

- Virtues
 - Targets/ Learning
 - Knowledge
 - Subject Specific Skills
- Underlined = Deeper development of earlier skills / knowledge*

Drama - Learning Journey



Meeting goals!
Setting new ones...

Question: Is it important to stay true to a playwright's intention?
Component 1 - Understanding Drama - Study of GCSE set text Blood Brothers by Willy Russell. Focus on context, characterisation, costume and staging of the play.

Progression to next stage of learning:
A Level Theatre Studies

Understanding Drama - 1hr 45m Exam Preparation



C3: Texts in Practice

Verbal	Visual	Written
Stage	Stage	Stage
Stage	Stage	Stage
Stage	Stage	Stage

Question: Whose style is it anyway?
Component 2 intro to devising - workshop practitioner's style

Proxemics
Staging
Narration
Mime
Lighting
Sound

Playwright intentions, deconstructing text, social & historical context
Question: Who is responsible for managing backstage of a professional theatre?
Component 1

Set & Staging
Costume
Lighting
Sound

Question: How can you communicate effectively to an audience?
Component 3 - study of plays for monologues and group work
Practitioners techniques and methods

Bravery
Attentiveness
Self control
Reflection
Confidence
Pitch, Pace, Pause, Tone, Inflection, Volume, Accent

Style & Genre



C1: Understanding Drama



C2: Devising Drama

11

Courage
Curiosity
Respect

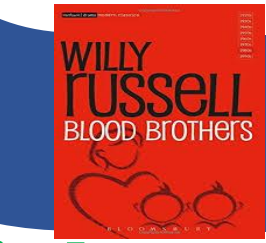
Question: Does an actor have to have experienced the same emotions as a character to give a believable performance?

Innovative concepts
Brecht, Stanislavski, Berkoff, Artaud, Brook, Frantic Assembly, DV8

Question: What makes good theatre?
Students will explore a range of stimuli & use their knowledge of performance styles, genre & form to devise a piece of theatre: Component 2
PSHE: Mental Health

Question: Theatre should connect to people's lives
Agree or Disagree?
Component 3 Intro to performance using

Text Exploration



10



Verbatim Theatre



Hillsborough

Reflection
Kindness
Hope

Question: How can we use symbolism in performance?
Developing Ensemble skills to create abstract drama

Episodic Structure, 'Epic' conventions
Themes: religion, supernatural, good vs evil, deceit, hysteria

Characterisation
Storytelling, target audience

Reflection
Deliberation
Respect

Question: What type theatre is more powerful, naturalistic or non-naturalistic? Explore a range of performance styles including Brecht, Stanislavski, Brook, Artaud

Setting BOLD targets

Romeo & Juliet



Frantic Assembly



Devising



Different State of mind

Music
Innovation
Teamwork
Trust, confidence, self control

Physicality
Fluidity
Symbolism
Atmosphere
Take on a DIRECTOR role - be a leader!
"Drama is full of layers and this is your chance to be creative and shine!"

Ensemble
Choral Movement
Performance Styles
Staging
Question: What's in a name?
Exploring plot, character, language & structure of a tragedy

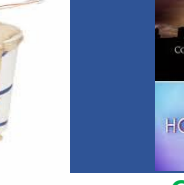
Drama history
Solidarity
Compassion
Love
Forgiveness

Question: Why should I take GCSE drama?
- To develop communication skills
- To understand the world through other people's shoes
- To be creative - To lead - To inspire - To take risks - To push comfort zones - To continue your love of theatre

9

History - Using real-life events

Knife crime



Soaps - Naturalistic TV



Building tension
Horror/Scare
Integrity
Trust
Storytelling

English - inventive use of language
Text exploration
Students respect each others' decision making/ ideas
Mime - comedy
Ensemble
Storytelling

English - Shakespeare
Using transferable skills
Tableau, TT, Narration, Flashback

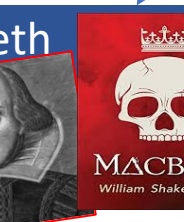
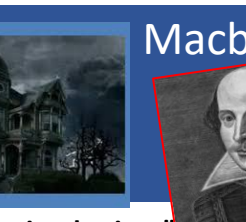
Question: Is Shakespeare relevant to today's society?
Macbeth - Students will explore plot, character, language, structure

Love of learning
Confidence
Curiosity
Courage

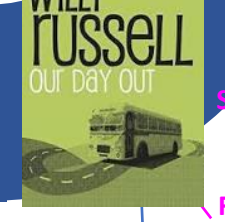
Genre, Structure, Form
Performance style, character building
Narration, Flashback
Crosscutting, Tableau
Documentary drama
Verbatim theatre

Titanic - Flashback

Darkwood Manor



8



English - inventive use of language
Text exploration
Students respect each others' decision making/ ideas
Mime - comedy
Ensemble
Storytelling

Question: How important is Shakespeare and how are his books still so influential?

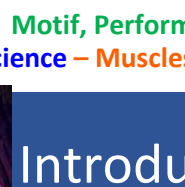
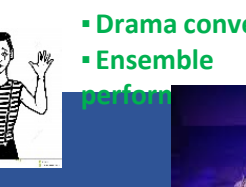
Question: How important is Shakespeare and how are his books still so influential?

Musicals

Question: Should drama educate or entertain?
Exploring texts from our city - Focus on cross cutting and contrasting elements of characterisation. Mr Briggs V Mrs Kay.

Status/class
Bravery
Friendship
Forgiveness

Slapstick Comedy



7



Question: Does good drama need a linear structure?
Drama Conventions - Students will consider varying structures to devise a piece that is engaging and innovative

Comedy and storytelling
Trust
Timing
Mime
Determination

Narration
Flashback
Cross-cutting
Tableaux
Solidarity
Compassion
Respect
Kindness
Patience
Forgiveness

F/E B/L Levels Positioning
Proxemics
Gestures
Action

Question: What's more important dialogue or action?
'A day in the life' - students develop their physicality by devising a mime sequence linked to the emotions of WW2

Explorative strategies

Building relationships / teamwork