Use of stimuli to develop create and

develop a performance. Developing

Applying knowledge surrounding

active rehearsal process.

Art - Creating

original work in the style of a practitioner

ability to apply practitioner and style.

Use of

stimulus to

inspire a

## Drama Learning Journey

Our curriculum intent

All Subjects – Using Key language to form competent answers

**Development of understanding how** to create and perform an assigned character using clear artist intentions. Development of creative

MOSELEY PARK

process.

Practical

Progression to next stage of learning: A Level Drama & Theatre **BTEC Performing Arts** College for Drama studies

## **Comp 3- Written Exam**

Set Text and Live Theatre Evaluation A03&A04

GCSE Question: How would you perform a specific character from your set text in a given scene? Students will bring together the knowledge, understanding and skills acquired across the previous/

Understanding how make creative decisions

reflection throughout process and creation.

**Experimenting and developing work** 

and the creative process. Development of

approaches to rehearsal process. Self

stages of learning, to be able to make creative and directorial decisions to stage their set text.

Developing knowledge surrounding theme, narrative& character.

Evaluation approach for live works, being critical and responsive.

Analysing and evaluating live work. Response to work both individual and audience response.

Analysis of both performance and design elements.

Analyse of creative decisions for

Comp 3 – Written Exam

Set Text and Live Theatre A03&A04

Analysis of directorial decisions to communicate meaning and create response.

**Analysis of Artists work, cultural** background, social context in response to set text.

can support create decisions.

Practical exploration of scripts to develop understanding of application of performance skills. Responding to a given script to make performance, directorial and design decisions. To develop understanding of how analysis Practical exploration to develop responses for Comp<sub>i</sub>3 written exam

**English – Using** context to develop understanding

performance using Frantic Assembly techniques, Round By Through, Chair Duets.

A01, A02 & A04

Frantic Assembly

**Comp 1 -**

**Devising Theatre** 

**10** 

**Noughts & Crosses/Section B** 

Set Text & Written Exam Introduction A03 & A04

> Experimenting with performance genre, style, theme and how to actively apply these to performance. Development of performance skills; movement & voice

Increase knowledge of how to devise a piece of theatre independently, including the ability to understand scripts and structures.

**Theatre** History Devising

A01&2-Developing

Analysis of practitioner styles, how and why these are used. Physical Theatre.

Development of how to apply drama specific performance/ design vocabulary to exam style questions.

Voice: Pace, Pitch, Volume, Pause **Movement: Gesture, Posture, Facial Expression** Design: Set, Lighting, Sound, Costume

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Characterisation

**Analysis of theatre** 

Ensemble

Vocal skills

**Monologues & Practitioners** 

AO1 & AO2 - Monologues

**Develop comprehensive understanding of Key** Practitioners such as Stanislavski, Brecht and

**Understanding of the** development of Theatre and how to create practical work from a stimulus.

live theatre Exploration

Movement

**Understanding** 

elements of

theatre and

performing

Seeking, Empathy,

**Understand how** 

**Exploring development** 

of character

**Drama explores social** 

**British Values** 

issues

of the

for an

audience

development and **Gesture & movement skills** 

Pitch, tone, pace, volume,

intonation, pause, articulation.

Question: How do you keep an audience engaged? Students develop skills that will be surrounding Comp 1 & Comp 2 on engagement

Frantic Assembly.

**Analysis of Character and** motivation

Stage

directions

Use of writer's intentions to allow accurate communication to be made

Physicality and Movement PSHE - Asylum

Empathy

Improvisation

Interpretation

Physicality

Analysis of effective mood & atmosphere, communication towards an audience

Question: What are rehearsal techniques and why are they used? characters. Hot seating, Role Students will develop their skills using rehearsal techniques for

**Understand Movement Terminology** character development Pitch, Pace, Pause, Volume, Tone

**Exploring rehearsal** techniques to develop on the wall, 7 levels of tension. This will be used during GCSE study.

Settina

Staging

Character

dialogue

Interpreting Text and applying creative ideas to practical work

Dialogue

Physicality

language

Thought Track

Refugee Bov

**Staging** Types, Traverse, In The Round, **Proscenium** Arch - pros

Developing physical & vocal Interpretation for character Characterisation

movement techniques

Interpretation

Script

**Understanding different** 

Question: How do we build confidence?

**Analysis of movement** 

skills, physicality & body

Students develop their confidence by exploring accessible tasks

**Basic Voice and Movement** 

Still Image

**Grimm's** 

**History - 1700's** 

Analysis of character

& interpretation

**Analysis of performance** 

Narration

Devisina

Skill Development

**Basic Theatre Rules** Cooperation, collaboration, communication Pitch, pace, tone, physicality, body language

**Exploring development of character Developing application of vocal technique** 

**Developing physical movement for character** 

Question: How do we perform in theatre? Students will develop their skills in basic performance.

English - understanding narrative

context.

Science following a Understanding of place, situation, time, setting & pre-set formula to create an end product

<u>Scripts –</u>

and cons.