Whittington Green School – Drama

CURRICULUM INTENT: The language of theatre is international and understood by everyone. A stimulating education in Drama will provide pupils with the opportunity to explore the world of people from other times, cultures and places, enabling them to examine similarities and differences from their own environment and life experiences. Drama is an exciting, enlightening, creative and empathetic activity which helps us to make sense of the world and human nature. It is a common misconception that Drama is for those who want to be 'actors'. In reality Drama develops many transferrable skills that are relevant to us all from developing our self-confidence to strengthening our communication skills. Whilst our curriculum is designed to support students in the development of their skills in creating and performing, it is fundamentally about the growth of the individual. In Drama we expect students to consistently challenge themselves, taking risks in the creation and performance of compositions in their lessons. As a department we genuinely believe that Drama enables our students to grow into more open minded citizens in a world where the diverse range of expressive arts are an important influence and moral compass in everyday life. Drama, in short, is essential.

Aims

The primary aim for Drama at Whittington Green School is to promote high standards of self-expression and performance whilst encouraging our students to be well rounded, empathetic and urbane individuals with a complex understanding of society and the human condition. We aim to:

- Inspire students to write both intellectually and emotively with a strong command of the written word and a variety of performance techniques.
- Develop our pupils' love of theatre through reading, performing and viewing a diverse range of exciting and illuminating texts/dramatic genres.
- Encourage our pupils to appreciate performances from different cultures and historical periods.
- Enrich our pupils' vocabulary and dramatic terminology so that they can communicate accurately and express their creativity within a professional context.
- Challenge our pupils to use a wide range of arts disciplines, materials and techniques both effectively and experimentally.
- Develop our pupils' ability to discuss and critique their own work and drama produced by others, including the work of professional theatre makers.

Drama also encompasses the following areas of *the English national curriculum* ensuring that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely for both pleasure and information
- Appreciate our rich and varied literary heritage

• Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
Use discussion in order to learn; being able to elaborate and explain clearly their understanding and ideas • Are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in spoken English • Improvise, rehearse and perform play scripts and poetry, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Term / Unit	Topic Overview / Content	Learning Expectation / Concepts and Skills	Recall and review of past learning	National Curriculum targets	Key vocab / Concepts
Unit 1	**Introduction to drama** Introduction to the concept of what a character and a setting is in Drama. This unit will build the students' confidence, develop skills in group work and via a series of practical exercises based on character and setting will enable them to successfully create their own short pieces of improvised drama in pairs. Students will also be required to reflect upon what makes a good actor via frequent peer assessment.	✓ Participate in weekly drama warm up games. ✓ Work with a variety of peers. ✓ Improvise scenes when requested to. ✓ Recall at least four vocal skills required to be a successful performer. ✓ Perform without corpsing. ✓ Working with a peer create a short, improvised piece of drama, incorporating two original characters and a clear fictitious setting, using the line, "How long have you been here?" as their starting point/stimulus. ✓ Perform to peers.	Group discussion and homework task based on characters and settings they have prior knowledge of to embed key terminology. Students reflect on where the drama was set and who the main characters were. Discussion of what makes a good actor based on their favourite performances/ actors.	**Writing: 1, 6** **Spoken English: 1, 4**	• Character • Setting • Improvisation • Rehearse • Costume • Stimulus • Stage • Actor • Prop • Audience
Unit 2	**Physical theatre & Working from a script** Students will learn what 'Physical theatre' is via three introductory practical lessons on the subject. Students will	✓ Learn specific vocabulary associated with physical theatre, scripts and musical theatre. ✓ In groups of 5-6 perform a choreographed piece of musical theatre from 'The	Retrieval of the terminology 'Characters' & 'Setting' will need to be considered.	**Reading: 1, 4, 5** **Spoken English: 1, 4**	• Status • Canon • Unison • Gesture • Freeze-frame • Stage directions

	then progress to work on performing a chorus scene from 'The Wizard of Oz' using physical theatre and musical theatre culminating in assessed group performances.	Wizard of Oz' to 'Ding Dong The Witch Is Dead' ✓ Use levels, canon, unison/synchronised movement and freeze-frames within their performance. ✓ Perform to peers. ✓ Peer assessment of performances.	Need to work successfully within a group by following specific positive behaviours. Perform to peers. Evaluate performances.		• Mime • Dialogue • Corpsing • Vocal Projection
Unit 3	**Given circumstances & historical context** The starting point for this SOW is a short monologue called 'Request Stop' by Harold Pinter. I perform it in role to the class, playing the part of a xenophobic old lady. Students then learn how to use 'Role on the wall' to explore her external characteristics and her internal characteristics and possible motives. Students then have the opportunity to 'Hot-seat' the character Meg where her reasons for being Xenophobic become gradually more apparent.	✓ Learn what 'Role on the Wall' is. ✓ Learn what 'Hot-seating' is. ✓ Recognise Pinter's characterisation of 'Meg'. ✓ Complete whole class 'Role on the Wall' for Meg. ✓ Hot-seat Meg. ✓ Improvise/devise scenes working in small groups depicting moments from Meg's life. ✓ Attention to historical/social context must be evident. ✓ Attention to Meg's 'Given circumstances' should be evident in performances. ✓ Perform to peers. ✓ Peer assessment of performances.	Students deduce character and setting in 'Request Stop'. Characters and setting for small group work will again need to be clearly established and discussed prior to performance. Working from a specific stimulus (literary). Some students may have previously 'Hot-seated' a character in Primary school/English lesson. Need to work successfully within a group by following specific positive behaviours. Perform to peers.	**Reading: 1, 4, 5** **Writing: 1,3** **Spoken English: 1, 4**	• Role on the wall • Hot seating • Monologue • Given Circumstances • Historical context • Xenophobia • Facial Expressions • Posture • Tragedy • Comedy

			Evaluate performances.		