

## Drama

Students will partake in one full term of drama in year 7, 8 and 9. 9 weeks

### Year 7 carousel

Introduction to Drama: This course will emphasise on looking back at these practical skills, as life skills for the future.

Pupils will learn to:

- Use warm-up games to promote collaboration amongst the group.
- Use key terminology eg. improvisation, audience, stage, backdrop, stage positioning, voice projection
- Develop their imagination and creative thinking to create a scene.
- Be inspired by specific practitioners in drama such as Augusto Boals (leading focus on challenging behaviours) and Bertolt Brecht (thinking outside of the box) to improve social skills.
- participate in improvisation games, using gesture and movement skills.
- Use a microphone and participate in karaoke/Stand-up to boost confidence.
- Understand the advantages of improvising conversations for later life.
- Improvise by using a given stimulus e.g a prop, scene, story or situation – learning to be adaptable
- Create a collaborative improvised performance.

Year 8  
carousel

Naturalistic Theatre: There will always be an emphasis on looking back at these practical skills as life skills for the future.

Pupils will learn to:

- Use warm-up games to promote collaboration amongst the group.
- Discuss their experiences in life and share opinions.
- Use key terminology eg meditation, mindfulness, method, realism, stage directions, expression, tone, emotions, empathy.
- To problem solve around challenging social situations.
- Understand mindful meditation.
- Be inspired by specific practitioners in drama such as Konstantin Stanislavski (developing well rounded characters) to improve social skills.
- Use body language and facial expressions.
- Use a microphone and participate in karaoke/Stand-up to boost confidence.
- Develop expression and tone when reading.
- Develop stage projection.
- Understand emotions and empathy.

- Use spacial awareness.
- Participate in a small performance.

<p>Year 9 carousel</p>	<p><u>Sensory Theatre:</u> There will always be an emphasis on looking back at these practical skills as life skills for the future. Pupils will learn to:</p> <ul style="list-style-type: none"> <li>● Use warm-up games to promote collaboration amongst the group.</li> <li>● Understand humility and concentration.</li> <li>● Discuss feelings, thoughts and strong opinions.</li> <li>● Use key terminology</li> <li>● Develop their own form of mindfulness</li> <li>● Be inspired by a specific practitioner Antonin Artuad (working around modifying communication for individuals) to improve social skills.</li> <li>● Understand body language and facial expressions.</li> <li>● Use a microphone and participate in karaoke/Stand-up to boost confidence.</li> <li>● Use expression, emotion and tone when reading.</li> <li>● Create a soundscape.</li> <li>● Discuss different forms of communication.</li> <li>● Use basic sign language.</li> <li>● About different careers in the performing arts.</li> <li>● Participate in a performance.</li> </ul>					
<p>Explore Level</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>	<p><u>Introduction and Section B</u></p> <ul style="list-style-type: none"> <li>● Students to Introduce themselves for their logbook giving details of their likes and dislikes</li> <li>● Section B best starting place for the course</li> <li>● asking what are the ARTS?</li> <li>● Study Performers and</li> </ul>	<p><u>Section A Inspire</u></p> <ul style="list-style-type: none"> <li>● Teacher to choose 2 different activities to introduce and warm up the students and build upon their skills and try new skills to use in section C</li> </ul>	<p><u>Section C Create</u></p> <ul style="list-style-type: none"> <li>● Students can choose from a variety of choices that interest them and to create an artistic response. For Performing Arts this can include performing, composing, film making, acting, dance ...</li> </ul>	<p><u>Section C Create</u></p> <ul style="list-style-type: none"> <li>● Continue to completion of the project.</li> </ul>	<p><u>Section D</u></p> <ul style="list-style-type: none"> <li>● Students music show their work and get feedback from their audience in the form of a concert/show.</li> </ul>	<p><u>Finish Logbooks</u></p> <p><b>Finalise for July Moderation</b></p>

	<p>practitioners Study local Arts Organisations finding</p>					
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	<p>out what is free or low cost to access</p>					
<p><b>Bronze Level</b></p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>	<p><b>Planning A Create</b> Students will be - Setting up their Logbook/Evidence file Choose a arts skill to improve on</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Photos and progress to be gathered and commented in logbook</p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>A Create continued...</b></p> <p><b>Start section B</b> Write/record a review of a recent performance/event Detail likes and dislikes and recommendations including Marks out of 5 stars</p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>A Create continued ...</b></p> <p><b>Start Section C</b> Write or record about the career of an artist that inspires you. Research their career and demonstrate your new knowledge and what you have learned about them.</p>	<p><b>A Create continued ...</b></p> <p><b>finish Section C and B</b> Update logbooks</p>	<p><b>Section A finalise</b></p> <ul style="list-style-type: none"> <li>● Practice for show</li> <li>● Record audio or video examples for log book</li> <li>● Perform for school</li> <li>● Visit Recording Studio or record in school for Celebration Show</li> </ul>	<p><b>Section D</b></p> <ul style="list-style-type: none"> <li>● Pass on a skill</li> <li>● Students to teach another student a new skill and communicate effectively having planned the lesson. ●</li> <li>● Students to reflect on the experience and get feedback from the learner.</li> </ul> <p><b>Finalise for July Moderation</b></p>

<p>Silver Unit 1 Year 1</p>	<p><b>Planning Section A</b></p> <ul style="list-style-type: none"> <li>Analyse own skills strength and weaknesses</li> <li>Choose a skill challenge they would like to achieve</li> <li>Plan steps to achieve this challenge</li> <li>Update Logbook</li> </ul>	<p><b>Doing Section B</b></p> <ul style="list-style-type: none"> <li>Do and document the progress</li> <li>Reflect on the experience</li> <li>Update Logbook</li> </ul>	<p><b>Section B ....Continued</b></p> <ul style="list-style-type: none"> <li>Continue planning and progressing on challenge project - developing independence skills</li> <li>Update Logbook</li> </ul>	<p><b>Continue Section B</b></p> <p><b>Review and Share prep Section C</b></p> <ul style="list-style-type: none"> <li>Write a review on an event/performance they have seen</li> <li>Share it with your group as a presentation, powerpoint, blogger, vlogger...</li> <li>Update Logbook with video or photographic evidence and comments</li> </ul>	<p><b>Section C</b></p> <ul style="list-style-type: none"> <li>Finish Review and Share Section C</li> </ul>	<p><b>Section D</b></p> <p>Careers and education in the arts.</p> <p><b>Finalise UNIT 1 for mid-course informal moderation with NTMEH</b></p>
<p>Silver Unit 2 Year 2</p>	<p><b>Section A</b></p> <p>identifying a leadership role and planning a leadership project</p>	<p><b>Section B</b></p> <p>planning the practical issues</p>	<p><b>Section C</b></p> <p>being an effective arts leader</p>	<p><b>Section D</b></p> <p>working effectively with others</p>	<p><b>Section E</b></p> <p>reviewing their project and the development of their leadership skills</p>	<p>Finalised and sent for moderation.</p>