

Drama

Overview of the year: The overarching question of this year’s drama curriculum is: ‘How has theatre developed over time?’ To answer this, students obtain some historical knowledge regarding the origins of drama, the key theatrical genres of tragedy and comedy, and their emergence over time. The students are also introduced to the basic Performance Skills of voice, physicality and use of stage space through a range of accessible play scripts, stories and devising. By the end of the year, students should have grasped a good sense of the origins and development of Drama and its main conventions, key genres, and practical skills.			Ways to consolidate and extend your learning in Drama: Ensure the homework tasks set on MT are completed regularly as they are designed to recap on and consolidate the knowledge. Visit theatre, read play scripts appropriate for the age group, attend extracurricular drama clubs, watch BBC productions and explore Bitesize Drama resources. Use subject specific vocabulary when discussing drama related concepts.	
Half Term	Unit title	Knowledge	Skills	Assessment
1	GREEK THEATRE - 1	The origins of Drama. Introduction to the ancient Greek Theatre and the genre of <u>Tragedy</u> through the story of ‘Medea’ by Euripides. Understanding and practicing the main conventions of Greek theatre, such as chorus, performance in masks, and the use of physical and vocal exaggeration.	Greek chorus skills, performance skills through vocal and physical exaggeration, ability to understand/interpret the deeper meaning of tragedy.	Teacher questioning to check for theoretical understanding of the concepts and skills, sharing work in front of class followed by teacher and peer feedback.
2	GREEK THEATRE - 2	The myth of ‘Daedalus and Icarus’ by Apollodorus. Chorus techniques, performance in masks, use of physical and vocal exaggeration continued. Understanding the basics of devising.	Performance skills through vocal and physical exaggeration; basic devising skills which include teamwork, interpretation of concepts, rehearsal process, refining, presentation.	Rehearsal process & group performance of a scripted scene from ‘Medea’.
3	PANTOMIME - 1	The development of dramatic style of <u>Comedy</u> through Middle Ages (Commedia Del’Arte) and into the modern times (Pantomime). An in-depth understanding of the Pantomime conventions. Understanding, rehearsing, refining, and presenting a scripted text.	The performance skills (voice, physicality, stage space) and Pantomime conventions such as stock characterisations, slap-stick techniques, audience participation, modern references, etc	Teacher questioning to check for theoretical understanding of the concepts and skills, sharing work in front of class followed by teacher and peer feedback.
4	PANTOMIME - 2	Continuing the exploration and deepening the knowledge in Pantomime and work with the script. Expanding knowledge in vocal, physical and use of stage space performance skills.	The performance skills (voice, physicality, stage space) and Pantomime conventions continued with the focus on narration and direct audience address.	Rehearsal process & group performance of a scripted scene from the pantomime ‘Aladdin’.
5	SCRIPT WORK - 1	Bringing a modern dramatic text (Ernie’s Incredible Illucinations by Alan Ayckbourn) to life through understanding of the play script conventions, such as stage directions, staging and characterisations. Revisiting and utilising the previous knowledge of the exaggerated style of acting, choral / ensemble work and stylised / comedic acting conventions.	Performance skills of voice, physicality and stage space continued through the work with a play script. Artistic intentions and realisation of dramatic texts. Performance conventions.	Teacher questioning to check for theoretical understanding of the concepts and skills, sharing work in front of class followed by teacher and peer feedback.
6	SCRIPT WORK - 2	Development and delivery of the persuasive speaking techniques and the basics of the physical theatre. Continue building on the script work knowledge. Develop devising skills and evaluation of drama.	Performance skills of voice, physicality and stage space continued through the work with a play script. Artistic intentions and realisation of dramatic texts. Performance conventions.	Group performance of a scripted scene from the pantomime ‘Ernie’s Incredible Illuminations in front of a live audience.