

INTENT:

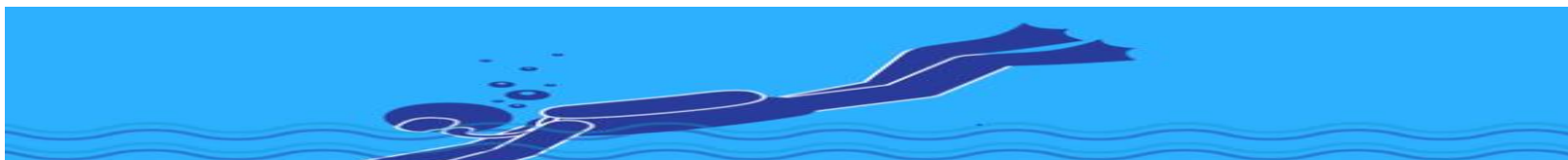


“Drama is not a mirror held up to reality but a hammer with which to shape it”

Bertolt Brecht







In an ever changing world, drama and theatre offer the stability and creative opportunity to explore and discover in a safe and supportive environment. Studying current and historical events inspires us to develop our local, national and global responsibility, prompting emotional intelligence, resilience, empathy and a strong social conscience. Our students work as a drama family, they care for and support each other as they are challenged with proactive themes and questions. The centre of our ethos is that exploration through drama and theatre educated, promotes and empowers change, an ethos that is ever more important in fractious times.

Students will explore style and genre as well as developing their own acting skills through many practical performances. Reviewing live theatre performance in order to develop analytical and evaluative understanding helps students expand their own opinions and can even challenge prejudice. Students become skilled at breaking down theatre to create meaning and subtext which then empowers their own practical performances.





Please click on the icons to access our online portal where you can learn more about each topic

7	Half term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Story telling		The Vikings		A Christmas Carol	
	<p>Learning to include:</p> <ul style="list-style-type: none"> • how to follow ideas within a team • how to speak in front of an audience, showing some signs of role uses some theatrical devices such as thought tracking • how to give an opinion towards their or another's work <p>Knowledge Students will know how the following impact on a performance:</p> <ul style="list-style-type: none"> • thought tracking • still image • role play • gestures 		<p>Learning to include:</p> <ul style="list-style-type: none"> • how to follow ideas within a team • how to speak in front of an audience, showing some signs of role uses some theatrical devices such as thought tracking • how to give an opinion towards their or another's work <p>Knowledge Students will know how the following impact on a performance:</p> <ul style="list-style-type: none"> • thought tracking • still image • physical theatre • soundscapes 		<p>Learning to include: Students will add their developing knowledge and skills to:</p> <ul style="list-style-type: none"> • make predictions about characters • develop an understanding of a plot • to read a script and understand stage directions • analyse a script • develop evaluative feedback (both written and verbal) 	
	 		  			



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Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Let him have It		Hillsborough		An Inspector Calls	
8	<p>Learning to include:</p> <ul style="list-style-type: none"> • exploration of the controversial story of <i>Let Him Have It</i> – focus will be on AO1 and AO2 <p>Knowledge</p> <p>Students will know how the following will impact on a performance:</p> <ul style="list-style-type: none"> • non- naturalism • soundscape • flash forward • flashback 		<p>Learning to include:</p> <ul style="list-style-type: none"> • exploration of the story of the Hillsborough Disaster <p>Knowledge</p> <p>Students will know how the following will impact on a performance:</p> <ul style="list-style-type: none"> • physical theatre and it's development through different mediums • hot seating • evaluative feedback 		<p>Learning to include:</p> <ul style="list-style-type: none"> • students will add their developing knowledge and skills to: • making predictions about characters • developing an understanding of a plot • reading a script and understand stage directions • analysing a script • following GCSE English text • develop evaluative feedback (both written and verbal) 	
	