

Implementation of the curriculum



PERFORMING ARTS - DRAMA CURRICULUM



YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<ol style="list-style-type: none"> Baseline written & performance Initial Actor Training Greek Theatre 	<ol style="list-style-type: none"> Baseline written & performance Terrible Fate of Humpty Dumpty 	<ol style="list-style-type: none"> Baseline written & performance Borstal 	<ol style="list-style-type: none"> Baseline written & performance Workshops/CW 	<ol style="list-style-type: none"> Unit 1 – The Pitch Assessment
<ol style="list-style-type: none"> Spy School 	<ol style="list-style-type: none"> Showcase 	<ol style="list-style-type: none"> Effects of Crime Scripted Performance 	<ol style="list-style-type: none"> Unit 1 – Creating The Performance Unit 1 – Creating The Pitch 	<ol style="list-style-type: none"> Unit 2 – The Performance Assessment
<ol style="list-style-type: none"> Whole Class Theatre Company 	<ol style="list-style-type: none"> Blood Brothers 	<ol style="list-style-type: none"> Written Exam – Live Theatre Review Arts Award 	<ol style="list-style-type: none"> Pitch Assessment Unit 3 – Exam Preparation 	<ol style="list-style-type: none"> Unit 3 – The Written Exam



PERFORMING ARTS – DRAMA YEAR 7



YEAR 7 - TERM 1	YEAR 7 - TERM 2	YEAR 7 – TERM 3
<p>Initial Actor Training</p> <p>Students will develop a basic repertoire of drama techniques which they will need throughout the 5 year curriculum. Students will use both scripted and visual stimuli to develop oracy and performance skills. Links to 'slapstick' style performance.</p> <p>KEY BODY LANGUAGE AND VOCAL TERMS TABLEAU, THOUGHT-TRACK, TRANSITION</p> <p>Greek Theatre</p> <p>Students will build on skills and knowledge developed in 'IAT' and work with masks and choral speaking to further develop their use of body language and oracy. Students will be set a half term task of creating a Greek Theatre mask. Links: Arts</p>	<p>Spy School</p> <p>Students will use Stanislavski's system to learn about naturalism as well as using their imagination to create their own 'spy identity' character. Students will encounter 'Teacher in Role' so will learn to think on their feet and improvise. Students will also look at script writing and creating their own full performance with lighting and sound.</p> <p>NATURALISM, STANISLAVSKI, PHYSICALISATION, SCRIPT WRITING, TEACHER IN ROLE</p> <p>Links: English, Careers</p>	<p>Whole Class Theatre Company</p> <p>Students will work as an entire class to create a full scale performance (script chosen by class teacher). Students will be given the option to:</p> <ul style="list-style-type: none"> - Perform - Direct - Lighting - Sound - Costume/Make-up - Set Design - Marketing - Front of House - Sing - Orchestra <p>Students will learn the importance of working as a team and what it takes to put together a full show. Students will show their final performances at the end of the year to an audience.</p>





YEAR 7 - TERM 1

LEARNING:

BASIC BODY LANGUAGE

BASIC USE OF VOICE

NON-NATURALISTIC SKILLS – TABLEAU, THOUGHT-TRACK, CHORAL SPEAKING.

WHY? INTENT

Students will develop their confidence in performing and speaking in-front of an audience. They will begin to understand the importance of using voice and body language skills throughout their time at Essa and into the wider world. Communication and working as a team will be a focus in Greek Theatre as well as oracy. Greek Theatre is taught so students know the origins of theatre.

YEAR 7 - TERM 2

LEARNING:

TEACHER IN ROLE

STANISLAVSKI – NATURALISM

SCRIPT WRITING

CHARACTER DEVELOPMENT

WHY? INTENT

Students will see their teacher performing to demonstrate 'WAGOLL'. Students need to experience both basic styles of performance (naturalism) with a link to key practitioner. Students will also develop their writing and literacy skills.

YEAR 7 – TERM 3

LEARNING:

JOB ROLES IN THEATRE

ORGANISATION

CREATIVITY

WHY? INTENT

Developing a show from scratch involves students using a lot of transferrable skills. Students need to understand the different 'roles' in a theatre company then they have the option to specialise in one.



YEAR 8 – TERM 1

Baseline – Written & Performance

Written knowledge checking task to understand what have retained from Year 7.

Performance task so students can demonstrate prior learning.

Links: English

Terrible Fate of Humpty Dumpty

Students work through the entire script. We focus on literacy, oracy and reading and the importance of understanding a text before bringing it to life. Students will focus on the theme of bullying and devise scenes using key techniques following the plot line.

KEY BODY LANGUAGE AND VOCAL TERMS
TABLEAU, THOUGHT-TRACK, TRANSITION,
SOUND COLLAGE, CHORAL SPEAKING,
CHARACTERISATION

Links: English, PSHEE

YEAR 8 – TERM 2

Showcase

Students will learn about the different areas of performing arts including the technical side and the creative side. Students will create their own theatre companies and create a full performance with different roles within performing arts. Students will need to use all areas of Performing Arts they have learnt so far.

STIMULUS, DEVISING, LIGHTING, SOUND,
MARKETING, SET DESIGN, COSTUME DESIGN,
MAKE-UP DESIGN

Links: Music, Computing and Business,
English, Graphics, Art, Careers

YEAR 8 – TERM 3

Blood Brothers

This is an introduction to the text students will be studying at GCSE if picked as an option. We will continue to have different options for other students but all must perform at some point. Students will use retrieval to familiarise themselves with the layout of the playtext and the intentions of the playwright. Students will develop a contextual understanding of the play with a focus on the development of the main characters Mikey and Eddie. We will look at the class system and how this directly affects their relationship. Students will perform, design and direct key scenes from the play text.

BLOOD BROTHERS, CONTEXT,
CHARACTERISATION,

Links: Music, English, Careers, PSHEE





YEAR 8 – TERM 1

LEARNING:

READING AS A PERFORMER

BODY LANGUAGE

VOICE SKILLS

CHARACTER DEVELOPMENT

NON-NATURALISTIC SKILLS: TABLEAU, THOUGHT-TRACK, MONOLOGUE, SOUND COLLEGE

WHY? INTENT

Students will develop reading skills and oracy as well as building on their prior knowledge from Year 7. Students will develop their confidence further with performance and becoming a character as well as looking at key issues such as bullying which is something that is international. Students can express their feelings on bullying which will impact wider school.

YEAR 8 – TERM 2

LEARNING:

COMMUNICATION

TEAMWORK

PLANNING AND ORGANISING

CREATIVITY

JOB ROLES IN THEATRE

WHY? INTENT

Students will develop a range of transferrable skills whilst creating their own theatre company. These skills will be vital as they continue in their learning at Essa Academy and onwards.



YEAR 8 – TERM 3

LEARNING:

PERFORMING FROM A SCRIPT

CHARACTERISATION

BODY LANGUAGE

VOICE SKILLS AND PROJECTION

JOB ROLES IN THEATRE

CONTEXT – HIGHER AND LOWER CLASS, LIVERPOOL HISTORY

WHY? INTENT

Blood Brother by Willy Russel is a play studied all over the UK and beyond. Students will learn the history of Liverpool through the depression. Students will learn key messages of the play such as friendship, brotherhood, relationships and the class system.



YEAR 9

YEAR 9 – TERM 1

Baseline – Written & Performance

Written knowledge checking task to understand what students have retained from Year 7 and 8 Drama.

Performance task so students can demonstrate prior learning.

Links: [English](#)

Borstal

Students will look at the life of a real person in Borstal with a view to creating a naturalistic character and perform an assessed monologue. They will look at Teacher in Role throughout the scheme as well as improvisation, voice and body language. There are links to Stanislavski and his method acting.

Links: [English](#), [PSHEE](#), [History](#)

YEAR 9 – TERM 2

Effects of Crime – Devised

Students will look at the stimulus 'Effects of Crime' inspired by a live theatre performance. Students will create a performance from scratch. Students will explore how crime affects people of all ages and how choices people make can lead to punishment as well as struggle. Students will research real life stories using Verbatim theatre and add non-naturalistic devices to a final performance which will be performed in front of an audience.

Links: [English](#), [PSHEE](#)

Scripted Performance

The class teacher will select a play which is suitable for the class. Students will study the play, context and style in detail and perform sections of the play leading to a final performance.

Links: [English](#)

YEAR 9 – TERM 3

Arts Award

Students will begin to collate their evidence for their Bronze Arts Award as well as creating a portfolio of work to hand in. Students will participate in live theatre and also be a part of transition where they will teach some of the skills they have learnt over the past 3 years to Year 6 students.





YEAR 9

YEAR 9 – TERM 1

LEARNING:

SELF-DISCIPLINE

TEACHER IN ROLE

MONOLOGUE

VOCAL SKILLS

BODY LANGUAGE SKILLS

ENSEMBLE

WHY? INTENT

Students will learn to work as an ensemble (group/team) developing their team work skills. Oracy and vocal performance will be a focus with a monologue assessment at the end. Links with Spy School (Year 7)

YEAR 9 – TERM 2

LEARNING:

VERBATIM THEATRE

CULTURE

NEWS AND MEDIA

NON-NATURALISTIC SKILLS

DEVISING SKILLS

WHY? INTENT

Students will develop their communication and teamwork skills as well as their problem solving skills by devising a piece of theatre based on the media of today with links to crime. Students will see points of view from both victim, family and criminal.

YEAR 9 – TERM 3

LEARNING:

CREATIVITY

ARTISTIC SKILLS

TRANSFERRABLE SKILLS

WHY? INTENT

The Bronze Arts Award will give students a stand out option as they leave Essa Academy. The award involves students teaching skills they have learnt over the past 3 years as well as having further opportunities in the Arts.



YEAR 10

YEAR 10 – TERM 1

Skills Workshops

Students will explore different genres, styles and practitioners in a series of workshop style lessons. They will cover three areas: theory, application and evaluation:

- Physical Theatre – Frantic Assembly
- Improvisation
- Clowning – Steven Berkoff
- Naturalism – Stanislavski
- Scripted
- Make-up Design

Links: [English](#), [History](#)

YEAR 10 – TERM 2

Unit 1 – The Pitch

Students will bring their first unit of the exam. They will be given a performance brief which they will explore in theatre companies (groups). They will devise their own performance based on the brief then present their final ideas as a pitch. Students will look at all areas of the performing arts industry as a full exploration of what it takes to run a successful theatre company.

- Devising
- Budgeting
- Venues
- Design
- Evaluation
- Roles in Theatre
- Presentation
- Oracy



Links: [English](#), [Careers](#), [Computing and Business](#)

YEAR 10 – TERM 3

Unit 3 – The Written Exam

Students will work towards their summer written exam.

Topics covered:

- Roles and responsibilities in the performing arts industry.
- Performing Arts within society.
- Approaches to rehearsal.
- Working as an actor, director, practitioner and facilitator
- Marketing and Public Relations
- Health and Safety
- Design and Tech
- Reviewing Live Performance
- Research

Links: [English](#), [Careers](#), [Computing and Business](#)





YEAR 11

YEAR 11 – TERM 1

Unit 1 Pitch Exam

Due to the pandemic, this cohort of Year 11 are slightly behind. Students will have 6 weeks to finalise their pitch presentation and their exam will be before Christmas. This is also a time where they will be finishing off their portfolios.

The Pitch – 50%
Portfolio – 50%

30% of Final Grade

Links: [English](#), [Careers](#), [Computing and Business](#)

YEAR 11 – TERM 2

Unit 2 – The Performance

Students are given the option to pick between 5 different briefs to create a full scale production. Students can choose to:

- Perform
- Lighting and Sound
- Make-up and Costume
- Set Design
- Marketing and Publicity

Students will also create a log book which will document their rehearsals, feedback, designs, creations and research. Their final exam will be before Easter

Performance – 100%

30% of Final Grade

Links: [English](#), [Careers](#)

Year 11 – Term 3

Unit 3 – The Exam

All students will be sitting the written exam.

Topics covered:

- Roles and responsibilities in the performing arts industry.
- Performing Arts within society.
- Approaches to rehearsal.
- Working as a actor, director, practitioner and facilitator
- Marketing and Public Relations
- Health and Safety
- Design and Tech
- Reviewing Live Performance
- Research

Written Exam – 100%

40% of Final Grade

Links: [English](#), [Careers](#), [Computing and Business](#)

