

Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Spring 2
Year 7	<p>LAMDA</p> <p>Students will be introduced to LAMDA and choral speaking, culminating in an exam at our LAMDA private centre. Students will explore vocal techniques and oracy as a firm basis for their performing arts journey. Choral-Speaking exams encourage groups to explore verse and prose pieces together. The groups will create an imaginative performance that expresses the mood and themes of the text.</p>		<p>Introduction to Shakespeare</p> <p>Students will study Shakespeare's play, 'Romeo and Juliet'. Students will learn, rehearse and perform scenes from the play whilst reflecting on character, dialogue and performing techniques including projection and pace, whilst exploring key performance skills such as gesture, facial expressions and body language.</p>		<p>Drama from a stimulus</p> <p>This unit will explore devising drama from a stimulus. It will introduce mime and narration and explore relationships and emotions. Students will be introduced to Stanislavski's devising style and will work on understanding empathy and a range of devising strategies.</p>	
Year 8	<p>Commedia Dell'Arte</p> <p>This unit explores mime and physicality, as preparation for the exploration of the early Italian style of theatre Commedia Dell'Arte is and its influence on modern theatre. Students will explore 'Stock characters' and work on facial expression and body language to help convey a character. Students will devise scenes that explore status, slapstick comedy and lazzi. Students will devise and perform their own Commedia scenes</p>		<p>Shakespeare</p> <p>This unit students will analyse the Shakespeare play, 'Macbeth'. They will learn, rehearse and perform scenes from the play whilst reflecting on character, dialogue and vocal techniques including diction, projection, articulation and pace.</p>		<p>Scripts, Sets and Props</p> <p>Students will study scripts including monologues, duologues and group scenes, analysing character and acting technique. The students will learn an appreciation for subtext, character objective and how to take dialogue from the page to the stage.</p> <p>In addition to this, students will learn to understand the basic idea of semiotics in drama such as lighting, sound and set, and how that can enhance a performance and allow them to reinforce the message to the audience</p>	
Year 9	<p>Practitioners</p> <p>This unit explores the different styles of the practitioners (Jacque Lecoq, Brecht, Stanislavski) and makes links with the techniques that students have previously learnt. Students will explore how they can use the influence of a practitioner to change the style of their work to convey meaning.</p>		<p>Curious Incident of the Dog in The Night-time</p> <p>Students will study the play Curious Incident of the Dog in The Night-time by Mark Haddon and will be introduced to physical techniques, such as frantic assembly and more specifically their approach to the text. Students will be encouraged to think about how to apply these techniques in order to create some devised work around the text.</p>		<p>Theatre In Education & Devising Theatre</p> <p>This unit will develop student's skill in creating theatre for the purpose of education. Using a set brief, students will devise a piece of theatre designed to raise awareness of a key issue within the local community. Students will also learn how to become theatre makers, working from a stimulus to devise a final performance.</p>	
Year 10	<p>Exploring Scripts</p> <p>This unit will explore different texts in the format of monologues, duologues and group scenes. Students will work on analysing scripts and further developing their character within the text. IN addition to this, students will strengthen their knowledge of subtext, character objective and performance technique.</p>		<p>Exploring the Performing Arts</p> <p>Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Students will Investigate how professional performance work is created and demonstrate understanding of the skills, techniques and approaches used by professionals to create performance work.</p>		<p>Professional Acting Repertoire</p> <p>During this term students will rehearse and perform repertoire from a chosen professional play or script, demonstrating their understanding of skills and techniques that enable them to produce and interpret performance work. Students will then reflect on their performance, their own contribution to group work and identify strengths and areas for development. Students will finally describe what they most enjoyed and found most challenging about the repertoire.</p>	
Year 11	<p>Preparing for the Live Assessment</p> <p>This unit focuses on preparing students for the live assessment unit. Using the previous year's brief, the aim of this unit is to give learners the opportunity to explore all of the skills required for a live performance. This will include; planning, rehearsing and executing the performance and post-performance reflection to ensure continual development as performers. Students will be given a range of different workshops exploring the best ways to approach the planning, devising and rehearsal process including: Exploring personal aims, production planning, health and safety (including risk assessment) for performers and audience, roles and responsibilities in production, rehearsal management and reflection, set and lighting design, costumes and props, staging and ensuring the performance created effectively meets the demands of the brief provided.</p>		<p>CAPA Live Assessment</p> <p>Under controlled conditions students will plan for and devise their own acting performance in response to a set brief.</p> <p>Students must:</p> <ul style="list-style-type: none"> • Describe personal aims in relation to the live performance including their own image, repertoire and audience expectation. • Propose ideas for the performance that incorporates acting • Produce a production plan to meet the needs of an agreed brief • Analyse Health & Safety issues in the context of a live performance • Work with others to plan and rehearse the performance • Present a performance to a target audience • Demonstrate acting skills during the performance • Review their performance in the light of feedback • Suggest ways to improve future performances 		<p>Exams</p>	