**Curriculum Overview** – Drama

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term 1 |  | Term 2 |  | Term 3 |
| **Aug – Oct**  ***Skills Workshops***  In the first half term students will be introduced to a range of key skills known as the ‘Actors Toolbox’ Students will explore:  **Explorative Strategies**  Still Image  Narration  Cross cutting  Thought Tracking  **Movement**  Gesture  Eye contact  Facial Expression  Body Language  **Voice**  Pace  Pitch  Volume  Tone  Intonation  **Oct – Dec**  **Rabbit Shoots the Sun**  **Storytelling & Physical Theatre**  **Skills and Knowledge include:**  Through the exploration of a North American Fable students will explore ways in which we use Narration, physical theatre basics, soundscape, transitions to create a devised piece of work |  | **Jan – March**  **Exploring Character**  Students will continue their exploration on characterisation and performance skills, as well as learning new techniques.  Role play, hot-seating, voice projection, body language  This topic also looks how Drama performance helps promote good decision making.  **Skills and knowledge include**:  Thought tracking, Choral Speaking, Split Scene, Synchronised Movement |  | **April – July**  ***The Juilliard Workshops***  This topic introduces students to the ‘Juilliard Way’. Through a series of stimulating and creative workshops created in collaboration with Juilliard students will be introduced to a wide variety of theatre genres, traditions, styles and performance skills  **Skills and knowledge include**: Shadow Puppetry, Story-Telling, Commedia Del’Arte, Characterisation and Devising. By introducing these elements early in their Drama experience, students will develop a range of knowledge regarding both the culture and history of Theatre as an art-from in addition to performance techniques and styles that can be applied to performances at an later stage. |
|  |  |  |  |  |
|  |  |  |  |  |
| Assessment |  | Assessment |  | Assessment |
| **Assessment in Drama**  The process of creating will be assessed using the Nord Anglia ***Performing Arts Learner Ambitions* (PALA)**assessment framework.   |  |  | | --- | --- | | **Ways of Being – *Expressive*** | Able to communicate personal ideas and feelings through the artistic medium. When creating, feels a personal investment in the process and product. When performing, is able to communicate artistic intentions to the audience. Able to effectively and creatively respond to experiences and works of art in a variety of modalities. | | **Ways of Thinking *- Creative*** | Is personally invested in one’s own art-making. Is able to self-generate, respond to, and build on the ideas of others. Is able to take risks by seeking out original, independent, and novel ways of thinking, expressing, and making. Has flexible thought processes which enable meaningful connection making, varied perspective taking, and ways of seeing, hearing, and experiencing their environment in artistic ways. | | **Ways of Doing – *Performers*** | Engages attentively and thoughtfully with pieces s/he encounters. Identifies technical and contextual elements of the work (theme, genre, form, etc.) and is also able to make his/her own personal meaning and interpretation. Connects the piece to one’s own experiences, other pieces, or other subjects. Able to hear or see large-scale elements as well as details | |  | **Assessment in Drama**  During this term students will be assessed in two areas:  **Home Learning Project**  Students will design and build a set for The Boy at the Edge of Everything. The rationale for the set is the basis for the assessment, explaining their ideas and the reasons behind those ideas, referencing the text.  **Performance Assessment**  At the end of Term 2 students will perform an extract from the play ‘The Boy at the Edge of Everything’.  Students will be assessed on both their creation of the performance during lesson time and their performance skills. |  | **Assessment in Drama**  **‘The Flipped Classroom’**  At the end of this term, students will choose one area of study from the Juilliard Workshops and specialise in this area, creating and presenting a research presentation in the form of a 15 minute lesson. The intention is for the students to show their understanding of their chosen area of learning through teaching others. |