

Curriculum overview: Drama

Key skills/content requirements at GCSE		
<u>Unit 1 – Unlocking Creativity</u>	<u>Unit 2 – The production/performance</u>	<u>Unit 3 – The performing arts experience</u>
<p><u>Students will be expected to:</u></p> <ul style="list-style-type: none"> ▪ Create a performance idea based on guidance from a range of practitioners ▪ Understand, plan and deliver the activities required to put on a successful performance, including business planning and pitching. ▪ Produce a portfolio of research, planning and ideas to enable them to put on a performance. They will then go on to pitch this idea as a group to camera. A short extract of the performance idea will also be presented. 	<p><u>Students will be expected to:</u></p> <ul style="list-style-type: none"> ▪ Produce a performance to an audience based on a list of five briefs. Students will choose a minimum of two disciplines from a list of performance roles including acting, dancing, singing, instrumental musician, musical theatre, variety performance, pantomime, physical theatre and circus skills. 	<p><u>Students will be expected to:</u></p> <ul style="list-style-type: none"> ▪ Draw on knowledge and understanding from units 1 and 2 and also from: <ul style="list-style-type: none"> - roles and responsibilities within the performing arts industry - the role of performing arts in society - approaches to rehearsal - working as a deviser/performer/director - marketing and public - health and safety - design and technical elements - reviewing performances ▪ Respond to a range of questions designed to assess their knowledge across the performing arts.

Curriculum Overview					
	Term 1	Term 2	Term 3	Portable knowledge	Key terms
Year 9	<ul style="list-style-type: none"> ▪ Introduction to drama Students will gain an understanding of genres and styles of drama alongside a variety of vocal and physical skills. They will apply these to practical work. Students will explore key terminology, which they will use throughout the course. A range of practitioners will be studied to explore how drama is created and their influence within drama. Students will begin to explore the performing arts industry. ▪ Unit 2 Students will be introduced to unit 2 and will be exemplar briefs. They will work within a group to create a mini performance and will document their progress and evaluate their work as they progress. 	<ul style="list-style-type: none"> ▪ Unit 2 Students will continue their work towards a mini performance to get them used to what will be expected of them when they complete the unit later in the course. They will reflect on their work considering strengths and weaknesses of their work. ▪ Unit 1 Students will begin to explore unit 1 to complete a mini mock within their first year of the course. They will respond to a brief and carry out research on the performing arts industry, considering the purpose and function of the industry as well as other's views of the industry. Students 	<ul style="list-style-type: none"> ▪ Unit 1 Students will create their performance idea, which they will pitch to the rest of the group. They will explore portfolio style activities, which document the work undertaken and explain the breakdown of their approach to their pitch. They will then present their pitch to the rest of the class. ▪ Unit 3 Students will explore some of the shorter exam responses within the context of lessons to check their knowledge and understanding of the course. 	<ul style="list-style-type: none"> ▪ Understanding of genres and styles ▪ Vocal skills ▪ Physical skills ▪ Key terminology ▪ Knowledge of drama practitioners ▪ Exploration of the performing arts industry ▪ Exploring and responding to a brief ▪ Creating a performance based on a brief ▪ Evaluating performances ▪ Pitching a performance idea ▪ Purpose and function of the industry 	<ul style="list-style-type: none"> ▪ Body language ▪ Posture ▪ Gesture ▪ Gait ▪ Co-ordination ▪ Facial expression ▪ Eye contact ▪ Spatial awareness ▪ Pitch ▪ Pace ▪ Pause ▪ Tone ▪ Volume ▪ Accent ▪ Emphasis ▪ Intonation ▪ Diction ▪ Performer ▪ Director ▪ Choreographer ▪ Film maker ▪ Stage manager ▪ Front of house

		<p>will then develop an idea and plan and budget for this.</p> <ul style="list-style-type: none"> ▪ Unit 3 A breakdown of the exam will be explored with a focus on the different sections of the exam and the knowledge required. 		<ul style="list-style-type: none"> ▪ Planning and budgeting ▪ Roles and responsibilities within the industry ▪ Approaches to rehearsal 	<ul style="list-style-type: none"> ▪ Public relations/marketing ▪ Technician ▪ Wings ▪ Fly tower ▪ Stage dock ▪ Orchestra pit ▪ Tabs ▪ The book ▪ Proscenium arch ▪ Promenade ▪ Thrust ▪ Traverse ▪ In the round
Year 10	<ul style="list-style-type: none"> ▪ Unit 1 Students will begin to explore unit 1 by responding to a brief to create their initial performance idea. They carry out research to develop their idea and begin to plan and budget for this. ▪ Unit 3 Students will explore exam style questions and respond to them within lessons to gain understanding of what is required for the exam. 	<ul style="list-style-type: none"> ▪ Unit 1 Students will continue to explore their brief and will be expected to challenge their own views and ideas in order to create a suitable pitch for their performance. Students will start to complete their presentations and rehearse their ideas. ▪ Unit 3 Students will explore exam style questions and respond to them within lessons to gain understanding of what is required for the exam. 	<ul style="list-style-type: none"> ▪ Unit 1 The recording of the pitch will be finalised and the portfolio of work alongside this will be completed. • Unit 2 Students will explore the briefs for this unit and begin to develop their own ideas for a performance. ▪ Unit 3 Students will explore exam style questions and respond to them within lessons to gain understanding of what is required for the exam. 	<p>As above, plus:</p> <ul style="list-style-type: none"> ▪ Health and safety ▪ Work in the performing arts and research aspects ▪ Marketing and public relations ▪ Working as a deviser, performer, director, practitioner and facilitator ▪ Design and technical elements 	<p>As above, plus:</p> <ul style="list-style-type: none"> ▪ Budget ▪ Funding ▪ Location ▪ Commissioning groups ▪ Touring ▪ Social media ▪ Advertising ▪ Television ▪ Trailers ▪ Posters ▪ Interviews ▪ Promo events ▪ Arts festivals ▪ Flash mob events ▪ Photoshoots ▪ Performing rights legislation ▪ Profit and non-profit organisations ▪ LX ▪ FX
Year 11	<ul style="list-style-type: none"> ▪ Unit 2 Students will complete workshop activities to develop their performance for unit 2. They will review their work and set targets to develop their work. ▪ Unit 3 Students will explore exam style questions and respond to them within lessons. They will improve and develop work in order to achieve the best marks in the exam. 	<ul style="list-style-type: none"> ▪ Unit 2 Students will complete their performance and the logbooks that support the performance. ▪ Unit 3 Students will explore exam style questions and respond to them within lessons. They will improve and develop work in order to achieve the best marks in the exam. 	<ul style="list-style-type: none"> ▪ Unit 3 Students will continue to explore exam style questions and address misconceptions to ensure they can achieve the best marks in the exam. They will review their work against examination model responses to ensure they are confident in how to gain the marks. 	<p>All knowledge covered in years 9 and 10.</p>	<p>All key terms covered in years 9 and 10.</p>

Assessment:

- Unit 1 is internally assessed and is worth 60 marks (30% of the qualification)
- Unit 2 is internally assessed and is worth 60 marks (30% of the qualification)
- Unit 3 is an externally assessed written examination and is worth 80 marks (40% of the qualification)

SMSC in performing arts

In performing arts we focus on ensuring that the academic work students engage in facilitates their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations. For example, during our studies of Unit 2, the briefs used to create their performances can cover a range of ideas, such as countries, ethnicities, education, isolation and many more. Much of the work in the department focuses on the personal development of students, both in lessons and extra-curricular activities, which helps students develop a cultural capital to benefit them through their studies.

Spiritual development in performing arts

Performing arts lessons provide pupils with the opportunities to be creative and express their ideas through performance when responding to a selection of briefs. Pupils are encouraged to share their responses to a range of styles, genres and skills to develop their own thoughts and develop their own performance. Pupils develop an ability to consider others when putting themselves in the situation of another character, this creating empathy as an individual.

Moral development in performing arts

Moral education in performing arts includes discussing a range of moral topics and students consider their own thoughts and those of others. They can therefore use the information to help present ideas within their work.

Social development in performing arts

In performing arts, students work with their peers in many situations which allows students to cooperate with each other and show mutual respect when working with others. Performing arts also develops their confidence in speaking and performing in front of others. Furthermore, as they have to present an idea for a performance piece, it enables them to improve leadership skills, organisational skills as well as the ability to resolve conflict if required.

Cultural development in performing arts

Cultural education in performing arts involves students developing an appreciation of performance drawn from a wide range of cultures throughout time. Students understand different styles of performance and can apply the various methods to their own styles of performance. They also study drama practitioners from a range of cultures to explore a wide range of knowledge on the performing arts industry.