

- SAIL
- Cross Curricular Links
- Knowledge
- Subject Specific Skills

# Drama Learning Journey



Underlined = Consolidation of earlier skills / knowledge

**Question: How can we reach our potential?**  
Component 1 – Set text (Blood Brothers) and live performance

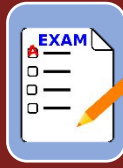
Vocal Skills, Physical Skills, Spatial Skills

**Question: What is dramatic intent?**  
Component 3 – study of plays for monologues and group work

Proxemics  
Blocking  
Narration  
Lighting  
Sound  
Costume

Progression to next stage of learning:  
A Level Drama & Theatre Studies  
BTEC Performing Arts  
Performing Arts Colleges e.g. LIPA, ALRA

## Understanding Drama



## Text in Performance



PSHE & History  
Various

**Question: How do we record our drama work?**  
Component 2 intro to devising – response, development and evaluation.

Written analysis

Blocking  
Costume  
Lighting  
Sound

**Question: Whose style is it anyway?**  
Component 2 intro to devising – workshop practitioner's style

Devising

PSHE & History  
Various



## The Logbook

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Directing

## Devising Drama



**Question: Should drama educate or entertain?**  
Exploring a true story – students explore Verbatim Theatre

Monologue, Duologue, Blocking

Response Development  
Evaluation

ART/MUSIC  
Responding to a stimulus  
Developing ideas  
Evaluating work

**Question: What makes good theatre?**  
Students will explore a range of stimuli & use their knowledge of performance styles, genre & form to devise a piece of theatre.

## Devising



PSHE  
Peer Pressure

**Question: How can we approach a script with creativity?**  
Students will create a scripted Improvisation hybrid.

Script work  
Interpretation  
Analysis

Slow motion, support and balance, stillness, chair duet

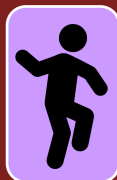
PE Control

**Question: What makes a sincere performance?**  
Students explore the techniques of Stanislavski to create a naturalistic performance of a script extract.

Naturalism  
Melodrama



## From Page To Stage



## Physical Theatre



Vocal Skills  
Physical Skills

**Question: How do we create meaning when an emphasis is placed on the physical instead of the vocal?**  
Students will explore how to create their own physical theatre performance based on 'Metamorphosis'.

**Question: Is Shakespeare relevant to today's society?**  
Students will explore a range of Shakespeare's works and perform a short extract.

## Shakespeare



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## Enterprise



## The Curious Incident

English  
Plays  
RE  
Tolerance

**Question: How can we portray a sensitive subject?**  
Using a play to develop empathy, leading to a performance based on a monologue.

**Question: How can we use drama to persuade and change opinion?**  
Students create an advert to sell a product that they develop.

Enterprise & Innovation

Vocal Skills  
Physical Skills

English  
Exploring a play text

Scripts  
Blocking

Physical Theatre

Roleplay, narration

PSHE - Responsibility  
English – Stories from other cultures.

Synchronised Movement  
Choral Speech  
Still Images

Global Citizen

Ensemble  
Choral Speech  
Synchronised Movement

English  
Persuasive Writing  
History  
Rosa Parkes  
Segregation

Captions, Still Images  
Essence Machine  
Roleplay

Making a Stand

Stock characters, melodrama, creating comedy

Media  
Film studies

## Silent Movies

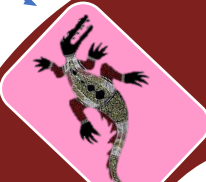
Mime



## Making a Stand



## Min-Na-Way



**Question: How do we 'read' a script?**  
Students learn about three different playwrights and perform an extract from one of their works.

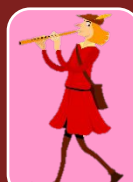
Audience awareness  
Analysing text  
Learning lines

**Question: How can drama help us make a stand?**  
Students write and deliver a speech on a topic that is important to them.

Discrimination, Learning lines, Emotion

**Question: How can we communicate without dialogue?**  
Students to develop their physical comedy skills over a series of teacher led workshops, including the art of slapstick to create their own silent movie presentation.

## The Pied Piper



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## Bullying



Who am I?

Characterisation  
Reading a text  
Language of the role

Slow motion  
Transition  
Cross cutting

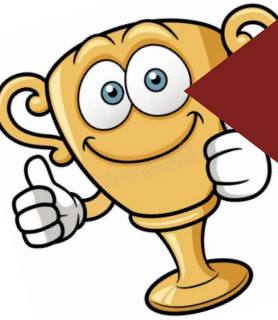
PSHE  
Bullying  
RE  
Belonging

Rules  
Expectations  
Audience Awareness

**Question: How can we use drama skills to convey a story?**  
Students develop their characterisation skills by exploring two stories with similar themes.

Who am I?

**Question: What makes an effective monologue?**  
Students will write, develop and perform their own monologue based upon a character from a play.



Analysing text  
Learning lines

## Too Much Punch For Judy



PSHE  
Drugs & Alcohol

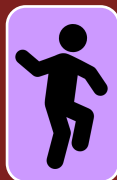
Blocking, Vocal Skills  
Physical Skills  
Spatial Skills

**Question: Is it important to stay true to a playwright's intention?**  
Component 1 - Understanding Drama - Study of set text Blood Brothers.

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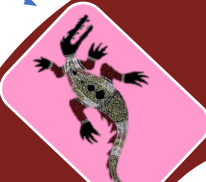
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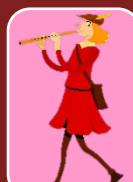
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