

Carousel: Drama	Year 7	Year 8	Year 9
Topics Studied	<p>Topic 1: Introduction to Drama: To learn to apply the basic skills of drama. Students will be taught the basic skills they need to use in their performance work.</p> <p>Topic 2: Superheroes: To explore melodramatic acting through the theme of superheroes learning new techniques to enhance work. Students will explore body language, examining how to alter it depending on the role they play and use melodramatic acting as is the norm within a superhero film.</p> <p>Topic 3: Cluedo: To continue introduce the range of dramatic techniques used in KS3 Drama and master those already taught. Students will explore a murder mystery, practising the skills already learnt this year and exploring the use of flashbacks.</p>	<p>Topic 1: To use creativity to explore the story of a Haunted House. Students will be taught new techniques to enhance their work, practice the techniques introduced at the start of term and explore the genre of horror</p> <p>Topic 2: Storytelling: to use the key skills of story theatre in a scripted piece of performance work</p> <p>Topic 3: Commedia Dell'Arte: to enable students to explore the history of Commedia Dell'Arte, experiment with mask work and extend their knowledge of dramatic genres. Students will explore Commedia, a 16th century Italian performance style, they will learn to perform as the base character and the skills of performing in a mask.</p>	<p>Topic 1: The First World War: To explore life at the time of the First World War through the use of drama techniques as well as an introduction to the skills of Years 7 and 8 as a part of the Covid curriculum recovery plan</p> <p>Topic 2: Real Life: To explore the dramatic devises used when character building and to explore realistic scenes and characters. Students will learn to use Mantel of the expert which sees them performing as experts with the field of policing as they investigate a murder.</p> <p>Topic 3: Teachers: To explore script work, a practitioner's style and use of comedy skills. Students will study Teachers by John Godber, looking at his preferred techniques and performing extracts of the play.</p>
Skills and Key Knowledge Taught	<p>Topic 1: Freeze frames, movement, thought tracking, levels, role play, mime, body language, facial expressions, vocal projection, tone</p> <p>Topic 2: Mime, slow motion, , body language, voice, facial expression, melodrama, characterisation, movement to music, tone</p> <p>Topic 3: Characterisation, Improvisation, teacher in role, flashback, tone, marking the moment</p>	<p>Topic 1: Improvisation, freeze frames, teacher in role, split scene, thought tracking, creation of atmosphere, levels, role play, mime, body language, facial expressions, vocal projection, tone</p> <p>Topic 2: Narration, physical theatre, tone, vocal projection, emphasis, team work, rehearsal skills</p> <p>Topic 3: Characters, mime, melodrama, centring, physical theatre, body language, movement, slapstick, movement to music, illusion rules, passing the focus</p>	<p>Topic 1: Devising, facial expressions, body language, characterisation, mime, slow motion, freeze frames, hot seating, movement, thought tracking, levels, role play, body language, facial expressions, vocal projection and tone.</p> <p>Topic 2: Character building, body language, gesture, facial expressions, realistic characters, stereotype characters, imagining relationships, Mantel of the expert.</p> <p>Topic 3: Facial expressions, body language, characterisation, voice, pitch, tone, projection, using stimulus, script skills, reading aloud, learning lines and stereotyped characters,</p>

Links for Support/ Help at Home	<p>Participation in dramatic productions, groups or activities outside of school</p> <p>Theatre trips and experiences</p> <p>Key terminology word banks displayed around the home</p> <p>Reading! Notably reading books or plays that have been turned into theatre performances or films</p> <p>Develop a love of performance and introduce a range of genres</p> <p>Encourage your child to participate in enrichment/extra-curricular clubs inside or outside of school (including dance club within PE)</p> <p>Visit exhibitions</p> <p>Visits to festivals or concerts and attendance/participation in school productions and performances</p> <p>Use of student resources located within WHS SharePoint for students</p>
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Year 10	Autumn Term 1	Autumn Term 1	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied in Edexcel BTEC Tech Performing Arts	<p>Core Skills</p> <p>Introduction to BTEC: To learn to what is expected from the course and to complete a mock assignment as they recap on the skills of the subject as part of the Covid curriculum recovery plan</p>	<p>Component 1:</p> <p>Students will begin an assignment based on Component 1 assignment criteria and will study three plays.</p>	<p>Component 1: Students will continue the assignment based on Component 1 assignment criteria</p>	<p>Component 1:</p> <p>Students will complete their assignment for Component 1 and this will be marked internally</p>	<p>Component 2:</p> <p>Students will begin Component 2 in which they will complete a series of workshops to improve their performance skills</p>	<p>Component 2:</p> <p>Students continue with Component 2.</p>
Skills and Key Knowledge Taught	<p>Students will be refreshed on the basic skills of performing in line with specification and explore what written work in drama is, give feedback and learn to apply their skills</p>	<p>Students develop knowledge of: style, role, director, fight director, set designer, application, research, physical theatre, naturalistic, classical, Shakespeare, performance, rehearsal, intention, purpose.</p>	<p>Students develop knowledge of: style, role, director, fight director, set designer, application, research, physical theatre, naturalistic, classical, Shakespeare, performance, rehearsal, intention, purpose.</p>	<p>Students will use their knowledge of performance skills and their understanding of the different roles within the production process to present their learning over Component 1.</p>	<p>Students will learn to evaluate their own progress and how to work with others to develop performance work. Rehearsal, performance, body language, techniques, voice, character, self-evaluation are all developed.</p>	<p>Continuation from Spring/Summer.</p>
Links for Support/	<p>Participation in dramatic productions, groups or activities outside of school</p> <p>Theatre trips and experiences</p> <p>Key terminology word banks displayed around the home</p>					

Help at Home	<p>Use of platforms such as GCSEPod for analysis of plays studied</p> <p>Reading! Notably reading books or plays that have been turned into theatre performances or films</p> <p>Develop a love of performance and introduce a range of genres</p> <p>Encourage your child to participate in enrichment/extra-curricular clubs inside or outside of school (including dance club within PE)</p> <p>Visit exhibitions</p> <p>Visits to festivals or concerts and attendance/participation in school productions and performances</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Use of student resources located within WHS SharePoint for students</p>
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Year 11	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied in Edexcel BTEC Tech Performing Arts	<p>Component 2:</p> <p>Students will complete workshops and then begin to rehearse a piece for performance and measure their journey as a performer at three key points</p>	<p>Components 2 and 3:</p> <p>Students complete studies on Component 2 with performance and an evaluation of this. Students then begin a mock of Component 3 which begins in January of Year 11.</p>	<p>Component 3: Students begin the externally marked assignment brief set by the exam board</p>	<p>Component 3: Students continue to create and develop work for the externally marked assignment brief set by the exam board. They will sit 3 hours of controlled conditions work.</p>	<p>Component 3: Students continue to create and develop work for the externally marked assignment brief set by the exam board. They will sit 3 hours of controlled conditions work.</p>	Btec Tech Completed.
Skills and Key Knowledge Taught	<p>Students will learn to evaluate their own progress and how to work with others to develop performance work.</p>	<p>Students develop their skills in: research, vocal projection, characterisation, expression, tone, team work, line learning, evaluation and target setting.</p>	<p>Students will use their learning and development from prior topics and apply it to this component to demonstrate learning, knowledge and understanding.</p>	<p>Accumulation of all skills and content studied.</p>	<p>Accumulation of all skills and content studied.</p>	
Links for Support/ Help at Home	<p>Participation in dramatic productions, groups or activities outside of school</p> <p>Theatre trips and experiences</p> <p>Key terminology word banks displayed around the home</p> <p>Use of platforms such as GCSEPod for analysis of plays studied</p> <p>Reading! Notably reading books or plays that have been turned into theatre performances or films</p> <p>Develop a love of performance and introduce a range of genres</p> <p>Encourage your child to participate in enrichment/extra-curricular clubs inside or outside of school (including dance club within PE)</p>					

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