

Drama at Norbury High

Overview

At Norbury High we believe that all students have a right to experience the transformative power of the theatre. We want each of them to have the opportunity to study drama, including a variety of plays, playwrights and theatre practitioners, to enrich their knowledge and understanding of the subject as an art form. We also want this study and exploration to help enrich them personally as individuals and as members of society. We believe that studying the arts helps to develop, foster and create good human beings who have self-awareness, empathy and an understanding of others and the moral, social and cultural issues facing society. We aim to ensure that every student, through the study of drama, has the opportunity to develop skills of leadership, teamwork, communication, time management, organisation and creativity, which will ultimately enable them to go on to be successful, well rounded individuals with the ability to succeed in the future.

Key Stage 3

Year 7: Introduction to Drama & Storytelling

We want students to join Year 7, feeling confident and excited about drama. The Year 7 curriculum aims at introducing students to the expectations and etiquette of a theatre space and inspires creativity within the drama studio through exploring a mixture of scripted and devised performances.

UNIT 1: Introduction to Drama techniques and storytelling on stage

Students are taught what the expectations of a drama studio is and an insight into how a professional theatre company would conduct themselves. During the whole of the Autumn Term at Norbury, students are taught key drama games so that they can explore characters and storylines through play. Students are introduced to the structure of stories on stage, how we may show a story through a performance/ scene/ still image. In AU2, students are also introduced to the theatre practitioner, Stanislavski, in order to inspire naturalistic theatre and develop their skills in creating realistic characters.

UNIT 2: Repression & Rebellion

In the Spring term, we explore the idea of Repression & Rebellion by zooming in on specific moments in history where people have been repressed but also shown moments of power; the drama department at Norbury wants to show students how powerful messages and meanings can be portrayed in the theatre. Students study moments in history such as the Windrush Scandal, the life and protest of Rosa Parks, the Stonewall Riots and the Suffragette Movement. Students are introduced to the theatre practitioner, Bertolt Brecht in order to add political theatre elements to their devising skills.

UNIT 3: Lord of the Flies

In Spring 2, students then apply their knowledge of Repression & Rebellion to a classic play adapted from text, Lord of the Flies. Students are introduced to physical theatre and how to convey a story through movement on stage. They will be introduced to the theatre practitioner, Jacques Lecoq and study his Levels of Tension model.

UNIT 4: Refugee Boy written by Benjamin Zephaniah and adapted into a play by Lemn Sissay

Students consolidate their knowledge of the theatre practitioner Bertolt Brecht and the idea of Repression & Rebellion is continued through the study of the play adaptation of Benjamin Zephaniah's Refugee Boy adapted by Lemn Sissay. Students will be taught how to analyse a script using techniques by the practitioner, Stanislavski. At the time of this unit, Y7 students also study the original novel Refugee Boy in their English classrooms.

Year 8: Developing Specific Drama Skills & Awareness of the World Around Us

In Y8, students build on the knowledge and skills they gained in Y7 in more depth; they are taken on a historical journey of theatre from studying canonical texts in the Autumn Term to studying the most recent theatre being produced by current theatre companies and practitioners. The focus is on developing a deeper understanding of storytelling by using the script analysis skills taught in the latter half of Y7. During Y8,

students have the opportunity to explore the current events of the world around them to inspire powerful and moving pieces of theatre in unique ways using comedy, political theatre or physical theatre.

UNIT 1: Shakespearean Comedies and Script Analysis

In drama lessons at Norbury, we recognise the skills students need across subjects. We aim to look at the history of theatre through the study of Shakespeare and the genres of Shakespeare. We will explore script work of specific Shakespeare plays and aim to cross-curriculum with the English department who study Shakespeare tragedies during the Autumn term of Y8.

UNIT 2: Conflict and Current Events

Students begin this unit of work by exploring different elements of conflict in society and how these impact on human experience. In the second part of the term, students study the experience of refugees through scripted performances *The Jungle* by Joe Murphy and Joe Robertson and *Kindertransport* by Diane Samuels.

UNIT 3: Physical Body

This unit represents a study of the history and development of the physical body. We will start looking at the 16th-18th Century of Commedia Dell'Arte; moving towards how the classic 19th Century tale of *War Horse* was reimaged using puppetry.

The final term takes its main inspiration from the theatre company, *Frantic Assembly*. Students will learn to choreograph plays and create movement scenes to tell stories; as well as study specific scenes from their play *The Curious Incident of the Dog in the Night Time*.

Year 9: Approaching a Script, Theatre Design & Devising

In year 9, we introduce the professional's experience of working in the theatre through collaborative, whole-class project-based work.

UNIT 1: Scripted Performances

This unit explores how different rehearsal techniques are used to develop characterisation and a performance of a scripted play text. Students are also taught

some of the GCSE set text the current GCSE cohort will be studying, *Noughts & Crosses*.

UNIT 2: Theatre Design

Students are given an introduction to the different elements of theatre design, including costume, set design, lighting and sound. They are tasked with modernising a Shakespeare text as a theatre company consisting of designers, actors and producers.

UNIT 3: Devising from a Stimulus

This unit features an exploration and development of a story from stimulus to stage. Students are encouraged to work in smaller groups to create and stage a performance based on a challenging and thought-provoking stimulus. Students can choose to work as a performer or a designer.

Key Stage 4

Students will sit the Eduqas Drama and Theatre GCSE at the end of Y11

The GCSE builds on the experiences, knowledge and skills students gained during Key Stage 3 whilst developing and preparing them to continue studying drama and theatre beyond their GCSE. Students will be required to see live theatre over the 2 years.

Year 10

AU1:

Students are introduced to key theatre practitioners and will learn how to begin using their methods in their rehearsals for performances over the next two years. Students will read and study their set text, *Noughts & Crosses* in AU1. They will learn how to respond to theory based work through interleaving theory lessons and respond to a piece of live theatre.

AU2:

Students are given their stimulus from the exam board. They will begin their portfolio for Component 1. Students will work in groups to develop performances and rehearse their piece.

SPR1&2: Students participate in Component 1 of their GCSE course. In lessons and for homework, they will rehearse their performances in groups simultaneously adding to their portfolios.

SUM1: Students will perform their Component 1 piece in a controlled assessment. They will also need to provide an evaluation of their performance and ensure their portfolio is complete.

SUM2: Teacher introduces students Component 2: Performing from a Text. Students are introduced to and explore each text so that they can begin to decide by the end of SUM2 exactly what text to perform in Y11.

Year 11

AU1&2: During this half-term, students prepare for their Component 2 practical exam by choosing their extracts to perform. Students need to see a piece of live theatre in this term to develop theory skills needed for the Component 3 exam (responding to a piece of live theatre). Interleaving teaching focusing on Noughts & Crosses to strengthen written theory skills. Mock exams take place in AU2.

SPR1&2:

Students develop and rehearse their chosen play text in preparation for their Component 2 exam. They will begin to use elements of theatre design to create the world of the play. They will continue to develop the use of performance skills (vocal, physical and interaction). At the end of this term students will be examined by a visiting examiner. In the latter part of the term, revision for Component 3 begins.

SUM1:

Students will revise and prepare for the Component 3 exam before sitting their official GCSE exams.

Component 1: Devising Theatre (40% GCSE)

Students work in groups to create a performance inspired by a stimulus and a theatre practitioner. They are required to complete a written portfolio of the process, a performance of their devised work and a 1-hour and 30-minute controlled assessment analysis and evaluation of the performance. Students may also work as a designer for this unit, being assessed in either sound, set design, costume and make-up or lighting design. This unit is completed at the beginning of SUM1.

Component 2: Performing from a Text (20% GCSE)

Students work in small groups and have to perform two extracts from a single play text. This performance is marked by an external examiner. Students may also work as

a designer for this unit, being assessed in either sound, set design, costume and make-up or lighting design. This unit is completed in the spring term of year 11.

Component 3: Interpreting Theatre (40% GCSE)

Students sit a written examination at the end of the Drama and Theatre GCSE course. It is split into two sections. Section A asks students to study a set text and discuss how they would approach a performance of this text as either a director, actor or designer. Section B requires students to watch a live theatre performance. Students must then analyse and evaluate either an aspect of the acting or an element of theatre design. This unit is completed in the summer exams at the end of Year 11.