

Curriculum overview: Drama

Why do we study Drama at The Earls High School?

- Teaches and explores skills that employers are looking for: independence, problem solving, teamwork, creative thinking, presentation and communication skills, organisational skills = SUCCESSFUL CITIZENS
- The ethos of the department is one of tolerance and mutual respect, everyone is valued for their contribution
- Exposing students to issues and the world around them

What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?

- In theory, nothing, however we would expect students to be able to:
- Communicate with each other appropriately and sensitively
- Co-operate in a group
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What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?

- Ability to work as part of a team
- Polished performance skills
- How to rehearse effectively
- Knowledge of play scripts
- How to turn a script into a polished performance
- Analytical and evaluate skills
- How to use a stimulus to create a performance
- How to meet deadlines

VISUAL GUIDE TO DRAMA LEARNING AT THE EARLS

Year 7 Curriculum Map: Drama

UNIT 1	UNIT 2
<p>Unit 1: 'Introduction to Drama/ Devising'</p> <p>To learn about: Teaching students basic Drama skills and stagecraft through devising in order to prepare them for a baseline assessment, which will generate their target grade.</p> <p>Main home learning tasks: <i>Practical Task:</i> To rehearse performance (assessment) in groups.</p> <p>Key assessment: Groups will be given a stimuli and will be required to create a performance using this as their starting point. They will be expected to work collaboratively during rehearsals and performance work.</p> <p>Assessment conditions: Group rehearsals and performance; individually assessed.</p>	<p>Unit 2: 'Ernie's Incredible Illucinations'</p> <p>To learn about: Pupils learn about characterisation through the study of Alan Ayckbourn's 'Ernie's Incredible Illucinations'. Pupils explore the process of bringing a script from page to stage.</p> <p>Main home learning tasks: <i>Practical Task:</i> To rehearse performance (assessment) in groups. <i>Reading Task:</i> To learn lines for assessment performance.</p> <p>Key assessment: Groups perform an extract of the script focusing on characterisation.</p> <p>Assessment conditions: Group rehearsals and performance; individually assessed.</p>

Year 8 Curriculum Map: Drama

UNIT 1	UNIT 2
<p>Unit 1: 'Silent Movies'</p> <p>To learn about: Pupils learn about silent comedy through performance—studying the iconic Charlie Chaplin.</p> <p>Main home learning tasks <i>Practical Task:</i> To rehearse performance (assessment) in groups. <i>Writing Task:</i> Charlie Chaplin research task.</p> <p>Key assessment: Pupils to create their own silent comedy including; caption, slapstick comedy, music and mime.</p> <p>Assessment conditions: Group rehearsals and performance; individually assessed.</p>	<p>Unit 2: 'James and the Giant Peach'</p> <p>To learn about: Pupils learn about physical characterisation through study of Roald Dahl's 'James and the Giant Peach' (adapted by Michael Wood). Pupils explore the process of bringing a script from page to stage.</p> <p>Main home learning tasks: <i>Practical Task:</i> To rehearse performance (assessment) in groups. <i>Reading Task:</i> To learn lines for assessment performance. <i>Written Task:</i> Revision in preparation for test.</p> <p>Key assessment: Groups perform an extract of the script focusing on characterisation. Written test based on knowledge of play script.</p> <p>Assessment conditions: Group rehearsals and performance; individually assessed.</p>

Year 9 Curriculum Map: Drama

UNIT 1	UNIT 2
<p>Unit 1: 'Blood Brothers'</p> <p>To learn about: Pupils learn about characterisation, plot, themes and style through the study of Willy Russell's 'Blood Brothers'. Pupils explore the process of bringing a script from page to stage.</p> <p>Main home learning tasks: <i>Practical Task:</i> To rehearse performance (assessment) in groups. <i>Writing Task:</i> Complete Blood Brothers mood board. Design a costume for a key character. <i>Reading Task:</i> Line learning and revision for written test.</p> <p>Key assessment: Groups to perform a scripted scene from the play. Written test based on knowledge of play script.</p> <p>Assessment conditions: Group rehearsals and performance; individually assessed.</p>	<p>Unit 2: 'Devising Using a Stimulus'</p> <p>To learn about: Continuing to develop students' knowledge of devising, focusing on style, genre and characterisation.</p> <p>Main home learning tasks <i>Practical Task:</i> To rehearse performance (assessment) in groups.</p> <p>Key assessment: Choosing a key idea in response to a stimulus, pupils will work together to devise a performance based on that key idea.</p> <p>Assessment conditions: Group rehearsals and performance; individually assessed.</p>