



Drama

Through role play and reflection, the Drama department aims to give students the opportunity to consider their own and others' attitudes in a controlled environment.

Drama enhances a student's spiritual, moral, social and cultural development as well as allowing them to develop as speakers and listeners. Students develop their studies in Drama by developing their drama techniques, performance and theatre skills through a combination of improvisation in lessons and script work.



Key Stage 3

The focus in year 7 & 8 is developing knowledge and acquiring techniques that will be crucial for GCSE Drama. Drama at Hylands School is structured termly by process based around learning essential skills and discipline needed at GCSE level. This is explored and communicated through a range of explorative strategies and stimuli; each term with a different focus. Schemes of work are set and underpinned by a strong appreciation of Drama history and analysis, specialist subject vocabulary and literacy, home learning and discussion.

The curriculum is:

Year 7:

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Intro to Drama</u></p> <p>Group building and basic skills – Still Image, Narration, Mime.</p> <p>Assessment: Granny's Attic scene performance.</p>	<p><u>Fairytales/ Pantomime</u></p> <p>Origin and storytelling, Elements of pantomime, Use of costume, lights and props.</p> <p>Assessment: Short pantomime performance.</p>	<p><u>The Tempest</u></p> <p>Exploring the characters and the themes of the script. Particular focus on characterisation and audience awareness.</p> <p>Assessment: The Tempest - Devised scene performance.</p>	<p><u>Surrealism</u></p> <p>An introduction to abstract performance. Focus on verbal and non-verbal communication.</p> <p>Assessment: Short, surreal performance using group physicalisation.</p>	<p><u>Musical Theatre</u></p> <p>An introduction to the elements of Musical Theatre. Focussing on the staging of specific sections for performance.</p> <p>Assessment: Matilda story scenes.</p>	<p><u>Musical Theatre Cont.</u></p> <p>Working as a whole class to choreograph and perform a number from a musical production.</p> <p>Assessment: Whole class choreographed performance.</p>



Year 8:

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Macbeth</p> <p>Exploring the themes of the script in particular magic, fears and creating a supernatural atmosphere.</p> <p>Assessment: Macbeth performance scene.</p>	<p>Duologues</p> <p>Importance of language, creative writing & writing in character. How to build a script and create a duologue for performance.</p> <p>Assessment: Duologue performance.</p>	<p>Physical Theatre</p> <p>Learn the basics of Physical Theatre using poetry as stimulus.</p> <p>Assessment: Short physical theatre performance from a stimulus.</p>	<p>Devising</p> <p>Students will learn to create and perform a group performance from a stimulus focussing on different explorative strategies.</p> <p>Assessment: Short devised performance using explorative strategies.</p>	<p>'Stranded'</p> <p>Working in role, students will use their reasoning and negotiation skills to problem solve being stranded on a deserted island.</p> <p>Assessment: Devised scene performance.</p>	<p>Melodrama</p> <p>Students will build on their mime and exaggeration skills, learning the conventions of silent movies.</p> <p>Assessment: Short melodrama performance to music.</p>

Year 9

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Creating Original Drama (Double term)</p> <p>Students will build on their devising skills to create an original piece of drama. Working in groups the students will devise, script, cast, stage and rehearse their piece before performing it for the class. Students will then evaluate the process and performance in detail.</p> <p>Assessment: Full devised original performance.</p>		<p>'DNA'</p> <p>Students will study the GCSE play 'DNA'. Groups will interpret the text focussing on the message of anti-bullying and the dangers of peer pressure and communicate these through Brechtian methods.</p> <p>Assessment: Play text scene performed in a Brechtian style.</p>	<p>Shakespeare/Stage Combat</p> <p>Teach basic stage combat skills. Combine combat skills and script for performance using non-verbal communication and Shakespearian language.</p> <p>Assessment: Stage combat scene with Shakespearian dialogue.</p>	<p>Mask</p> <p>Exploring Trestle masks by focusing on using physical skills to bring to life a masked character.</p> <p>Assessment: Short masked performance to music.</p>	<p>Horror</p> <p>Students will study Jack the Ripper learning how to use and control tension on stage.</p> <p>Assessment: 'The Case of Jack the Ripper' performance.</p>



Key Stage 4

GCSE Drama offers students the opportunity to develop a range of performance skills as well as important social skills, enabling them to become as professional and accomplished as they can be for their future. Students complete three units with the examination board Edexcel exploring a range of skills and stimuli. They also complete a 2000-word portfolio which documents their devising process and allows them to analyse and evaluate their work. KS4 concludes with a written exam which focuses on the text 'An Inspector Calls' and a live performance which the students will see in year 11.



The curriculum is:

GCSE Component 1: 40% – Students work in groups to create an original piece of Drama from a range of stimuli. This performance is recorded in front of a live audience and sent to the exam board. The devising process is tracked by the students in their Component 1 booklets after every lesson allowing them to refer to their notes when composing their 2000-word portfolios.

GCSE Component 2: 20% – Students learn and perform two extracts from a professionally published play text for a visiting examiner. Students are also required to concisely analyse each character they play in advance. These character profiles are sent to the examiner 3 weeks before the performance exam.

GCSE Component 3: 40% – Students sit a 1 hour and 45-minute written exam. This exam is split into two sections:

Section A requires the students to answer 5 questions from the perspective of a range of theatre makers. These questions will be based on the play text 'An Inspector Calls'.

Section B requires the students to answer two questions analysing and evaluating a live performance which we will see in year 11.