



Our curriculum in DRAMA

What is the purpose of Drama?	Department information
<p>The core purpose and ambition of the Arthur Terry Drama Curriculum is to provide a high-quality drama education that transforms the life chances of all our learners. The fundamentals of our Drama curriculum are for learners to actively engage and develop their imagination, creativity, confidence, and self-esteem. Our high-quality Drama curriculum helps pupils gain a coherent knowledge and understanding of Theatre history and the influences theatre has in today’s world.</p> <p>We place our vulnerable learners first and at the centre of our curriculum design to ensure students with SEND and those who are socially disadvantaged have enriched cultural capital whilst providing all with the opportunity to connect and actively engage with Drama.</p>	<p>Core Leader: Miss Rebecca Deekes</p> <p>Subject Leader: Mrs Rebecca Wadsworth</p> <p>Exam boards</p> <p>Year 10: Eduqas Level 2 Vocational Award in Performing Arts</p> <p>Year 11: RSL Level 2 Certificate for Music Practitioners</p> <p>Year 12 & 13: RSL Level 3 Subsidiary Diploma for Music Practitioners</p>
How do we develop Arthur Terry Learners?	
<p>We develop Arthur Terry learners by ensuring our curriculum design and lesson delivery allow time and opportunity for learners to develop the foundations of the Arthur Terry Learner skills. We support students in building resilience through performing, develop their preparation skills both inside and outside the classroom using a variety of resources such as: knowledge organisers,</p>	



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workbooks, and online resources. All lessons are designed using an active approach, and we encourage and reward good learning values, as well as teaching British Values. Finally, we allow time for students to develop meta-cognition and crucially, build in time for students to practice and refine their new learning and skills.

	Topics/Units	Summary of key content
7	<p>Introducing Drama (1/2 Term Project)</p>	<p>Within this unit we explore what the benefits are from studying Drama. Students explore what an actor is and the role of the audience. Students familiarise themselves with physical and vocal drama skills and begin implementing them practically within their devised work. Students also learn the professional values, and expectations present within Drama.</p>



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☐ Melodrama

(1/2 Term Project)

Within this unit we explore what Melodrama is looking into stock characters and their typical characteristics. Students aim to devise a piece based on a melodramatic story using heroes and villains in small groups.

☐ Naturalism

(1/2 Term Project)

Within this unit we explore the practitioner Stanislavski and his methods of acting. Students explore practically varying key ideas within Stanislavski's system and devise a piece within a naturalistic style in small groups.

☐ Performing Text 1

(1/2 Term Project)

Within this unit we explore students representing realistic situations and relationships through performing text. Students develop their knowledge of stage directions, entrances, and exits and character development through performing a scene taken from the Lion, With and the Wardrobe.

☐ TIE Project

(1 Term Project)



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		<p>Within this unit students will present information & facts through storytelling to students their own age to educate, engage and entertain. Students will be given a set topic to research and use a range of techniques such as: multi-role, vocal and movements skills to communicate engaging characters.</p>
<p>8</p>	<p>☐ Lateral Thinking (1/2 Term)</p>	<p>Within this unit students explore and celebrate British values through themes such as equality, diversity, respect, tolerance, and kindness. Students develop understanding of how drama techniques can be applied and combined creatively in performance to portray meaning.</p>
	<p>☐ Devising (1/2 Term)</p>	<p>Within this unit students explore different theatre makers and how they collaborate to create a performance. Students devise an advert to promote the real meaning of Christmas with a focus on characterisation, use of vocal & movement skills, staying in role and using the space on stage. Students will also consider how to build tension and atmosphere through incorporating design elements.</p>
	<p>☐ Performing Text 2 (1/2 Term)</p>	



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Character Development
(1/2 Term)

Within this unit students begin to explore how text communicates meaning, and how an actor shall adapt this from the page, onto the stage. Pupils will learn how professional playwrights communicate performative intentions, primarily using Mark Wheelers repertoire. Students will be able to identify how playwrights create dynamic and expressive plays.

Blood Brothers Duologues
(1 Term)

Within this unit pupils shall start to explore how they can construct and develop comprehensive and appropriate characters for a performance. Pupils will explore how various skills can enhance their characterisation for the stage. Pupils shall gain confidence in understanding how characters are constructed, and the appropriateness at which they operate within Drama. Learners will practically understand how to apply these skills in an environment that mirrors a practical and professional performance setting.

Within this unit students will learn how to apply all the skills, which they have learnt thus far, to Willy Russell's *Blood Brothers*. Pupils will engage with all areas of the Drama curriculum up to this



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		<p>point, where they shall be expected to understand areas such as, how to communicate meaning, the basic skills of Drama, creative analysis and the exploration of text.</p>
<p>9</p>	<p>☐ The Believers (1/2 Term)</p>	<p>Within this unit students will develop an understanding that performances can be abstract and do not always need to reflect real life situations. Students will use an extract from a text each lesson as a stimulus to identify a theme. Students will then consider how they might convey their theme to the audience by combining a range of drama techniques creatively.</p>
	<p>☐ Physical Theatre (1/2 Term)</p>	<p>Within this unit students will develop an understanding of Physical Theatre as a performance style and begin to use movement creatively to convey characters and meaning. Students will use extracts from 'The Curious Incident of the Dog in the Night-time' and be exposed to different methods an actor may apply in rehearsals to develop their skills for Physical theatre performances.</p>
	<p>☐ Devising 2 (1/2 Term)</p>	<p>Within this unit pupils will begin to explore the various stylistic differences within Drama. Through exploring different styles and understanding their conventions, pupils will be able to develop a highly engaging piece of Drama, where they shall use body image as their stimulus. This unit prepares pupils for the rigors and expectations of devising when choosing Performing Arts for KS4.</p>



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	<p>📖 Performing Text 3 (1 Term)</p> <p>📖 Teachers (1/2 Term)</p>	<p>This unit shall take place over the spring and summer terms, where pupils shall start to learn the roles of theatre makers; and life beyond acting onstage. Pupils will use text to explore how to successfully create a dynamic performance for the stage. Pupils will have the opportunity to experience how performances are made, whilst not necessarily acting within them. This will prepare students who chose Performing Arts at KS4, and KS5, by giving them the essential understanding of the dramatic world behind the curtain.</p> <p>Within this unit students will work collaboratively to create a high-quality production. Students will apply all of their knowledge of different theatre makers to ensure the performance from page to stage is well rehearsed and conveys the playwright's intentions and genre effectively to the audience.</p>
<p>10</p>	<p>📖 WJEC Unit 2: Creating 30% of Qualification</p>	<p>Within this unit students will gain, develop, and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work. Students will undertake a series of set tasks that are to be applied to the prescribed context set annually by WJEC. Students will work within groups to devise their own piece lasting between 3 – 10 minutes in length.</p>



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	<p>☐ WJEC Unit 1: Performance 30% of Qualification</p>	<p>Within this unit students will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of published work. Students are required to perform between 3 – 6 minutes either individually or within a group.</p>
<p>11</p>	<p>☐ RSL Level 2: CAPA 201ta Live Performance External Core</p>	<p>Within this unit students will engage with a full live performance project including planning, rehearsal, performance, and evaluation. Students are required to complete a series of set tasks that are to be applied to the prescribed context set annually by RSL. Students will work as a group, to devise and perform a piece in any style lasting between 2 – 6 minutes.</p>
<p>12</p>	<p>☐RSL Level 3: CAPA 306 Planning for a Career in the Creative & Performing Arts 90 GLH</p>	<p>The aim of this unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way learners engage with their learning. Students will complete a skills audit and an action plan to develop personal skills, research jobs within the arts and plan strategies to generate income.</p>
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<p>☑RSL Level 3: CAPA 304E Performance Preparation 180 GLH</p>	<p>This unit prepares learners for participation in a performance production by developing their understanding of the styles and contexts of performance genres, exploring, and developing a range of skills and techniques required for auditions/interviews for roles in performance productions as well as developing their planning and rehearsal skills in collaboration with others. Students are required to complete a series of set tasks that are to be applied to the prescribed context set annually by RSL.</p>
<p>☑RSL Level 3: CAPA 310 Approaches to Acting 60 GLH</p>	<p>This unit aims to enable learners to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance.</p>
<p>☑RSL Level 3: CAPA 309</p>	<p>This unit aims for learners to develop knowledge, understanding and skills in Ancient Greek and Roman theatre. The purpose of this unit is to work towards performances of tragedy and comedy.</p>



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<p>Ancient Greek & Roman Theatre 60 GLH</p>	
<p>☑RSL Level 3: CAPA 314 Drama in the community 60 GLH</p>	<p>This unit aims to introduce learners to the concept of community drama. The purpose of this unit is to enable learners to participate in the creation and performance of a community drama project.</p>
<p>☑RSL Level 3: CAPA 315 Elizabethan or Jacobean Theatre 60 GLH</p>	<p>This unit is to develop skills, knowledge and understanding of performing plays of the Elizabethan or Jacobean Theatre. The purpose of this unit is for learners to work towards the performance of two contrasted scenes from one of the eras.</p>
	<p>The aim of this unit is to introduce learners to audition techniques. The purpose of this unit is for learners to develop practical skills in the techniques for auditioning in the performing arts.</p>



Be Proud |



Be Kind |



Be Ready

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	<p>☑RSL Level 3: CAPA 311 Audition Techniques (Acting) 60 GLH</p>	
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