

# 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 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 Drama

#### Theme: Storytelling

In year 7, drama prepares students to explore storytelling and characterisation through the use of basic performance skills and dramatic techniques.

#### **UNIT 1: An Introduction to Drama**

Students study of some of the key components of storytelling through performance skills such as facial expressions and vocal tone as well as dramatic techniques like still image and thought tracking.

#### **UNIT 2: Characterisation**

Students learn how actors create and perform characters and their emotions.

#### **UNIT 3: An Introduction to Shakespeare**

Unit 3 comprises a study of iconic characters and stories from Shakespeare.

#### **UNIT 4: Lord of the Flies**

This unit features a practical exploration of the adaptation for theatre of William Golding's *Lord of the Flies* as well as defining status and experimenting with how status can be interpreted in performance.

### **UNIT 5: Repression and Rebellion**

Unit 5 examines marginalised voices throughout history with an emphasis on telling their stories through choral speech, movement and mask work.

### **UNIT 6: An Introduction to Devising**

This unit features study/practical experience of the devising process; it looks at how performances are created from stimulus to the stage.

## **Year 8 Drama**

### **Theme: Our World**

In year 8, students build on the knowledge and skills they gained in year 7. The focus is on developing a deeper understanding of storytelling and characterisation through the introduction of practitioners, rehearsal techniques and playwrights.

### **UNIT 1: Current Events**

Students begin the year exploring and creating Brechtian performances inspired by the effects of climate change on our world. In the second part of the term they move on to look at Boal; creating pieces of forum theatre and theatre in education (TIE) performances that explore a dystopian near future.

### **UNIT 2: Conflict**

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 including: *Refugee Boy* by Benjamin Zephaniah and Lemn Sissay; *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 in the theatre, from Greek theatre to modern day practitioners such as Frantic Assembly.

## **Year 9 Drama**

## **Theme: The Professionals' Experience**

In year 9, we continue the development of students as creators of theatre, actors and designers. We introduce the professional's experience of working in the theatre through 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.

### **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 approaching a play text as a theatre company consisting of designers and actors. Scripts include *The Tempest* by William Shakespeare, *The Woman in Black* by Stephen Mallattratt and *The Curious Incident of the Dog in the Night Time* by Simon Stephens.

### **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 as an independent theatre group 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 year 11.

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.

## **Year 10**

### **Term 1:**

Students begin the year with an introduction to GCSE Drama. Students familiarise themselves with course content. They are tasked with learning and performing a monologue and studying different approaches to text.

**Term 2:** Students study three practitioners in depth as per the GCSE specification. They learn about the practitioners' styles of theatre and the conventions that are used to create the styles. Students are assessed through performance, written analysis and evaluation of their work.

**Term 3:** Students participate in Component 1 of their GCSE course.

### **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 end of year 10.

## **Year 11**

**Term 1:** During the first half of this term, students are introduced to *Hard To Swallow*, their Component 3, Section A set text. Students develop an understanding of genre and style. They study and develop the social, cultural, historical and political contexts and how these are presented in the play. In the second half of the term the focus switches to preparing for Component 2.

### **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.

Students will explore different types of scripts that range from classic to contemporary. They will be expected to work with a number of students and apply a variety of dramatic skills to the different texts. At the end of this half term students will be expected to choose a play text to perform.

**Term 2:**

Students develop and rehearse their chosen play text in preparation for their 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 study of Component 3 resumes.

**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.

**Section A:** Students develop their understanding of the role of different theatre designers and begin to decide how they would approach a design for *Hard to Swallow*. Students learn about the original performance conditions and designs.

**Section B:** Students are expected to watch a live theatre performance. Students will learn to analyse and evaluate theatre verbally and through written responses.

**Term 3:**

As above.

Students are expected to revise and prepare for the Component 3 exam before sitting the exam.