

Drama

English and Drama Faculty

Vision

Our curriculum aims to ignite, inspire, and challenge, providing the fuel for students to better understand themselves and the world around them.

Context

Drama has been revived for Key Stage 3 and Key Stage 4 and is still being embedded in the curriculum. Not all of our students have experience of Drama before Grove, and our curriculum has been shaped to provide a grounding in the experience of Drama across a range of contexts. Additionally, students are given the chance to perform through extra-curricular clubs and performances.

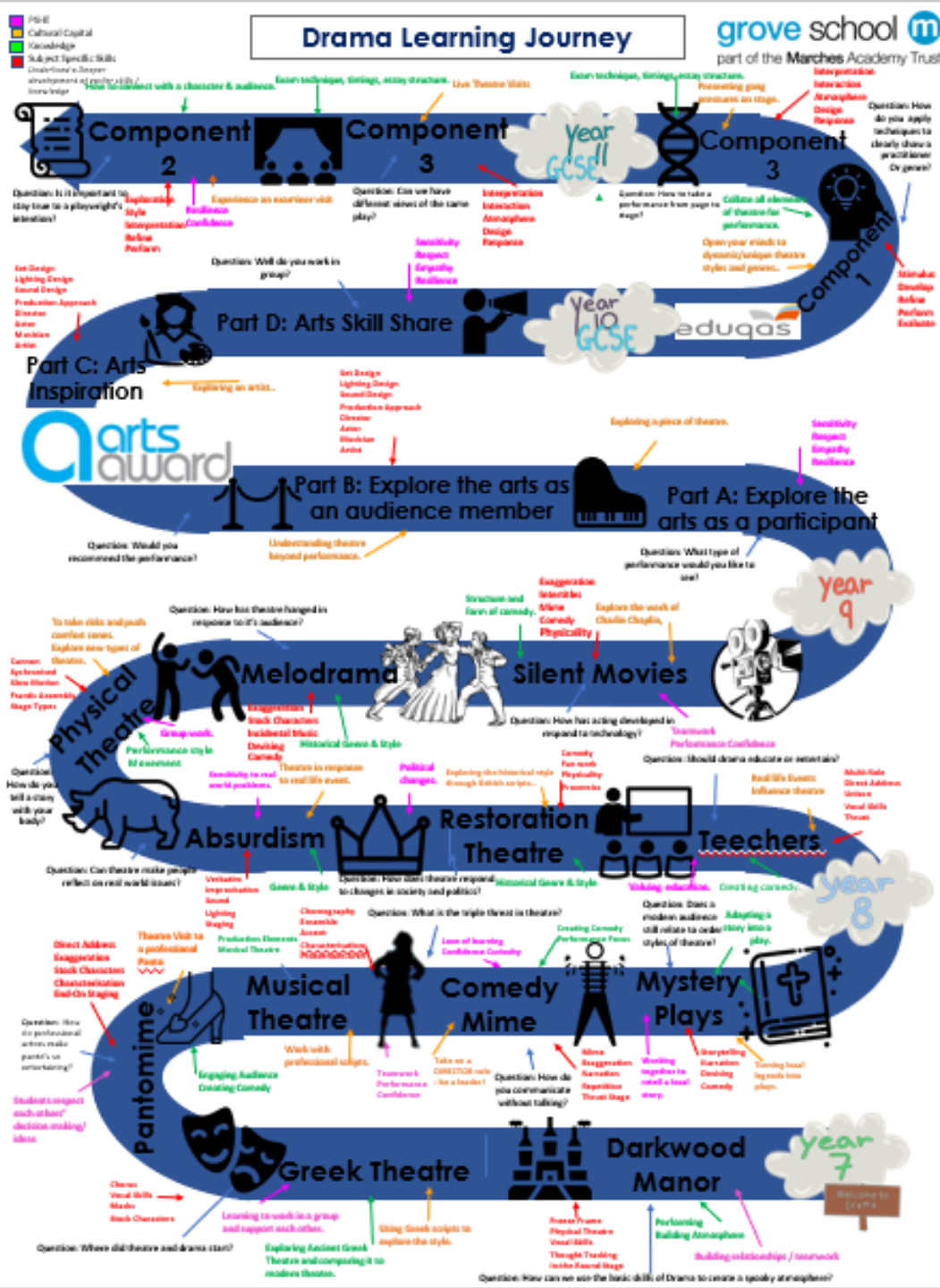
Disciplinary Knowledge

Drama is a skills-based subject focusing on embedding and enhancing performance skills. Students will be introduced to a wide range of styles and writers from around the world, through these they will practise and improve their performance skills as they become confident performers and team members.

In Key Stage 4, they work on three components. Firstly, devising their own performance as a group and explaining their process through individual coursework. Then directing and performing a professional script, before a final exam explaining how to take a play from page to stage and reviewing a live performance.

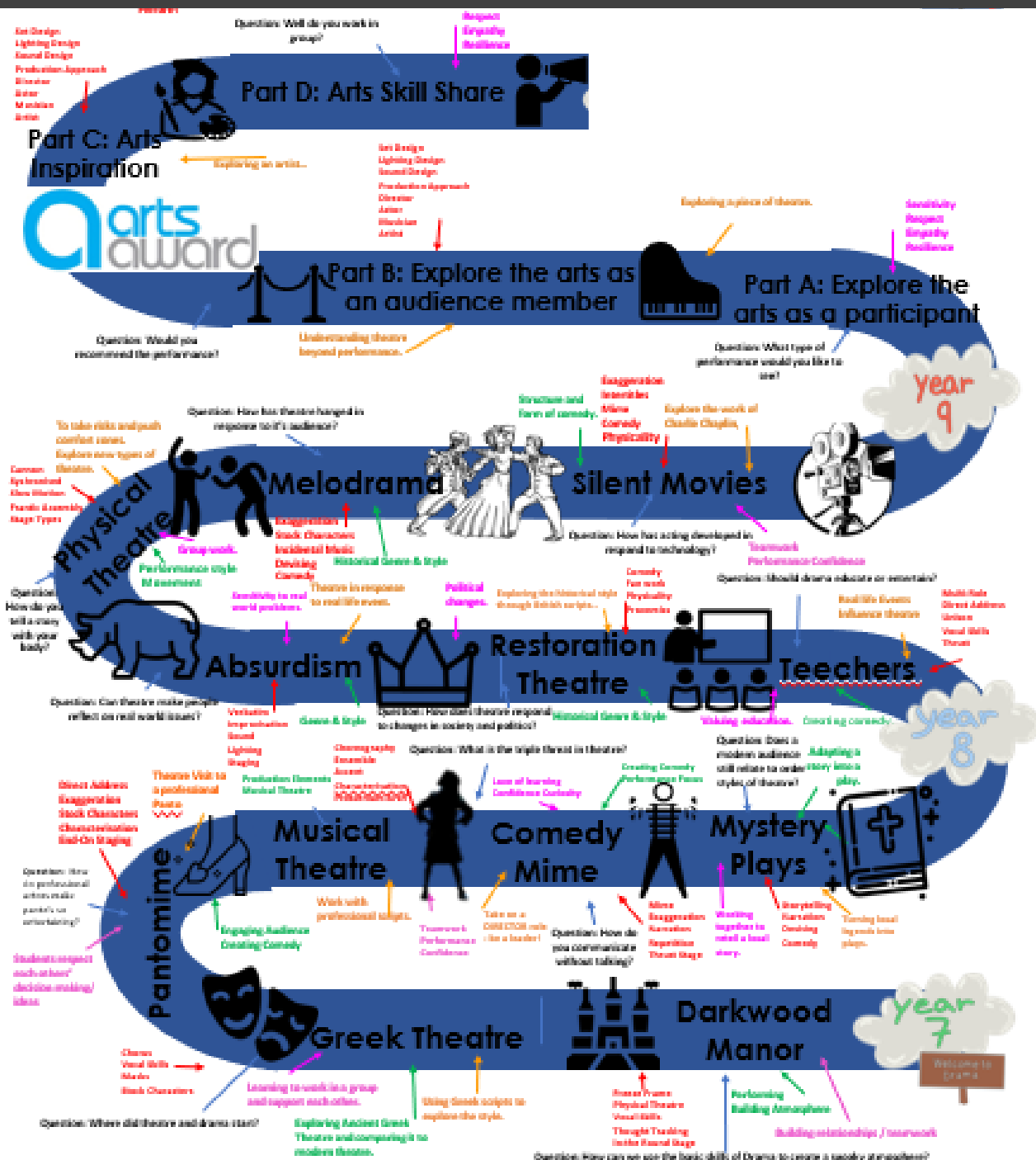
Supra Curriculum

For each unit, students are provided with something to watch, read and do to further broaden their knowledge and understanding of the topic we are exploring. Students will also be provided with activities to allow them to stretch, challenge and hone their performance and review skills should they wish.



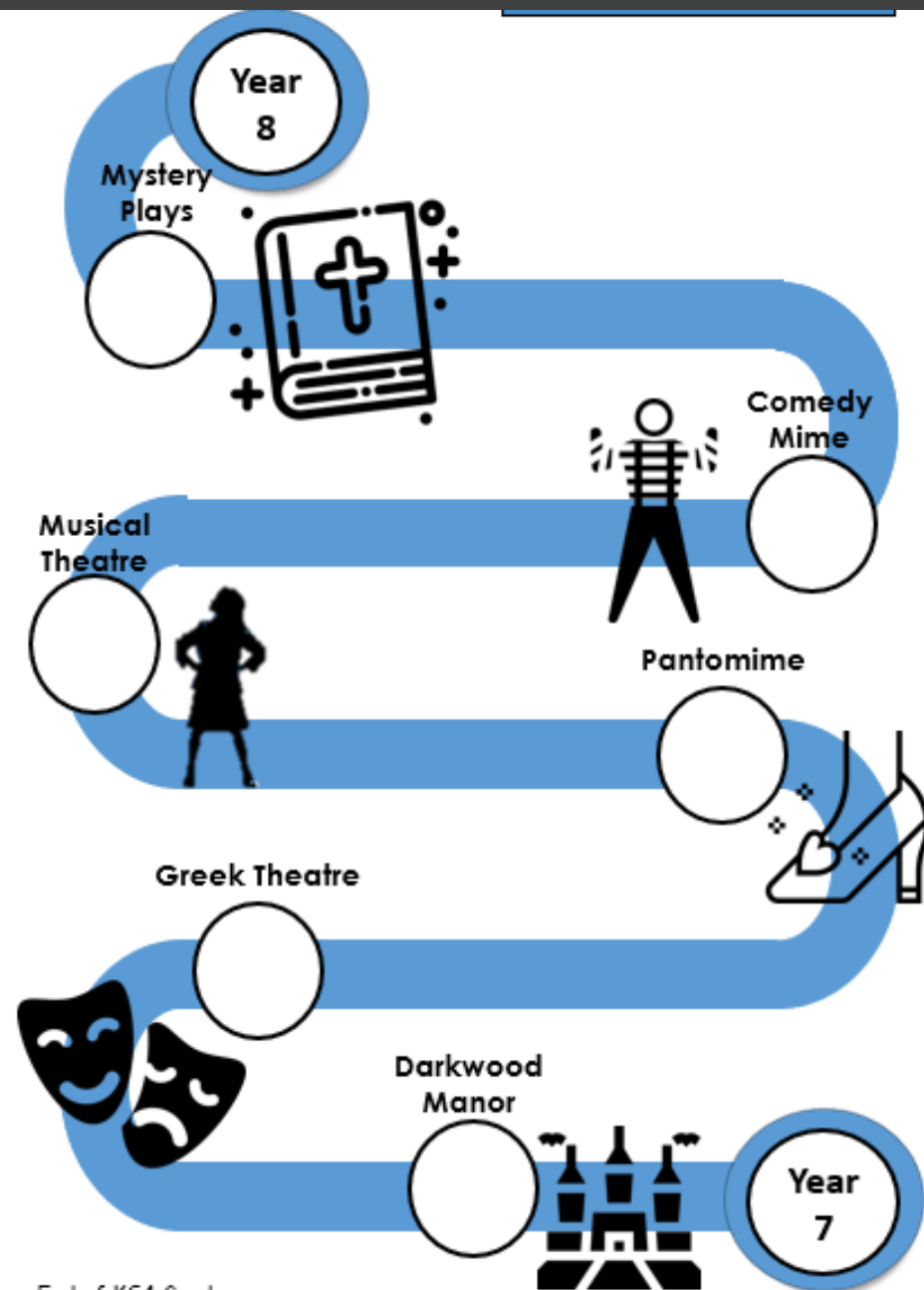
Key Stage 3

Drama



Year 7

Our journey starts exploring a haunted manor and creating your own performances in very different skills of theatre. We then go to Ancient Greece and look at the very start of theatre that we know today.; performing ancient texts and looking at stock characters that we still use today, especially in Pantomime. In “Oh no, we don’t!”, we perform as both an actor and an audience member turning classic fairy tales into hilarious fun for all the family. We then use our high energy performance skills to present musical numbers for beloved musicals. Then, quietly, we see how we can make our audience laugh without talking as you create your own mime comedy sketches. Finally, we end the year performing real medieval Mystery and Morality Plays, and even creating your own version of Noah's Ark.



The Big Picture

Students will be introduced to the basic skills required for theatre. Introduction to some of the main elements of theatre including approach to scripted work and characterisation..

Year Group: 7

Intent

Students will complete SOL on: Darkwood Manor, Pantomime, Musicals, Comedy and Modern Theatre.
Skills Covered: Vocal Skills, Movement Skills, Still Image, Thought Tracking, Role Play, Mime, Physical Theatre, Movement, Singing, Choreography, Melodrama, Commedia Del Arte, Narration, Scripted Work, Exaggeration, Multi-Role, Line learning, Stage Types, Stock Characters, Costumes, Props
Students will have limited experience of Drama, so we are introducing skills that are the foundation to Drama.
Students will build on this foundation and repeat some elements in Year 8 in order to embed understanding of key skills and techniques.

Implementation

Students will complete 5 schemes over the course of the year, and this will allow flexibility of a half term if teachers want to develop aspects of a scheme or spend more time showcasing work.

Students will be encouraged to give constructive peer feedback on a regular basis to form part of the assessment process. Independence will be nurtured during the rehearsal process.

Interleaving of the key skills in Drama will happen throughout all schemes and during every year of study.

When outstanding work is produced, we will record these and showcase on the canteen screens. We will also do pop-up performance in The Drama Studio during lunch times.

Students will develop confidence with key Drama vocabulary.

Assessment

Two teacher assessments logged on tracker and one peer assessment opportunity per SOW. Teacher assessment will generate a PMG.

MAD Time with students responding to teacher feedback at key assessment points to drive progress for the individual.

Autumn Term

Darkwood Manor
Greek Theatre

Spring Term

Pantomime
Musical Theatres

Summer Theatre

Comedy Mime
Mystery Plays

Impact

Students should have a good foundation in Drama and understand what good Drama looks like. They should understand different genres and display performance confidence.
Knowledge and skills will be repeated, built on and extended each year to create a strong foundation for GCSE and to develop a confidence in the fundamental elements of Drama.

Year 8

The Drama journey continues with a play about school, commenting on how what goes on in the wider world can have a big effect on your school days. It is then on to big wigs and fans, as women are finally allowed on stage for Restoration Theatre. Our exaggerated acting continues in Absurdist theatre as we explore how theatre rebelled after World War Two, looking at how three different playwrights presented their disgust for humanity on stage. Then you will explore how to communicate meaning through movement as you study the work of Frantic Assembly and perform some of their choreography. Larger-than-life acting returns for Melodrama as we revisit our stock characters and perform dramatic recuses. In 'Quiet on set!', as Melodrama evolves into Silent Movies. Looking at the work of Charlie Chaplin as you use your mime skills to create your own Silent Movie.

Year
9

Silent Movies



Melodrama



Physical
Theatre



Absurdism



Restoration
Theatre



Teachers



Year
8

The Big Picture

Students will develop the basic skills required for theatre. Introduction to some of the main elements of theatre including approach to scripted work and characterisation..

Year Group: 8

Intent

Students will complete SOL on: Teechers, Dan Nolan, Stylised, Comedy and Comedy Devising.
Skills Covered: Vocal Skills, Movement Skills, Accent Work, Still Image, Comedy, Multi-Role, Stage Types, Direct Address, Docu-Drama, Stylised Techniques, Chair Duets, Commedia, Exaggeration, Slapstick, Music, Props.
Students will build upon their Year 7 foundation of Drama skills and build these in a more challenging way. Devising skills will be introduced to consolidate and apply skills.
Students will build upon these skills and techniques in Year 9 so that they are ready and confident to do GCSE if they opt for it.

Implementation

Students will complete 5 schemes over the course of the year, and this will allow flexibility of a half term if teachers want to develop aspects of a scheme or spend more time showcasing work. At The Grove School, students are on rotation, so some will only complete 3 Schemes of Work.

Students will be encouraged to give constructive peer feedback on a regular basis to form part of the assessment process. Independence will be nurtured during the rehearsal process.

Interleaving of the key skills in Drama will happen throughout all schemes and during every year of study.

When outstanding work is produced, we will record these and showcase on the canteen screens. We will also do pop-up performance in The Drama Studio during lunch times.

Students will develop confidence with key Drama vocabulary.

Assessment

Two teacher assessments logged on tracker and one peer assessment opportunity per sow. Teacher assessment will generate a PMG.

MAD Time with students responding to teacher feedback at key assessment points to drive progress for the individual.

Autumn Term

Teechers
Dan Nolan

Spring Term

Stylised
Comedy

Summer Theatre

Comedy- Devising

Impact

Students will have a greater understanding of how the main skills in Drama can be applied in performance. They should understand different genres and display performance confidence. The quality of work being produced should be showing more depth.
Knowledge and skills will be repeated, built on and extended next year to create a strong foundation for GCSE and to develop a confidence in the fundamental elements of Drama.

Year 9

Year 9 becomes a transition year with both purpose and qualification-potential across Music, Drama and Art. It is unique in its approach and is a culmination of all of the skills learned throughout year 7 and 8 across the three subjects, using them to complete the Bronze Arts Award which is a nationally recognised course offered by Trinity College, London. At The Grove School, the arts are highly valued, and we are committed to ensuring that every student is given the opportunity to develop their interests further as part of a broad and balanced curriculum and therefore continue their studies of the arts throughout Year 9.

With Music in partnership with Art and Drama, following the Bronze Arts Award means that we have the opportunity to take part in the arts as a participant, an audience member and taking a closer look at artists whose work and career interest us most.

In Music, this gives us the opportunity to further develop practical skills on instruments we particularly liked in previous years of study and to share these with others. Become a theatre reviewer in Drama, by forming your own critical opinions of a performance you have the opportunity to watch and discuss with others. Which artists inspire you the most? Take a closer look at their career, what did they need to do to get to where they are now? What are your opinions of their work?

Fill in your logbook as you go, collect your evidence and this will earn you your Bronze Arts Award at The Grove School.



Year 9 – Bronze Arts Award at The Grove School

The Big Picture: In year 9, students will continue to develop their contextual knowledge and understanding of the arts through various disciplines. They will spend time in each department (Music, Drama, Art, D&T) completing the Bronze Arts Award. Bronze Arts Award enables students to develop a basic understanding of arts practice and some knowledge of arts provision in the community. Students commit to taking part in creative activities and demonstrate a basic understanding of effective communication and an ability to convey information. Bronze Arts Award is equivalent to a Level 1 qualification.

Subject: **MUSIC/DRAMA/ART/D&T** Year: **9**
Group: **9**

Intent

Topic	Skills	Knowledge	Prior knowledge building	Future extensions
Part A: Explore the arts as a participant	Improvement in personal arts practice. Demonstrate and apply musical knowledge.	<ul style="list-style-type: none"> Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used. Develop knowledge, understanding and skills needed to communicate effectively as musicians. Develop awareness of a variety of instruments, styles, and approaches to performing. Develop awareness of music technologies and their use in the creation and presentation of music. Develop understanding of live performance and measuring its creative impact. Demonstrating knowledge of different art styles and an ability to re-create this. Showing the ability to pass on knowledge through a deeper understanding of their chosen arts skill. The ability to evidence and evaluate work in a reflective style. 	Building on the skills and context developed in year 7 and 8 in each arts subject, students can develop their understanding of these subjects further in a real-world context whilst researching areas that are important to them.	After Bronze Arts Award, students may wish to progress onto Silver/Gold Arts Awards. Trinity (the examining board) also offers qualifications for students wanting to specialize in developing skills in Drama, communication skills, musical theatre and classical, jazz and rock and pop performance.
Part B: Explore the arts as an audience member	Forming an opinion about the arts events/experiences. Communicating reflective views effectively.			
Part C: Arts inspiration	Evidencing research and showing appreciation of an artist and their work.			
Part D: Arts skills share	Passing on arts skills to others. Evidence and reflection.			

Implementation

Unit	When	SMSC	Homework/Revision	
Part A: Explore the arts as a participant	EBR - Music L Side = 1 st Term and ½ R Side = 2 nd Term and ½	<p>- Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged.</p> <p>- Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others.</p> <p>- Students take part in a wide variety of different activities which require the ability to work collaboratively as part of a pair or group.</p> <p>- Develop as effective and independent learners with enquiring minds.</p> <p>- Reflect upon and evaluate their own and others' music/art.</p> <p>- Engage with and appreciate the diverse heritage of different art forms, to promote personal, social, intellectual, and cultural development.</p>	<ul style="list-style-type: none"> ✓ Research tasks/projects in each subject. ✓ Reflection Blogs. ✓ Write ups/evaluations of arts skills throughout units. 	Autumn Term Independent Work (IW) tasks to be completed in unit logbooks for each unit throughout: ✓ Teacher check in (formative feedback – logbook) to ensure progress is up to date. Students will gather required evidence in portfolios throughout.
Part B: Explore the arts as an audience member	GCL - Drama L Side = 1 st Term and ½ R Side = 2 nd Term and ½			Spring Term Independent Work (IW) tasks to be completed in unit logbooks for each unit throughout: ✓ Teacher check in (formative feedback – logbook) to ensure progress is up to date. Students will gather required evidence in portfolios throughout.
Part C: Arts inspiration	ERO - Art R Side = 1 st Term and ½ L Side = 2 nd Term and ½			Summer Term Independent Work (IW) tasks to be completed in unit logbooks for each unit throughout: ✓ Teacher check in (formative feedback – logbook) to ensure progress is up to date. Students will gather required evidence in portfolios throughout.
Part D: Arts skills share	EBR - Music L Side = 1 st Term and ½ R Side = 2 nd Term and ½		Literacy/Numeracy <ul style="list-style-type: none"> ➤ Literacy targets for each lesson ➤ Evaluative writing skills used/developed throughout each unit. ➤ Communication and language skills key to peer to peer sharing of personal reflections with at least one other person. 	

Impact

What is it that you want students to know/be able to do by the end of this year of study?

By the end of the Bronze Arts Award students should show a development of interests, knowledge, and skills through active participation in any art form. Students should also have the experience of at least one arts event/experience as an audience member. Students will understand the research process and will have used this to explore the work of an artist/craftsperson that inspires them. Students will have the experience of passing on an arts skill and will know how to successfully impart their own knowledge to someone else.

What are the next steps? How can the knowledge/skills from this year be extended next year?

After Bronze Arts Award, learners may wish to progress onto Silver or Gold Arts Award. Trinity also offers qualifications for learners wanting to specialise in developing skills in drama, communication skills, musical theatre and classical, jazz and rock and pop performance. Skills developed around language, communication and reflection will continue to be developed as students' progress through their GCSE courses.

Key Stage 4

Drama

- PSHE
- Cultural Capital
- Knowledge
- Subject Specific Skills

Underlined = Deeper development of earlier skills / knowledge

Drama Learning Journey

grove school 
part of the **Marches Academy Trust**



eduqas 

Year 10

All of your performance skills come together to devise your own performance in a style of your own choice. Document the journey of our performance as you turn an idea into production to perform on the stage. Working in groups with full costume, light and sound for the final performance. Then we will look at 'The IT' by Vivienne Franzmann as we take the play from page to stage. Thinking about the production as a whole and designing your own costume, make-up, set, lighting and thinking about how to direct and perform the script.

Year 11

We finish looking at 'The IT' and then prepare to perform a scripted scene on the stage in front of an examiner. Working in groups with full costume, light and sound. We also visit the theatre to watch and review a play. This is all before we finish the year with revision in preparation for the final exam.

The Big Picture

Students will be focusing mainly on Component 1 of their GCSE. Working on a understand of different practitioners and creating their own live theatre in a style of their chose. Students will improve team-work skills and a gain a great understanding of how theatre is created.

Year Group: 10

Intent

Students will complete SOL on: Component 1 and 3

Skills Covered: Devising, evaluating, acting skills, group work, analysing text, taking a performance from page to stage, set design, lighting techniques, costume design, prop design.

Students will build upon their experience of drama thus far, focusing on their knowledge of practitioners and devising for Component 1. For Component 3, students will look at how to transfer a play from page to stage from the point of view of actors, directors and designers. Also, through the live theatre review students will watch theatre and be able to comment on the effect the performance has on the audience thinking about the different elements of performance.

Implementation

Students will be focusing on components 1 and 3 of the GCSE as these are the larger components. Focusing on component 1 first gives students plenty of time to develop their own ideas and create and perform their own production.

Component 3 will start after Easter and will practically explore the text DNA looking at how to would be put on stage. For the live theatre review students will have the opportunity to watch live theatre and evaluate the effect it has on the audience.

Students will be encouraged to give constructive peer feedback on a regular basis to form part of the assessment process. Independence will be nurtured during the rehearsal process.

Interleaving of the key skills in Drama will happen throughout all schemes and during every year of study. The Practitioner & Devising unit interleaves all theatrical elements.

Students will develop confidence with key Drama vocabulary.

Assessment

December mock for the performance side of Component 1.

Final performance for Component 1.

Evaluation of performance for Component 1.

Portfolio for Component 1.

In class assessments for Component 3.

Autumn Term

Practitioners

Component 1 – Devised Theatre

Spring Term

Component 1 - Devised Theatre

Summer Theatre

Component 3 – DNA and Live Theatre Review

Impact

Students will have a greater understanding of how the main skills in Drama can be applied in performance and design. They should have a clear understanding different genres and display performance confidence. The quality of work being produced should be showing great depth of understanding and confidence with the set text and live theatre review as preparation for the exam in Year 11.

The Big Picture

Year Group: 11

Students will be revising the content for Component 3 in which they will experience live theatre and adapting a play from page to stage. In Component 2, students will pick a scripted piece to turn into a performance. Allowing to explore different plays and perform a text that they enjoy.

Intent

Students will complete SOL on: Component 2 and revise Component 3

Skills Covered: Evaluating, acting skills, group work, analysing text, taking a performance from page to stage, set design, lighting techniques, costume design, prop design.

Students will build upon their experience of drama thus far, focusing on their knowledge of creating and directing a performance. For component 3 students will look at how to transfer a play from page to stage from the point of view of actor, director and designers. Also, through the live theatre review, students will watch theatre and be able to comment on the effect the performance has on the audience thinking about the different elements of performance. For Component 2 students will direct themselves and create a performance from a text.

Implementation

Students will be focusing on components 2 and 3 of the GCSE. Most of the content for component 3 will have been covered in year 10 and year 11 will be revising this.

For Component 2 students will focus on creating a performance from the text. They will have opportunity to perform this in front of an audience before the final exam and performing in front of the examiner.

Students will be encouraged to give constructive peer feedback on a regular basis to form part of the assessment process. Independence will be nurtured during the rehearsal process.

Interleaving of the key skills in Drama will happen throughout all schemes and during every year of study. The Practitioner & Devising unit interleaves all theatrical elements.

Students will develop confidence with key Drama vocabulary.

Assessment

December mock for Component 3.

Mock performance of Component 2.

Final performance for Component 2.

GCSE exam for Component 3.

Autumn Term

Component 3 – ‘DNA’ and Live Theatre Review – revision

Component 2 – Performing from a text

Spring Term

Component 2 – Performing from a text

Summer Theatre

Component 3 – ‘DNA’ and Live Theatre Review

Impact

Students will have a greater understanding of how the main skills in Drama can be applied in performance and design. They should have a clear understanding different genres and display performance confidence. The quality of work being produced should be showing great depth of understanding and confidence with the set text and live theatre review as preparation for the exam in Year 11.