



DRAMA DEPARTMENT

Curriculum Overview



The curriculum at West Derby School reflects the aspirations we have for all students. It is designed to be as ambitious as the National Curriculum, offering a first-class education that is rich in knowledge and skills, whilst also being broad and balanced throughout the key stages. In Drama we aim to develop confident and skilful performers who are able to express themselves through performance.

Departmental Overview

The Drama Department has a specialist teacher and teaching takes place in a state-of-the-art drama theatre with integrated lighting and sound systems, sound system control room, backstage preparation area and an audience space of 200.

Departmental Staff

Mrs R Parkinson Head of Drama

Mrs L Armstrong SLT Line Manager

Year 7 Drama (KS3)

Drama Aims for Year 7

- To induct students into the routines & expectations of the Drama Department
- To introduce students to the elements of practical drama through practitioners work and exploration

Curriculum Overview

Pupils have Drama one lesson per week, for 3 consecutive half terms (September to February or February to July) in Year 7 and are taught 2 schemes of work that are based around the knowledge, understanding and skills below.

Objective A: Working with Others

Objective B: Creating Drama

Objective C: Using Practitioners theory and practice

Objective D: Performance Skills

Objective E: Evaluation

Pupils are taught 2 schemes of work in Year 7 to allow them to experience a breadth of different work.

- **Stanislavski-Performance Skills:** Learners will develop their understanding of the Performing Arts by examining the practitioners' work Stanislavski and the processes used to create performance in light of what they have learned.
- **Silent Movies:** Learning about Slapstick and nonverbal communication skills, allowing students to develop practical skills but also learn to analyse and evaluate the work of others.

New Knowledge (What we would like students to know and understand by the end of Year 7)

To be able to...

- Know what the elements of performance are
- To understand the importance of planning and preparation for performance
- Know, understand and experience (in a practical sense) subject specific vocabulary
- Verbally give constructive feedback on their own & others' work

New Skills

To be able to...

- Develop confidence, communication and concentration
- To explore ideas through practical Drama
- To improvise
- Use their voice to project and communicate
- Critique sensitively and using some subject specific language
- Have an awareness of nonverbal communication
- Perform in front of others

Disciplinary Vocabulary

Improvisation-Confidence-Communication-nonverbal communication-audience-devise-slapstick-style-technique-genre-characterisation-timing-coordination-movement-gestures-body language-facial expressions-eye contact

Theory-practice-skills-knowledge-melodrama-society-stock characters-belief-imagination-observation-hot seating-given circumstances-script-emotional memory-stage directions-script

Prior Learning and Recall

Year 7 students come to West Derby School with a wide range of prior performance experiences. Some students may have performed before, many have not. The initial baseline assessment enables us to tailor the curriculum to the needs of our new students.

Examinations/Key Assessments

Following a baseline assessment at the start of the year, regular verbal teacher feedback is given during lessons in order to help students improve their work. Students complete at least one formal practical assessment within the year.

Homework

This is set once every 3 sessions when the pupils are in their Drama half of the year, and this is designed to support the learning done during lessons. The task will be detailed on *Satchel One* so that pupils and their parents can easily access the work and deadlines.

How Parents can Help

- Please encourage your son to experience a variety of performance outside school
- Read regularly with their son to improve his reading skills and feed his imagination.
- Encourage and support their son to take part in in-school and after school drama activities.
- Check *Satchel One* regularly and ensure all homework is completed to a good standard.

Here are some useful websites that can help parents to help their child with KS3 Drama:

[Subject: Drama | Teacher Hub | Oak National Academy \(thenational.academy\)](#)

[Drama - BBC Bitesize](#)

Year 8 Drama (KS3)

Drama Aims for Year 8

- To continue to develop students' practical skills (performing & devising) and knowledge of the Drama skills and elements

Curriculum Overview

Pupils have Drama one lesson every fortnight, for the full academic year in Year 8 and are taught 2 schemes of work that are based around the knowledge, understanding and skills below.

Objective A: Working with Others

Objective B: Creating Drama

Objective C: Using Practitioners theory and practice

Objective D: Performance Skills

Objective E: Evaluation

Pupils are taught 2 schemes of work in Year 8 to allow them to experience a breadth of different work.

- **Naturalism and Stanislavski:** Learning about how every movement, motion, eye contact or intonation in the voice can communicate meaning to the audience. Learning how to practically use the theory of Stanislavski and the roots of Naturalism.
- **Brechtian Technique:** Learners will develop their understanding of the Performing Arts by examining the practitioners' work Brecht and the processes used to create performance in light of what they have learned.

New Knowledge (What we would like students to know and understand by the end of Year 8)

To be able to...

- Know how to rehearse a performance with developing technique
- Know, understand and experience (in a practical sense) additional subject specific vocabulary
- Understand how the Drama elements can be used to communicate meaning to an audience
- Give articulate & constructive feedback on their own & others' work
- Understand how styles of theatre and practitioner theory can change the skills required in performance

New Skills

To be able to...

- Perform a role and sustain it
- Use a stimulus to devise a piece of performance
- Develop character using given circumstances technique
- Understand and demonstrate elements of an unfamiliar and challenging style of theatre
- Use feedback to improve a specific piece and their skills holistically
- Identify and use performance skills
- Perform in front of others with increasing levels of confidence

Disciplinary Vocabulary

opinions-fourth wall-sustaining-evaluating-truth of action-stimulus-still image-empathy-tone-dramatic theatre-connection-control-impact-approaches-outcome-pitch-pace-inflection-blocking-super objective-objective-relaxation-concentration

highlight-montage-juxtapose-placard-direct address-dilemma-consciousness-critical thinker-tableaux-narrator-non naturalism-linear-non linear-non chronological-politics-structure-message-Artaud-physical theatre-gestus

Prior Learning and Recall

Year 8 students will be expected to use their knowledge and understanding of key skills and Stanislavski technique to help further development skills and learn about Brechtian technique. They will build upon the basic skills of performance and creating it they learnt in Year 7 in order to explore more challenging repertoire. Students will delve deeper into their practical capabilities in Drama by experimenting with the more complex Brechtian style.

Examinations/Key Assessments

Regular verbal teacher feedback is given during lessons in order to help students improve their work. Students complete one formal assessment at the end of each unit of work.

Homework

This is set once every 3 sessions when the pupils are in their Drama half of the year, and this designed to support the work done during lessons. The task will be detailed on *Satchel One* so that pupils and their parents can easily access the work and deadlines.

How Parents can Help

- Please encourage your son to experience a variety of performance outside school
- Read regularly with their son to improve his reading skills and feed his imagination.
- Encourage and support their son to take part in in-school and after school drama activities.
- Check *Satchel One* regularly and ensure all homework is completed to a good standard.

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[Drama - BBC Bitesize](#)

Year 9 Drama (KS3)

Drama Aims for Year 9

- To refine students' practical skills (performing, devising and interpreting) and further embed their knowledge of the Drama elements

Curriculum Overview

Pupils have Drama one lesson every fortnight, for the full academic year in Year 9 and are taught 2 schemes of work that are based around the knowledge, understanding and skills below.

Objective A: Working with Others

Objective B: Creating Drama

Objective C: Using Practitioners theory and practice

Objective D: Performance Skills

Objective E: Evaluation

Pupils are taught 2 schemes of work in Year 9 to allow them to experience a breadth of different work.

- **Reproducing Repertoire:** Learning about status, subtext, proxemics and haptics to improve the ability to communicate meaning through every aspect of our performance skills.
- **Devising Political Theatre:** Learning about how Theatre can voice our opinions and learn how to effectively communicate those in performance, drawing on previous practitioners work, new practitioners or by creating a style of your own.

New Knowledge (What we would like students to know and understand by the end of Year 9)

To be able to...

- Know how to rehearse effectively as part of a group
- Use their individual rehearsal time well and with increasing levels of independence
- Know, understand and experience (in a practical sense) additional subject specific vocabulary
- Understand how the Drama elements and skills can be used to communicate, create a mood & atmosphere with increasing levels of sophistication
- Know, understand and experience (in a practical sense) the use of both Stanislavski's and Brecht's theory and practice.

New Skills

To be able to...

- Rehearse as part of a group and as an individual
- Perform in front of others with high levels of confidence
- Demonstrate some independence when deciding what is required to make the performance effective
- Apply the theory they have learnt to practical performance
- Develop opinions around politics and express them through performance
- Acknowledge that particular genres may require particular skills and responsibilities of the actor

Disciplinary Vocabulary

Status-scene-haptics-symbolism-subtlety-subtext-proxemics-spotlighting-relationships-blocking-dialogue-atmosphere-levels-dramatic effect-extract-reflect-critique

Teamwork-space-multiple perspectives-episodes-chorus-multirole-exaggeration-Albert Mehrabian-tension-psychology

Transition-Meaning-Intention-Pronunciation-Diction-Tone-Volume-Pitch-Pace-Neutral-Tragedy-Comedy-Melodrama-Epic-Features

Prior Learning and Recall

Year 9 students will be expected to use their prior knowledge of the practitioners, and experience of interpreting performance repertoires to help them rehearse and perform pieces of drama with a variety of intentions and styles. Their experiences of Drama in Year 7 & 8 will help prepare them for level of sophistication expected of them in Year 9. By the end of KS3, students should have gained enough skills and knowledge to prepare them for further Drama study at KS4 should they choose to do so.

Examinations/Key Assessments

Regular verbal teacher feedback is given during lessons in order to help students improve their work. Students complete one formal assessment at the end of each unit of work.

Homework

This is set once every 3 sessions when the pupils are in their Drama half of the year, and this designed to support the work done during lessons. The task will be detailed on *Satchel One* so that pupils and their parents can easily access the work and deadlines.

How Parents can Help

- Please encourage your son to experience a variety of performance outside school
- Read regularly with their son to improve his reading skills and feed his imagination.
- Encourage and support their son to take part in in-school and after school drama activities.
- Check *Satchel One* regularly and ensure all homework is completed to a good standard.

Here are some useful websites that can help parents to help their child with KS3 Drama:

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[Drama - BBC Bitesize](#)

Year 10/11 Drama (KS4)

Examination/Specification Board

Pearson BTEC Tech Award in Performing Arts
Level 1/Level 2

Curriculum Overview

There are three separate components in the BTEC:

- **Component 1:** Exploring the Performing Arts. Learners will develop their understanding of the Performing Arts by examining practitioners' work and the processes used to create performance.
- **Component 2:** Developing Skills and Techniques in the Performing Arts. Learners will develop their performing arts skills through the reproduction of acting repertoire.
- **Component 3:** Performing to a Brief. Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

New Knowledge (What we would like students to know and understand by the end of KS4)

To be able to...

- Understand the role, responsibility and skills that an actor requires
- Understand how to prepare, develop and perform pieces in a variety of styles
- Understand how to devise a piece with a given stimulus for a particular target audience

New Skills

To be able to...

- Research, analyse and experience being an actor in a variety of styles (Verbatim/Pantomime and Naturalism)
- Write clearly and comprehensively about the role, responsibilities and skills of an actor and how this has impact on the performance outcome
- Select, develop and perform a highly engaging piece of repertoire
- Rehearse effectively for a live performance
- Be able to write about the dramatic process focussing on the how and the why.
- Have a constant awareness of what you are doing throughout practical work and the reasons why you are doing it, always considering the audience and performance outcome
- Present an engaging performance to a live audience
- Evaluate the success of their practical work (devising & performing)

Disciplinary Vocabulary

Verbatim-Pantomime-Naturalism-style-evaluate-reflection-theory-practitioner-brief-analysis-interrelationships-constituent features-repertoire-role-responsibilities-skills-refinement-reflection-intentions-concept-processes-techniques-interpretive skills-physical skills-vocal skills-application-practical exploration

Prior Learning and Recall

KS4 students will build upon the performance skills & knowledge they have gained in KS3 in order to present a live performance in front of an audience. Their prior knowledge of Drama theory will help prepare them for both written and practical elements of the course.

Examinations/Key Assessments

- **Component 1:** 30% (Internally assessed, externally moderated) 36 GLH
- **Component 2:** 30% (Internally assessed, externally moderated) 36 GLH

- **Component 3:** 40% (External) 36 GLH

Homework

KS4 students will be expected to:

- Practise their skills outside of school when required in preparation for lessons, controlled assessments and examinations
- Complete all homework in preparation for assessments
- Attend after school catch-up sessions in order to prepare for controlled assessments
- Attend theatre trips to extend their experience of live performance

How Parents can Help

- Please encourage your son to experience a variety of performance outside school
- Read regularly with their son to improve his reading skills and feed his imagination.
- Encourage and support their son to take part in in-school and after school drama activities.
- Check *Satchel One and Teams* regularly and ensure all homework is completed to a good standard.

Here are some useful websites that can help parents to help their child with KS4 Drama:

[GCSE Drama - BBC Bitesize](#)

[Jobs that use English and Drama - BBC Bitesize](#)