devising Drama — Devising Drama / portfolio / evaluation

Question: How can we devise a piece of original drama from stimuli?
Component 1 Study of Text

Proxemics
Staging
Narration
Mime
Lighting
Sound

Question: Whose style is it anyway?
Component 2 intro to devising – workshop practitioner's style

Courage
Curiosity
Respect
Play

9 — Practitioners — Crime and Gang Culture — DNA — Curious Incident

Question: What makes good theatre?
Students will explore a range of stimuli & use their knowledge of performance styles, genre & form to devise a piece of theatre
Component 2

Brecht, Stanislavski, Berkoff, Artaud, Frantic Assembly, Kneehigh

Direct Address
Narration, Multi Role

Question: What type theatre is more powerful, naturalistic or non-naturalistic? Explore a range of performance styles including Brecht, Artaud, Physical Theatre

Attentiveness
Self control
Reflection
Confidence

Question: Does an actor have to have experienced the same emotions as a character to give a believable performance

Science
Breathing
Y8

Reflection
Kindness
Hope

Confidence,
Play
Sense of humour

PSHE
Mental Health Y8

History - Weimar & Nazi Germany

8 — Greek Theatre — Romeo and Juliet — Blood Brothers — Physical Theatre

Question: How did it all begin? Greek Theatre – To explore the beginnings of theatre, including the amphitheatres, Greek mythology and features of Greek performance

Narration, Flashback, Mime, Crosscutting

Reflection
Deliberation
Respect

Ensemble
Choral Movement
Performance Styles

Determination
Compassion
Integrity
Trust

Y7 Narration, Flashback, Cross-cutting, Monologues

Characterisation
Vocal Skills
Physical Skills

Iambic
Pentameter
Genre

English – Greek Heroes

Art - Composition Artists Y9

Question: What's in a name?
Exploring plot, character, language & structure of a tragedy

Solidarity
Compassion
Love
Forgiveness

Trust
Bravery
Prudence
Determination

Question: Is our own future success decided at birth?
Scripted performance
Learners develop their knowledge of social class and morality and explore the text Blood Brothers.

Staging

Accent, protagonist

History – 20th Century Britain

English –
Romeo & Juliet Y10
English - Intro to Shakespeare Y7
English – Macbeth Y9

7 — Cultural Drama — Midsummer Night's Dream — Playmaking — Horror And Thriller — Oliver — The Victorians — The Chair / Island

Question: How can we use symbolism & metaphors in performance?
Developing ensemble skills to
Create abstract drama

Iambic Pentameter
Text exploration

Music
Playmaking Y7

Question: Is Shakespeare relevant to today's society?
MSND – learners will explore plot, character, language, structure

Love of learning
Sense of humour
Play
Confidence

Narration, Flashback
Crosscutting, Tableau

Devising drama
Stimuli

Question: Should drama help to retell the past?
Using historical facts to develop empathy, leading to a performance using the conventions to show the journey and life of an Evacuee

Question: How important is performance to cultural identity? Bollywood – Introduction

Motif, Performance Style
Science – Muscles & Bones

Question: What are the stages in putting on a play?
Learners explore extracts from the school production and understand the performing arts industry roles.

Question: Should watching drama be unnerving?
Exploring the Artaud genre, Macbeth/Sweeney Todd and Shadows as stimuli for devising.

Tableau, TT,
Narration,
Flashback

Narration

- Drama conventions
- Ensemble performance

Documentary Drama

Improvisation
Scripted performance

Question: Does good drama need a linear structure?
Drama Conventions - using Oliver Twist by Dickens learners will explore themes of poverty and social class using a range of drama conventions.

PSHE – Prejudice
RE – Belonging
History – Victorian era
English literature

Script
Sub-text
Monologue

Solidarity
Compassion
Respect
Kindness
Patience
Forgiveness

Freeze frames

Character, role-play, thought-tracking

Question: What's more important dialogue or action?
The Chair – learners created a mimed/role-play scenario from a chair stimuli.

Confidence, resilience