

Subject Area: Performing Arts: Drama

Outline of content	
Introduction	<p>The Drama Department as part of 'Performing Arts' at The Wilnecote School has one simple aim, to find and nurture talent. Through work in lessons and a range of extra-curricular opportunities, the department provides a platform for students to share and develop their talents. These talents are recognised, appreciated and celebrated.</p> <p>The Drama department consists of two main teaching rooms which can be opened out into one large studio space. The rooms have a sprung floor, stage lighting and curtains which can be used to transform them from teaching spaces to a performance space for students to use.</p>
Key Stage 3 Year 7 Year 8 Year 9	<p>Summary:</p> <p>Over the three year Key Stage three programme, students will develop the key skills of creating and performing both scripted and devised pieces as well as skills in directing and designing a play. Students will also develop their ability to evaluate their own performances, the performances of others and professional theatre performances.</p> <p>The Drama Department aims to engage and inspire pupils to develop a love of drama and their talent as performers, designers and directors, and in doing so increase their self- confidence, creativity and sense of achievement.</p> <p>All students are given the opportunity to undertake a range of performance and creative tasks in a variety of groups. This work is differentiated in order to ensure that it meets the needs of all students, providing challenge and support for all. Students also develop their knowledge of key vocabulary and begin to develop their understanding of how to write about their own and other people's work.</p> <p>The skills which pupils develop in Key Stage 3 are designed to enable them to continue their study at Key Stage 4.</p> <p>KS3 Course Content</p> <p>Year 7</p> <p>Devising: Journeys – Students develop basic performance skills, understanding what they are and then applying them to devised performances based on the theme of journeys.</p> <p>Devising: Evacuation – Students further develop their performance skills by applying when whilst working in groups to devise and perform a piece based on the experiences of evacuees during WW2.</p> <p>Theatre History – Students study key areas of theatre history, understanding how theatre has changed and developed over time and creating performances in different historical styles.</p> <p>Devising: Fairy tales – Students build upon their earlier understanding of devising working in groups to create and perform their own Fairy tale.</p> <p>Exploring a Play: Alice in Wonderland – Students explore the play from the points of view of director, designer and performer. Activities include creating set and costume designs as well as directing and performing scenes from the play.</p> <p>Performing a Play: Bright Lights – Students work in groups to create and perform this short play, which is a modern twist on the story of Hansel and Gretel.</p> <p>Year 8</p>

Devising: Environment – Students build upon their understanding of performance skills, understanding what they are and then applying them to performances which explore the issue of Climate Change.

Set Design – Students explore the role of a set designer, understanding what they do and why they are so important in theatre. They then work in groups to create a model set design.

Scripted Performance: Exam Stress Head – Students explore the issue of exam stress through working in groups to create a performance of a play about a teenager preparing to take their GCSE exams.

Devising: Lemons, Lemons, Lemons, Lemons, Lemons - Students continue to build upon their understanding of devising by working in groups to create and perform a piece based on their exploration of the play Lemons, Lemons, Lemons, Lemons, Lemons which is all about what happens when government try to limit freedom of speech.

Exploring a Play: 100 - Students explore the play from the points of view of director, designer and performer. Activities include creating lighting and sound designs as well as directing and performing scenes from the play.

Performing a Play: Blackout- Students work in groups to create and perform extracts from this play, which explores the story of a teenage boy who wakes up one morning in a jail cell with no memory of how or why he is there.

Year 9

Devising: The Boy in the Striped Pyjamas – Students further build upon their understanding of performance skills, understanding what they are and then applying them to performances which explore the book The Boy in the Striped Pyjamas.

Performing a Play: Mobile Phone – Students explore the play mobile phone, developing their performance skills by applying them to a group performance of the play.

Devising: Celebrity – Students use their performance and teamwork skills to create a devised performance which explores the positives and negatives of fame.

Devising: Murder Mystery - Students continue to build upon their understanding of devising by working in groups to create and perform a piece based on their exploration of a murder mystery story.

Film Trailer Project - Students have the opportunity to decide whether to work as a performer or designer as they work in groups to create their very own film trailer based on the horror genre.

Assessment:

Student's performances will be assessed at the mid-point of each scheme and again at the end.

Students will use a personalised learning checklist to monitor and self – assess their progress throughout each scheme of work.

Students will also be set regular homework tasks which will be used to inform their assessment.

Resources:

Students will use a variety of resources including props and masks. They will also have access to the work of theatre companies to support them in their creation of their own work. Students will also be given opportunities to participate in workshops with members of professional theatre companies and experience live theatre performances.