

Subject: Drama

Curriculum Principles

By Year 11, a student of Drama at Dixons Newall Green will:

- Begin a journey that leads to a lifelong passion of the subject and a lasting appreciation of its intrinsic value
- Accrue a deep and diverse knowledge base so that students can participate in devising their own performance from stimuli and utilise working from scripted play texts
- Master theatrical chronological conventions and theatrical practitioners and become fluent with drama techniques and the reasons and application of dramatic terminology
- Analyse live performance and their own performance with strong knowledge of techniques and conventions and critique
- Creatively design costume and make up and become adept in technical theatre and apply this to own performance
- Build an increasingly sophisticated language base and the ability to write independently and fluently

Our uniting 'sentence' is "The drama department inspired the students of Dixons Newall Green to develop a lifelong passion for drama, captivating audiences, reflecting and exploring human experiences inspiring change, building community and developing cultural capital"

To achieve a true understanding of drama, topics have been intelligently sequenced based on the following rationale:

The curriculum is highly ambitious and sequenced effectively to build cumulatively the acquisition of skills and concepts over time.

Students study both devising and scripted performances, and the content and complexity of the text choice is more challenging over time.

Oliver Twist allows students to reflect on social class and disadvantage which develops into Blood Brothers linking to local connections and morality.

Both Shakespeare and Greek Theatre demonstrate the ambition and challenge in language choices of text and historical context.

The drama curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- In tackling social disadvantage in the North, our curriculum acts as both a mirror for students to see themselves but also develops aspiration through CEIAG links and challenges social class in the choice of texts.

We fully believe Drama can contribute to the personal development of students at Dixons Newall Green:

- By selecting a wide variety of topics within the curriculum we can ensure that students have a wide understanding of the world around them.

At KS3 and KS4 our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- There is a focus on how skills used in Drama can translate into the 'real world'.
- Role play is used to develop their oracy skills.

A true love of Drama involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- Students are given the opportunity to study a range of different topics which will give them an understanding of the world around them
- Students will also gain the opportunity to partake in extracurricular activities such as school productions and showcases
- Students have the opportunities to visit live theatre productions

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at Key Stage 3 and 4, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage					
		Cycle 1 Introduction to Drama / Greek Theatre		Cycle 2 Staging the Media / Victorians		Cycle 3 Oliver Twist / Cultural Drama	
YEAR 7	Enquiry questions	What is drama? What is a character? How do we perform on stage?	What is Greek Theatre? Where did it originate? Where do Greek Myths come from?	How does performance for TV differ to on stage? What is an audition? How do I use voice and movement effectively for TV and film?	When was the Victorian era? What is the difference in education between the Victorian era and today? What is social class?	What is a duologue? What is sub-text? Where is the play set? Why do the characters commit crimes?	Where does drama begin? What is a theatre timeline? What is genre?
	Content	Students will complete an introductory unit to drama. This will develop the skills of: <ol style="list-style-type: none"> 1. Team building 2. Collaboration 3. Confidence 4. Tableau 5. Thought-tracking 	Students will explore Greek myths and Greek theatre choral techniques. <ol style="list-style-type: none"> 1. Chorus 2. Characterisation 3. Narration 4. Mime 5. Movement 	Students will understand what it means to perform on TV and film. They will understand the process of how to be successful in industry. They will further enhance skills of: <ol style="list-style-type: none"> 1. Voice 2. Expression 3. Movement 4. Reportage 5. Direct address 6. Script understanding 	Students need to understand the time-period of the Victorians. They need to understand the theoretical knowledge of: <ol style="list-style-type: none"> 1. Social class, 2. Rehearsal techniques 3. Technical theatre and analysing acting skills. 4. monologue and duologue They explore the set-text of Oliver Twist and understand the plot and characters.	Students need to read and explore the whole set text Oliver Twist by Charles Dickens. They need to understand and develop the skills of: <ol style="list-style-type: none"> 1. Exploring scripted drama 2. Mime 3. Freeze frames 4. Vocal dynamics 5. Accent 6. Movement 7. Analysis 8. Evaluation 	Students need to understand the basic time period of drama starting from <ol style="list-style-type: none"> 1. Greek Theatre, 2. Medieval Drama, 3. Naturalism, 4. Melodrama, 5. Physical Theatre. 6. They explore five different periods throughout theatre history including Greek 550 BC – 220 BC, Medieval Drama (mystery plays), morality (George Dragon) 401-1500, Commedia 1510 1650 (pantomime), Naturalism 20th Century Drama 1880-1940, Physical Theatre 1980-modern day.

	Rationale	This unit ensures students know what the subjects entails and the purpose of the subject. Students are encouraged to start forming relationships with others and build confidence and stage presence using drama techniques	This unit builds on foundation knowledge and skills and allows students to use imagination. They are transported to a fictional island and are tasked to solve the mystery of the black cloud forming. This enables them to develop critical thinking and imagination whilst building a repertoire of skills.	This unit immerses students into different mediums of performance such as for film and television. They understand industry and what it takes to be a successful actor. They also understand the career pathways of the performing arts and what it takes to be successful at audition	This unit develops historical knowledge of the Victorian era. Students understand the struggle for children during this period and the poverty and hardship faced by the poor.	This unit enables students to understand how to read a whole play text. They develop strong knowledge of plot and character and analyse the sequence of events understanding the character and playwrights intentions.	This unit ensures that students understand where drama began and the different genres and styles including modern day drama. This builds their knowledge of theatre history and cultural capital.
		Knowledge, skills and understanding to be gained at each stage					
		Cycle 1 Introduction to Drama / Horror and Thriller	Cycle 2 Curious Incident of the Dog in the Night-Time	Cycle 3 Midsummer Nights Dream			
YEAR 8	Enquiry questions	What is drama? What is a character? How do we perform on stage? What is horror? How do you make the audience feel uncomfortable? Who is Artaud and what is his style?	What is autism? How can you portray neurodiversity through theatrical skills. What is a playwright?	Who is Shakespeare? What was his theatre like? What was the plot and sub-plots within the play? Why is the play called a Midsummer Nights Dream?			
	Content	Students will complete an introductory unit to drama. This will develop the skills of: 1. Team building 2. Collaboration 3. Confidence 4. Tableau 5. Thought-tracking 6. Mime 7. Body Language 8. Vocal Dynamics Students will explore drama techniques linked to theatre of cruelty and Artaud's style of theatre. 1. Stylised drama 2. Ritual 3. Audience attack 4. Vocal dynamics	Students will explore the set text Curious Incident of the Dog in the Night-Time. They will further enhance skills of: 1. Sub-text 2. Physical theatre 3. Characterisation 4. Technical theatre 5. Vocal skills	Students will explore the play Midsummer Nights Dream understanding the plot and themes. They need to understand the theoretical knowledge of: 1. Language 2. Characters (different worlds including lovers, mechanicals and fairy worlds) 3. Plot and structure and play within a play 4. Performance skills 5. Movement skills They explore the set-text of Midsummer Nights Dream and understand the plot and characters.			
	Rationale	This unit ensures students know what the subjects entails and the purpose of the subject. Students are encouraged	This unit enables students to explore the set text Curious Incident of the Dog in the Night-Time.	This unit enables students to understand how to read a challenging play text. They develop strong knowledge of plot and character and analyse the sequence of events understanding the character and playwrights intentions.			

		to start forming relationships with others and build confidence and stage presence using drama techniques This unit builds on foundation knowledge and skills and allows students to use imagination. Students then explore horror and thriller. They are immersed into horror genre and discover how to make the audience feel uncomfortable to develop their performance skills further.	Students understand the condition of autism and neurodiversity and the world through Christophers eyes. They understand how to perform a physical theatre style piece of drama.	This unit ensures that students understand Shakespearean drama and the Elizabethan era conventions. Understanding Shakespeare is highly ambitious and creates a love of literature and performance of different genres.
		Knowledge, skills and understanding to be gained at each stage		
		Cycle 1 Development of techniques / Commedia Dell'Arte	Cycle 2 Practitioners	Cycle 3 Blood Brothers
YEAR 9	Enquiry questions	What is drama? What is a character? How do we perform on stage? What is Commedia? Where did it originate? How do you form in a commedia style?	What is a practitioner? Who is Brecht? Who is Berkoff? Who is Artaud? What is physical theatre? What is the practitioner intentions?	Who wrote Blood Brothers? Where is the play set and when? What is social class? What is the plot? What is superstition and the other key themes? What is musical theatre? Is nature / nurture the most important?
	Content	Students will complete an introductory unit to drama. This will develop the skills of: <ol style="list-style-type: none"> 6. Team building 7. Collaboration 8. Confidence 9. Tableau 10. Thought-tracking Students will explore the conventions of Commedia dell'arte and stock characters: <ol style="list-style-type: none"> 1. Stock roles 2. Stylised actions. 3. Mime 4. Slap stick 5. Timing 	Students will understand the famous practitioners and their style of theatre techniques and intentions. <ol style="list-style-type: none"> 1. Epic theatre 2. Theatre of cruelty 3. Stylised drama 4. Ritual 5. Audience 6. Skills and techniques 	Students need to read and explore the set text Blood Brothers by Willy Russell set in Liverpool in the 1960-80s. They need to understand and develop the skills of: <ol style="list-style-type: none"> 1. Exploring scripted drama 2. Mime 3. Freeze frames 4. Vocal dynamics 5. Accent 6. Movement 7. Analysis 8. Evaluation
	Rationale	This unit ensures students know what the subjects entails and the purpose of the subject. Students are encouraged to start forming relationships with others and build confidence and stage presence using drama techniques	This unit enables students to understand the famous adults who have influenced how theatre is created and performed. They will then begin to apply these more complex techniques into their own devising work.	This unit enables students to understand how to a musical theatre play text. They develop strong knowledge of plot and character and analyse the sequence of events understanding the character and playwright intentions.

		This unit develops into Commedia dell'arte exploration and students immerse themselves into the conventions of mime and comedy and understand where this originates from.		This builds their knowledge of theatre history and cultural capital. Blood Brothers is set in Liverpool in the North West and enables students to understand the struggles of class divide growing up in the Thatcher era.
YEAR 10				
YEAR 11				