

VOCATIONAL DRAMA CURRICULUM OVERVIEW

	Autumn Term		Spring Term		Summer Term							
Year 7	<p>PROJECT ONE (Rotation 1) - Exploration</p> <ul style="list-style-type: none"> -Knowledge and use of vocal and physical skills. -Knowledge on how to approach any stimulus using basic devising skills. -To devise one scene based on set stimulus (quote/image/story) -To apply Brechtian techniques to a piece such as, placards, direct address and breaking the 4th wall. 	<p>The theatre industry</p> <p>Performing</p> <p>Devising</p> <p>Theatre element</p>	<p>PROJECT TWO (R1) - Pantomime</p> <ul style="list-style-type: none"> -Knowledge on the elements of a Pantomime -Knowledge of Stock characters and their characteristics -Basic devising skills such as use of voice, body language, facial expressions and special awareness. -To devise a Pantomime performance 	<p>The theatre industry</p> <p>Performing</p> <p>Devising</p> <p>Theatre element</p>	<p>PROJECT THREE (R1) - Theatre from Around the World</p> <ul style="list-style-type: none"> -Understanding the conventions of theatre depending on the culture. -Basic devising skills such as use of voice, body language and facial expression -Knowledge of basic Drama Techniques -To devise a scene using a different style of theatre. 	<p>The theatre industry</p> <p>Devising</p> <p>Theatre element</p> <p>Performing</p>	<p>PROJECT ONE (Rotation 2) - Exploration</p> <ul style="list-style-type: none"> -Knowledge and use of vocal and physical skills. -Knowledge on how to approach any stimulus using basic devising skills. -To devise one scene based on set stimulus (quote/image/story) -To apply Brechtian techniques to a piece such as, placards, direct address and breaking the 4th wall. 	<p>The theatre industry</p> <p>Performing</p> <p>Devising</p> <p>Theatre element</p>	<p>PROJECT TWO (R2) - Pantomime</p> <ul style="list-style-type: none"> Knowledge on the elements of a Pantomime -Knowledge of Stock characters and their characteristics -Basic devising skills such as use of voice, body language, facial expressions and special awareness. -To devise a Pantomime performance 	<p>The theatre industry</p> <p>Performing</p> <p>Devising</p>	<p>PROJECT THREE (R2) - Theatre from Around the World</p> <ul style="list-style-type: none"> -Understanding the conventions of theatre depending on the culture. -Basic devising skills such as use of voice, body language, facial expressions and special awareness. -Knowledge of basic Drama Techniques -To devise a scene using a different style of theatre. 	<p>The theatre industry</p> <p>Devising</p> <p>Theatre element</p> <p>Performing</p>
Year 8	<p>PROJECT ONE (Rotation 1) – Exploration Blood Brothers</p> <ul style="list-style-type: none"> -Explore the main characters of the play Blood Brothers by Willy Russel using vocal and physical skills. -Knowledge of Stanislavski and his techniques -Perform extracts of the script using Drama techniques such as use of script, use of voice, special awareness and body language. -Understand the social/historical and political context of the play. 	<p>Theatre element</p> <p>Performing</p> <p>The theatre industry</p>	<p>PROJECT TWO (R1)- Vocations in Performing Arts</p> <ul style="list-style-type: none"> -Explore a range of different vocations in the industry -Understand the skills needed to be successful in these vocations. -Understand the path to achieve these vocations. -Knowledge of vocal and physical skills. 	<p>Theatre element</p> <p>Performing</p> <p>The theatre industry</p>	<p>PROJECT TWO (R1) – Theatre Company Project</p> <ul style="list-style-type: none"> -Basic knowledge on performing arts job roles (<i>director, stunt man, choreographer and set designer</i>) -How to approach a stimulus/theme -Knowledge of Bertolt Brecht, Stanislavski, Frantic and their techniques. -Use different vocations in the industry to create a company. -Present a pitch to a panel based on the project theme. 	<p>The theatre industry</p> <p>Theatre element</p> <p>Devising</p>	<p>PROJECT ONE (Rotation 2) – Exploration Blood Brothers</p> <ul style="list-style-type: none"> -Explore the main characters of the play Blood Brothers by Willy Russel using vocal and physical skills. -Knowledge of Stanislavski and his techniques -Perform extracts of the script using Drama techniques such as use of script, use of voice, special awareness and body language. -Understand the social/historical and political context of the play. 	<p>Theatre element</p> <p>Performing</p> <p>The theatre industry</p>	<p>PROJECT TWO (R2)- Vocations in Performing Arts</p> <ul style="list-style-type: none"> -Explore a range of different vocations in the industry -Understand the skills needed to be successful in these vocations. -Understand the path to achieve these vocations. -Knowledge of vocal and physical skills. 	<p>Theatre element</p> <p>Performing</p> <p>The theatre industry</p>	<p>PROJECT TWO (R2) – Theatre Company Project</p> <ul style="list-style-type: none"> -Basic knowledge on performing arts job roles (<i>director, stunt man, choreographer and set designer</i>) -How to approach a stimulus/theme -Knowledge of Bertolt Brecht, Stanislavski, Frantic and their techniques. -Use different vocations in the industry to create a company. -Present a pitch to a panel based on the project theme. 	<p>The theatre industry</p> <p>Theatre element</p> <p>Devising</p>
Year 9	<p>THE STUDY OF TWO PLAYS</p> <ul style="list-style-type: none"> - Knowledge of vocal and physical skills (higher vocabulary) -Knowledge of Stanislavski and his techniques -Knowledge on how to approach a script -Performing using Drama techniques such as use of script, use of voice, special awareness and body language. -Research a well-known play from GCSE Drama Play list -Understand the social/historical and political context of a play 	<p>The theatre industry</p> <p>Performing</p> <p>Theatre element</p>	<p>DEVELOPMENT OF DEVISING SKILLS</p> <ul style="list-style-type: none"> -Knowledge of Bertolt Brecht, Stanislavski, Frantic and their techniques - Use of devising skills such as use of voice, body language, facial expressions, approaching a stimulus and special awareness. -Use of naturalistic theatre and frantic assembly. -Knowledge and use of Drama techniques. -Create a piece of theatre based on a stimulus/brief. -Conduct research to develop devised drama piece. 	<p>Theatre element</p> <p>Devising</p> <p>Performing</p> <p>The Theatre industry</p>	<p>UNIT 1 INTRODUCTION:</p> <ul style="list-style-type: none"> -Analysing the theatre elements that impact their performance. -The impact of their performance on the audience. -The performance / acting techniques needed to put on an effective performance of one scene. -Knowledge of other influences such as practitioners. 	<p>Theatre element</p> <p>Performing</p> <p>The Theatre industry</p>	<p>UNIT 1</p> <ul style="list-style-type: none"> -The influence the research has had on their performance. -The effectiveness of each rehearsal. -Analysing the theatre elements that impact their performance. -The impact of their performance on the audience. -To reflect on the rehearsal, process every few weeks. -The performance / acting techniques needed to put on an effective performance of 10 minutes. -Knowledge of other influences such as practitioners 	<p>The Theatre industry</p> <p>Theatre element</p> <p>Performing</p>				

VOCATIONAL DRAMA CURRICULUM OVERVIEW

	Autumn Term	Spring Term	Summer Term
Year 10	<p>UNIT 1 Pupils must perform extracts of scripts from 6-10 minutes. They must choose an existing script that challenges their ability through use of performance skills and drama techniques. Then research their chosen plays whilst also looking at the impact the information found will have on their audience. Pupils reflect on the effectiveness on every rehearsal and after the performance, reflect on the success and areas of development for future performances.</p> <ul style="list-style-type: none"> -The influence the research has had on their performance. -The effectiveness of each rehearsal. -Analysing the theatre elements that impact their performance. -The impact of their performance on the audience. -To reflect on the rehearsal, process every few weeks. -Knowledge of other influences such as practitioners -To perform an extract from an original play using drama techniques and performance skills effectively for a 10-minute piece. (in solo or groups). -Evaluating the feedback given effectively. -To reflect on the rehearsal, process every few weeks. -To evaluate the success and areas of development of the performance. -To analyse how this will impact future performances. 	<p>UNIT 2 Pupils must devise a piece of drama 3-5 minutes in length. They must respond to a given brief, explain their creative process and reflect on every rehearsal. When devising, they must ensure they are using devising techniques effectively and performance skills to create a near professional performance.</p> <ul style="list-style-type: none"> -The aspects that make up their own creative brief. -The theatre elements needed to devise a drama piece. -The knowledge of external influences such as theatre practitioners and theatre styles. -The performance elements and techniques to create an effective opening, middle and end scene. -How to apply a range of drama and theatre techniques to a scene. -Evaluating the feedback given effectively. -Analysing the theatre elements that impact their performance. -To reflect on the rehearsal, process every few weeks. -To evaluate the success and areas of development of the performance. -To analyse how this will impact future performances. 	<p>DEVELOPMENT OF DEVISING SKILLS</p> <ul style="list-style-type: none"> -Knowledge of vocal and physical skills (higher vocabulary) -Knowledge of Bertolt Brecht, Stanislavski, Frantic and their techniques -Knowledge on how to approach any stimulus using drama techniques -Knowledge about job roles in the Performing Arts Industry To create a piece of theatre based on a stimulus/brief. -Understand a good standard of devising skills. -Conduct research to develop devised drama piece.
	<p>UNIT 3 PREPARATION: These lessons are to pre-teach key knowledge for unit 3 before the brief is released in January. Pupils will look at job roles in more detail, how to budget effectively, effective rehearsal planning and delivering effective pitches.</p> <ul style="list-style-type: none"> -Retrieval of the job roles in the theatre industry. -The best marketing and PR strategies to use based on a target audience. -How a professional theatre event runs. -Budgeting effectively for an event. -Resources and staging used for an event. -How different job roles can impact a theatre event. -How to plan an effective rehearsal schedule. -To devise a scene linked to a brief. 	<p>UNIT 3 When the brief is released in January, pupils must plan a music event, they must create their own theme based on a given brief, plan their rehearsals, manage staff and resources within a given budget and design marketing strategies to promote the event. Pupils must also compose 3 snippets of music that would be performed in the event. All these ideas are then put together to create a pitch which they present to a panel.</p> <ul style="list-style-type: none"> -The features that make up a successful theatre event. -To outline the purpose of their event to a brief. -The drama techniques used when devising. -The demands of working within a budget. -Performance skills use to create an effective piece -Influences from other practitioners -To adapt a piece of devised theatre to a brief. -How to use staffing and resources for an event effectively. -How to promote a theatre event successfully. -Creating unique stage designs. -Demonstrating the elements of a successful pitch. -Evaluating the feedback given effectively. -Evaluating the effectiveness of the pitch and event. -To evaluate the success and areas of development of the pitch and event. 	

Theatre element

Performing

Evaluating

The Theatre industry

Evaluating

Theatre element

Performing

Devising

Devising

The Theatre industry

Theatre element

Performing

The Theatre industry

Performing

Devising

Theatre elements

Evaluating