

5-Year Curriculum Overview

	Year 11	Year 10	Year 9	Year 8	Year 7
	<i>Master</i>	<i>Secure</i>	<i>Embed</i>	<i>Develop</i>	<i>Introduce</i>
Aims	<p>Analyse –</p> <ul style="list-style-type: none"> Professional practitioner’s performance work. Roles responsibilities and skills Interrelationships, processes, techniques and approaches used in performance. The developments and application of skills used in performance The creation of performance and its success during the generation and application of ideas, implementation of drama skills and overall success 	<p>Explain –</p> <ul style="list-style-type: none"> Professional practitioner’s performance work. Roles responsibilities and skills Interrelationships, processes, techniques and approaches used in performance. The developments and application of skills used in performance The creation of performance and its success during the generation and application of ideas, implementation of drama skills and overall success 	<p>Describe –</p> <ul style="list-style-type: none"> Professional practitioner’s performance work. Roles, responsibilities and skills Genre and style and how this impacts on performance decisions Interrelationships between processes, techniques and approaches used in a and to create performance. The development and application of skills used in performance The creative process of devising performance through the generation of and application of ideas, implementation of drama skills and evaluation of how this communicates intention To clearly communicate the intention of the performance to the audience through the confident use of stagecraft techniques To contribute ideas to a group and being capable of showing 	<ul style="list-style-type: none"> To ensure the audience can understand the intention of the performance through the use of stagecraft techniques. To contribute good ideas to a group while producing evidence of leadership skills and driving the work forward. To recognise and use various different Drama skills with definite confidence and creativity. To perform a variety of convincing characters through the use of vocal and physical skills with confidence and originality. To consistently stay in role throughout the whole performance. 	<ul style="list-style-type: none"> To often use stagecraft techniques in performances to help make sure the audience understand. To make a reasonable contribution to a group’s work, sharing some simple ideas and being focused on the task most of the time. To recognise and use different Drama skills with reasonable confidence. To perform characters that are different from themselves through the use of vocal and physical skills with growing confidence. To stay in role for most of the performance with few distractions.

			<p>good leadership skills, focusing on ways to keep the working atmosphere positive and productive.</p> <ul style="list-style-type: none"> • To recognize and use a range of drama skills to produce effective and interesting performances • To construct and perform a wide variety of characters with sustained vocal and physical skills and depth and sensitivity. • To stay in role throughout the whole performance, showing an impressive commitment to the performances they do. 		
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<p>Core knowledge/key concepts</p>	<p>Demonstrate disciplined and organised development of performance and interpretive skills during rehearsal process</p>	<p>Demonstrate effective development of performance and interpretive skills during rehearsal process</p>	<p>Demonstrate an ability to develop a good understanding of the use of vocal, physical and interpretive skills and why they are used in performance.</p>	<p>Demonstrate an ability to develop a sound understanding of the use of vocal, physical and interpretive skills and why they are used in performance.</p>	<p>Demonstrate an ability to develop a basic understanding of the use of vocal, physical and interpretive skills and how they are used in performance.</p>
	<p>Demonstrate a considered selection, application and creative use of skills during rehearsal and performance.</p>	<p>Select and apply relevant technical skills during rehearsal and creatively apply the skills during performance.</p> <p>Competently develop ideas in response to a brief and use skills in</p>	<p>Select and apply technical skills competently during performance.</p> <p>Develop an effective understanding of what makes a performance</p>	<p>Select and apply technical skills appropriately during performance.</p> <p>Develop a clear understanding of what makes a performance</p>	<p>Select apply technical skills during performance.</p> <p>Develop a basic understanding of what makes a performance successful and</p>

	Effectively develop ideas in response to a brief and use skills in order to respond to create a performance and evaluate the effectiveness of the performance.	order to respond to create a performance and evaluate the effectiveness of the performance.	successful and identify/implement improvements	successful and identify/implement improvements	identify/implement improvements
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<p style="text-align: center;">Skills and knowledge developed</p>	<ul style="list-style-type: none"> • Students will be able to respond to a stimulus and work as a group to create a performance linked to and developed from the theme. • Students will log initial ideas in order to fully explain how they address the exam brief. • Students will fully explain how they have used their skills during the development of the performance. • Students will evaluate the success of their performance and how it has met the brief. They will also identify any areas that could be improved upon. 	<ul style="list-style-type: none"> • Students will develop an understanding of how different theatre practitioners work and practically explore their techniques. • Students will log their understanding in writing in order to effectively show their understanding. • Students will develop an understanding of physical, vocal and interpretive skills and how they are used in performance. • Students will develop a performance that demonstrates their ability to convey appropriate physical, vocal and interpretive skills. • Students will log their understanding of the process in a working record that explains their strengths, weaknesses and areas for improvement. 	<p>Students will continue to build on the development of skills by being offered more challenging ways in which to experiment with their use.</p> <ul style="list-style-type: none"> • Students will develop work to be shared with an audience outside of the • Students will understand the technical roles and responsibilities involved in creating performance work and work practically in these roles (lighting, sound, costume) • Students will develop ability to articulate clearly how performance decisions communicate intention • Students will learn about genre and style and techniques use to create a performance in relation to these things. 	<p>Students will continue to develop and add to the quality of using Stagecraft, vocal skills, physical skills, interpretive skills and drama conventions in a more challenging setting and focus on their ability to work as a successful group whilst developing their ability to add characterisation and stay in role. These will include-</p> <ul style="list-style-type: none"> • Use of different types of staging and the challenges these add to the performance process • Understanding the need for intention to be a major driving force for the success of the performance • Devising from a stimulus • Theatre in Education as a genre and the way we adapt the performance for a particular audience • Exploring Shakespearian themes and adapting the performance to create something new and different. • Developing characterisation by using exaggerated physicality to recreate 	<p>Students will be introduced to the basic building blocks and terminology that will be used to explore performance all way through to year 11. These will include-</p> <ul style="list-style-type: none"> • Stagecraft - The appropriate use of the stage and how to exploit it to best effect • Group skills - Working positively with others • Vocal skills - The use of the voice • Physical skills - The use of the body • Interpretive skills - The way you understand or present the drama • Drama conventions - Techniques available to use within the drama • Characterisation - Ability to perform as a convincing character • Staying in role - Ability to remain as a character throughout the performance
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<p style="text-align: center;">Wider curriculum links</p>	<ul style="list-style-type: none"> • Component 3 - Externally set • This will alter from year to year depending on the brief set by the exam board. There is usually a strong link to SCMS and developing a moral conscious via performance. 	<p>Component 1 Production 1 - Dangers and consequences of drink driving, responsibility, grief, loss Production 2 - Autism, family relationships, acceptance, societies views on disability Production 3 - Class, disadvantage, inequality, rights to a good education</p> <p>Working collaboratively, impact of decisions on others, effective communication</p> <p>Component 2 <u>Development of skills</u> - development of empathy and an ability to read emotion. <u>Teechers</u> - understanding of 80's school system and changes that have been made to improve the lives of students especially in terms of socio-economics.</p>	<p>Adaptations Love, revenge, consequences Shakespeare and Iambic pentameter</p> <p>Performance Working collaboratively, impact of decisions on others, effective communication</p> <p>Skills Development of empathy and an ability to read emotion.</p>	<p>Devising How theatre is used to educate in different settings Creating performance for different generations and understanding topics relating specifically to them</p> <p>Adaptations Love, revenge, consequences Shakespeare and Iambic pentameter</p> <p>The Lion King Power, intimidation</p>	<p>Storytelling Moral conscious, understanding right from wrong and acting appropriately, consequences</p> <p>Non-verbal communication Human nature, understanding a person's true feeling via hidden messages</p> <p>Peter Pan Empathy John Barrie and Great Ormond Street Hospital</p>
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