



"A truly aspirational and inclusive offer of educational excellence for Devon's newest town"

## Curriculum & Assessment Plan 2017-2018

### Subject: Drama

Drama is taught in year 7 and 8 in key stage 3. Students may then opt to study Drama for GCSE which is a very popular course. In both years students explore study a wide range of stories, themes and issues either fiction or documentary through a play text of devised improvisation. In all schemes students develop specific reflective writing skills and Dramatic exploration and performance techniques. The courses provide students with the skills to communicate clearly and confidently working closely with others.

In script work students study setting, plot and characterisation and understanding how the work of dramatists is communicated effectively through performance. Interpretation of staging, photography, music, symbolic costume sound effects , projection and historical research are learnt and developed throughout the course

#### Course description and topics covered:

Techniques in each SOW would include: Hot seating ,reportage and news reports, mime, montage, tableaux, narration and monologue, moving and speaking in role for group improvisations, flash backs , teacher – in role . Split staging, dramatic reconstruction of historical facts, though tracking and semiotics – staging music lighting and projection

Year 7		
Topic	Method(s) of assessment	Key Resources/Links
Dracula	Hello magazine interview of Dracula. A study of the gothic genre with 3 characters – Gore, Dracula and a Hello journalist. Use of stage and spacing	
UFO	Teacher in – role lead story of a UFO landing at Powderham Castle. Students create a BBC Spotlight southwest report. Script writing and semiotics projection	
Romeo and Juliet	A study of the Shakespeare play starting from the crime scene set on stage - exploring plot and characterisation	



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Year 8		
Topic	Method(s) of assessment	Key Resources/Links
Darkwood Manor	A study of the semiotics and gothic drama through the story of the haunted Darkwood Manor. Spontaneous improvisations, creating characters.	
Lizzie Borden	A documentary drama exploration of Lizzie murdered on Bodmin moor in 1844. Historical research and character profiling. Staging, semiotics and script writing.	
Blood Brothers – By Willy Russell	Historical cultural and social research of Britain in the 1950s. Brechtian Drama. A study of narration and prologue. Performing sections of the play	

### ASSESSMENTS

During each half termly project, students are assessed on their: Group work ,Use of Staging, Understanding Character, Semiotics and Performance techniques. Students chart their progress in their drama books using the assessment criteria of Mastered, Secure, Developing and emerging.

### SMSC Opportunities

Learning takes place within a social and ethical context. Students work examining human motivation, feelings, moral choices and actions and the consequences of those actions.

Whilst working through the themes in the units and schemes of work, students acquire the skills and understanding about the social world and enter into moral , political and ethical issues raised. Consequently, students reflect on others views from the issues raised, beliefs are analysed and their own values are clarified

### KS4/Post 16 information:

A drama qualification will equip students with a range of skills much sought after in the wider world of work and education.

- Communication confidence and creativity; Presentation and Articulation; Co-operation and understanding of others; Skills of working with others and Understanding actions and consequences

Drama can help students in any career that involves working with the public. A wide range of university courses regard drama as a valuable exam entry.