



AIM AND PURPOSE

At TTA, our Drama curriculum develops skills that will allow individuals to live the experience of theatre and engage with drama in a meaningful way to inspire a lifelong love of the theatre arts. We have a holistic view of the subject, developing personal skills alongside the skills of theatre production and performance.

HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

Throughout their study of Drama at TTA, students will be exposed to numerous theatre styles and techniques from the viewpoint of designers, directors and actors. They will have opportunities to develop their skills in all three disciplines. Students will create original theatre and will explore the work of others through plays and live theatre. They will evaluate by discussing performances and then completing a written review.

Ultimately, we want the students to engage in the subject so that they develop their individual skills, such as speaking, listening and teamwork. Skills and competencies are improved upon throughout the seven-year course. An example of this would be going from teacher led group work in Year 7 to independent rehearsal in KS4&5 ensuring students have the ability to manage their time and grow as actors, designers and directors.





OVERVIEW

Year 7 will develop confidence skills and become part of an ensemble drama group; coming together in a supportive way to create performances. These performances will be created from either a script or students will devise their own performances from a stimulus and research. Students will learn how to structure performances and create credible characters and plots. Students learn how to write meaningful evaluations.

Term	Focus	Assessment
Aut 1	<p>The Terrible Fate of Humpty Dumpty</p> <ul style="list-style-type: none"> Build confidence and team-work skills Introduce the drama techniques of still image and thought-tracking Students research ideas, develop ideas and perform in front of an audience Students explore issues relating to bullying 	Teacher assessment of performance.
Aut 2	<p>The Terrible Fate of Humpty Dumpty</p> <ul style="list-style-type: none"> Understand how to communicate the status of characters Be able to use an end-on stage space & use blocking Student will be able to answer questions about status, issues within a play and staging 	Performance assessment. Preparation for Written exam.
Spr 1	<p>The Terrible Fate of Humpty Dumpty</p> <ul style="list-style-type: none"> Be able to plan revision for a written assessment <p>Silent Film</p> <ul style="list-style-type: none"> Be able to understand the rules of mime Understand the history of silent film and pioneers such as Charlie Chaplin 	Written exam paper Teacher assessment
Spr 2	<p>Silent Film</p> <ul style="list-style-type: none"> Students will write and create their own silent film They will learn to use the space and proxemics to show relationships between the characters To learn the features of silent film such as placards 	Teacher assessment of devised performance.
Sum 1	<p>Ernie's incredible illusions</p> <ul style="list-style-type: none"> To explore different physical theatre practitioners such as Frantic Assembly Students will learn how to use their body as a prop Students will extend their understanding of non-verbal communication 	Teacher assessment of performance.
Sum 2	<p>Ernie's incredible illusions</p> <ul style="list-style-type: none"> To learn how to interpret a script on stage using physical theatre techniques. <p>Live theatre review</p> <ul style="list-style-type: none"> All students will have access to a piece of live theatre Students will learn how to critically analyse a live production 	Performance assessment. Written Evaluation

Home Learning:

- Research of a wide variety of issues. Written Evaluations. Practicing techniques, lines and skills.

Useful resources:

- BBC Bite size
- National theatre web site



OVERVIEW

Year 8 are introduced to different styles and genres of plays. Students will develop confidence skills and work together to create performances. Students will develop performances from script and devise their own plays from stimuli and independent research. Students will develop techniques that support them when creating three-dimensional characters. They will develop an understanding of how to evaluate their own rehearsals and performances.

Term	Focus	Assessment
Aut 1	Private Peaceful <ul style="list-style-type: none">Understand the genre of the playPerform two sections of the playStudents will develop characterisation using the Stanislavski methodDecide how to stage the two extracts	Teacher assessment Performance
Aut 2	Private Peaceful <ul style="list-style-type: none">Students will learn how to use lighting and sound to create tension in a sceneStudents will be introduced to revision techniquesPreparation for the written exam	Teacher assessment Performance
Spr 1	Private Peaceful <ul style="list-style-type: none">Preparation for the written exam World Theatre <ul style="list-style-type: none">Students will be introduced to different styles of theatre from around the globe	Written assessment Teacher assessment
Spr 2	World theatre <ul style="list-style-type: none">Students will explore conventions of Greek theatre, Commedia, West African theatre and PantomimeStudents will use their knowledge to devise a short scene in a style they have explored in this unit	Teacher assessment Performance
Sum 1	Same <ul style="list-style-type: none">Students will be introduced to a modern piece of theatreStudents will learn the social, cultural, and historical content of the playStudents will develop a more complex character through the use of techniques such as emotion memory	Teacher assessment Performance
Sum 2	Same <ul style="list-style-type: none">Students will recap Stanislavski's techniques in order to create a naturalistic performance Live theatre review <ul style="list-style-type: none">Students will learn how to critically analyse a live production	Written Exam

Home Learning:

Research of a wide variety of issues. Write evaluations. Practicing techniques and skills

Useful resources:

- BBC Bite size
- National Theatre web site



OVERVIEW

Year 9 are introduced to more sophisticated styles and genres. Students will continue to develop confidence skills. They work together to create performances from script and devise their own performances from a stimuli and independent research. Students will develop techniques that allow them to record ideas, develop analysis and evaluation skills.

Term	Focus	Assessment
Aut 1	<p>Sing yer heart out for the lads</p> <ul style="list-style-type: none"> Understand the techniques and objectives of the theatre of Bertolt Brecht including placards and direct address. Create a performance in the genre of political theatre Read a set text and apply Brechtian techniques 	Teacher assessed performance and
Aut 2	<p>Sing yer heart out for the lads</p> <ul style="list-style-type: none"> Study a contemporary play Understand the social cultural and historical context of the play Performing a monologue and in a group Planning and staging of a scene from the play 	Teacher devising assessment. Teacher assessed performance.
Spr 1	<p>Sing yer heart out for the lads</p> <ul style="list-style-type: none"> Revision techniques Written exam <p>Devising and Semiotics</p> <ul style="list-style-type: none"> Explore semiotics in relation to audience impact. 	Witten assessment. Teacher devising assessment.
Spr 2	<p>Devising and Semiotics</p> <ul style="list-style-type: none"> Students will record the development of their devised performance Explore social, moral, cultural and historical values Devise a four-minute (minimum) performance based on a chosen stimulus 	Teacher assessed performance.
Sum 1	<p>Junk</p> <ul style="list-style-type: none"> Study the play text in relation to social, cultural and historical contexts Understand the key themes of the play and link them to a scene Recap Brechtian devices in order to focus on the messages of the play 	Teacher assessed performance.
Sum 2	<p>Junk</p> <ul style="list-style-type: none"> Students choose and perform one extract and a duologue <p>Live theatre review</p> <ul style="list-style-type: none"> Evaluate the use of symbolism in performances including semiotic devices such as lighting and sound. 	Written Exam

Home Learning:

Research of a wide variety of issues. Write evaluations. Practicing techniques and skills

Useful resources:

- BBC Bite size
- National Theatre web site



OVERVIEW

Students are introduced to the OCR GCSE Specification and the requirements. They will understand the concepts, skills and abilities needed to gain a good qualification in Drama.

Students will explore and understand how to use the language of the subject. They will create a portfolio of work showing the process of developing and evaluating ideas.

Students work as an ensemble group creating and reviewing their work and the work of others in a positive and constructive way.

Term	Focus	Assessment
Aut 1	Blood Brothers <ul style="list-style-type: none"> Explore issues and themes in Blood Brothers Use practical work to explore the play Explain how the decisions they make link to the intentions of the playwright 	Teachers assessed performance.
Aut 2	Devising Drama – from a stimulus <ul style="list-style-type: none"> Create a concept for a performance and use drama techniques to explore ideas Select and explore issues within a stimulus so that they can research these issues for Section 1 of their coursework Understand how to develop an artistic vision (aims and intentions) 	Portfolio and teachers assessed performance.
Spr 1	Blood Brothers <ul style="list-style-type: none"> Understand the characters and design elements Understand the plot and interpret Blood Brothers Devising <ul style="list-style-type: none"> Continuous development of performance and Section 2 coursework 	Portfolio, teacher assessed performance and written assessment
Spr 2	Devising Drama <ul style="list-style-type: none"> Rehearsal of a performance considering structure using a tension graph Be able to explain decisions according to their vision and the intended impact Final assessed performance at the end of term Evaluation of performance for Section 3 of their coursework 	Teacher assessed devised performance
Sum 1	Blood Brothers <ul style="list-style-type: none"> Identify the genres within Blood Brothers and explain why and how they communicate the playwright's intentions Identify how meaning is communicated within the Blood Brothers Select and use appropriate subject-specific terminology 	Teacher assessed performance
Sum 2	Live Theatre <ul style="list-style-type: none"> Discuss, analyse and evaluate how meaning is created and communicated through live theatre using their knowledge and understanding of drama Analyse and evaluate the acting, design and the characteristics of the performance they have watched 	Written Exam

Home Learning:

Research issues and use the research to create drama ideas. Evaluations . Practicing techniques and skills.

Useful resources:

- BBC Bite size
- The National Theatre website



OVERVIEW

Students continue with the OCR GCSE Specification and the requirements. They will understand the concepts, skills and abilities needed to gain a good qualification in Drama.

Students continue to work as an ensemble group creating and reviewing their work and the work of others in a positive and constructive way.

Students are now familiar with the language and have completed the portfolio. Students are prepared for the written paper using a combination of practical and theory.

Term	Focus	Assessment
Aut 1	Blood Brothers/Evaluation of Live Theatre <ul style="list-style-type: none"> Students interpret a playwright's intentions, perform and explain how their decisions link to the intentions of the playwright. Explore issues and themes in Blood Brothers/Live Theatre using role-on- wall and practice questions. 	Written assessment
Aut 2	Monologues/duologues and group performance using a play text <ul style="list-style-type: none"> Analyse and evaluate their own acting or design ideas considering structure and style/genre Explain decisions according to their vision and the intended impact on the audience 	Controlled conditions written assessment- Teacher assessed Performance
Spr 1	Monologues/duologues and group performance using a play text <ul style="list-style-type: none"> Select and use appropriate subject-specific terminology Discuss, analyse and evaluate how meaning is created and communicated by the actor when performing a scene 	4 Key questions and External Examiner assessed Performance
Spr 2	Blood Brothers/Evaluation of Live Theatre <ul style="list-style-type: none"> Identify the genres within 'Blood Brothers/Live Theatre' and explain why and how they communicate the playwright's intentions Identify how meaning is communicated by the actor/designer when performing the play 'Blood Brothers/Live Theatre' 	OCR written paper - 1 hour 30 Minutes
Sum 1	Blood Brothers/Evaluation of Live Theatre <ul style="list-style-type: none"> Identify the Key moments within Blood Brothers/Live Theatre and explain why and how they communicate the playwright's intentions Identify how meaning is communicated by the actor within plays 	OCR written paper - 1 hour 30 Minutes
Sum 2		

Home Learning:

Research issues and use the research to create drama ideas. Evaluations . Practicing techniques and skills.

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