

Drama Curriculum Intent

Our Ambitious Aims

By the end of their time with us at Gloucester Academy, our students will be able to:

- Confidently share ideas when working collaboratively with others in a range of different situations.
- Be a knowledgeable member of an audience, with an appreciation of performance and design techniques.
- Apply the self-confidence and focus they have developed through performing into wider situations, including interviews and presentations to others.

Big Ideas

To achieve success in drama, students will be given the opportunity to develop a range of skills.

Big Idea	Description	Rationale
Performance	The ability to fully realise characters on stage through focused and deliberate use of physical and vocal performance skills.	Students must develop a high level of control over the use of their body and voice in order to communicate a range of characters and their narratives to an audience.
Design	Developing an understanding of the roles and responsibilities of theatre makers, and the impact of design choices on a production.	Students must understand the impact of a wide range of design elements and how they are instrumental in communicating meaning to the audience.
Response	The ability to identify and evaluate aspects of performance and design within your own work, as well as the work of others.	Students must become informed members of an audience or cast, able to respond critically to performances using professional, theatre industry vocabulary.

Year	Summary of Study	Narrative and Rational
7	Basic physical and vocal skills Naturalism and non-naturalism Ancient Greek theatre Use of scripts	At the start of KS3,Yr7 will begin by being introduced to the basics of performance, developing their physical and vocal skills .They will then be introduced to naturalistic and non-naturalistic styles of drama,a key concept they will revisit throughout KS3.Yr7 students will finish the year by developing an understanding of the origins of theatre by learning key features of Ancient Greek performances. Building on this established base knowledge,Yr8 students will be given the opportunity to devise their own work linked to the theme of Crime.They will be introduced to a range of techniques which act as building blocks in the devised process ,and introduced to the practitioner Bertolt Bretch . In contrast, the students will then move on to script work , understanding how to fully realise characters through the work of Konstantin Stanislavski . In the final unit of the year, students will be introduced to professional theatre productions using an online platform.They will study set and costume design, comparing the different styles in a variety of productions, and then creating their own concepts. In year nine students will revisit the concept of devising , with the focus now being on how to create content from a specific stimulus .All the stimuli provided will link to the theme of protest, and techniques learnt in Yr8 will be revised and extended. In Unit Two,Yr9 will work with scripts again, gaining experience in bringing scripts to life on stage and applying various performance techniques learnt through devising, to convey meaning more effectively to an audience. In their final unit students will again have access to professional theatre productions , this time with a focus on lighting and sound .
8	Basic devising techniques The work of Bertolt Brecht Use of scripts The work of Konstantin Stanislavski The work of theatre makers - set and costume design Analytical and evaluative writing	
9	Developed devising techniques Developed use of scripts The work of theatre makers - lighting and sound design Analytical and evaluative writing	
10	Devising extended pieces of drama across multiple lessons Analytical and evaluative writing	At the start of KS4 students will have the opportunity to devise and rehearse performance work over an extended period of

	in the form of a portfolio Introduction to GCSE set text	time, allowing them the opportunity to collaborate with others to create an original piece of work inspired by stimuli . This piece will be performed to an audience . Yr10 students will reflect on this process through written work, demonstrating an understanding of different stages of the process, and how a performance piece is created.
II	Developed study of the GCSE set text Scripted performances Live theatre visit and review	<p>KS4 students will then explore a set text in a variety of ways, exploring how both performance and design ideas could be applied in a variety of ways, as well as considering the cultural context of the play itself.</p> <p>Finally, KS4 students will develop a performance of a professional script. Working either as part of a group, as a pair, or as an individual, the students will apply all their acquired performance knowledge to stage two extracts from a play, which will be performed to an audience.</p>