

INTENT:

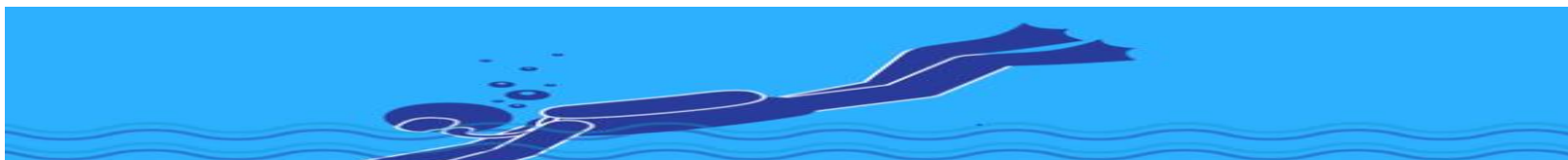


“Drama is not a mirror held up to reality but a hammer with which to shape it”

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 online links where you can learn more about each topic****






Half term points

9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Introduction to the course</p> <p>Learning to include:</p> <ul style="list-style-type: none"> performing arts journal revision of KS3 drama skills technical requirements of the course. 	<p>Investigating a range of practitioners' work</p> <p>Learning to include:</p> <ul style="list-style-type: none"> Brecht Stanislavski Berkoff <p></p>	<p>Developing new skills and techniques for live performance</p> <p>Learning to include:</p> <ul style="list-style-type: none"> forum theatre method acting <p></p>	<p>Stand up for Your Rights</p> <p>Learning to include:</p> <ul style="list-style-type: none"> students will use the topic to develop skills in creating performance from various stimuli. <p> </p>	<p>CO1 Research and log</p> <p>Learning to include:</p> <ul style="list-style-type: none"> students will complete the Pearson sheet tasks for coursework 1 to add to their folder work. <p></p>	



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Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Examine professional practitioners' performance work	Group performance workshops – Acting 1-6			Group performance workshop	Performing arts in the community
10	<p>Learning to include:</p> <ul style="list-style-type: none"> the study of three existing pieces of repertoire: <ul style="list-style-type: none"> -The Lion King -The Woman in Black -Teacher <p> </p>	<p>Learning to include:</p> <ul style="list-style-type: none"> students will complete 6 acting workshops that will be logged and filmed to form the final element of CO1. They will cover a range of acting skills outlined in the sow eg. non naturalism, comedy etc. <p>  </p> <p><i>NB: a copy of West Side Story is available on Netflix (2020) and a copy of Romeo and Juliet will be required for Acting workshop 6</i></p>			<p>Learning to include:</p> <ul style="list-style-type: none"> based on a set text chosen by the group students to run their own workshops on individual skills demonstrating their ability to transfer their knowledge and skills to different contexts. 	<p>Learning to include:</p> <ul style="list-style-type: none"> students to produce and perform in the community (eg Ravenswood)



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Half term points

11	AUTUMN 1		AUTUMN 2		SPRING 2		SUMMER 1		SUMMER 2		
	CO2 Developing skills and techniques in the performing arts				CO3 – Responding to a brief				Grade range end point:		
Learning to include: <ul style="list-style-type: none">in order to effectively prepare for their performance of an extract of a play, students will need to continuously review their own development in workshops, rehearsals and performances, demonstrating continued improvement.				Learning to include: <ul style="list-style-type: none">this component asks students to draw on the knowledge and skills they have developed throughout the course and apply them in response to an assessment task brief.				Final live performance to an audience and external examiner.			
Bitesize											

