



Performing Arts: Drama at The Hinckley School

<p><u>Curriculum Vision</u> In order to develop the P.A curriculum and establish a clear '7 Year Journey', we collaborated and established the essential skills, concepts and knowledge we believed students should know in order to really understand our subjects to a high level. In order to do this, we worked backwards from crucial understanding in KS5 all the way down to Year 7. At KS3 we have a shared vision and approach where we see Dance, Drama and Music under the umbrella of P.A and this is a springboard for the separate disciplines of Music, Dance and Drama in KS4 and 5. We see our curriculum as accumulative; collecting key words and GEMS, building on these key skills right up to A-Level. The curriculum is based around our Know, How, Show learning slides which encompass 3 key areas of approach, generic across the disciplines: Creating, Performing and Evaluating. We understand our wider role in the context of the school's vision by offering a rich and diverse experience both in the classroom and in enrichment opportunities that build on learners own cultural capital and encourages young people to gain in confidence, self-expression and empowerment as a global citizen.</p>	<p><u>Subject Intent</u> Aspire to be a dynamic learning community; one which nurtures, empowers and inspires every individual to be the best global citizen they can be and a master of their own journey, in an ever-changing world.</p>
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Key Stage 3

Term	Year 7	Year 8	Year 9
Rotation 1	Oliver! Musical Theatre	Creating a character through silent movies	Autumn 1 – Horror and Macbeth
Rotation 2	Theatre from Other Cultures and Traditions	First world War and 'Private Peaceful'	Autumn 2 – Soap opera and stage combat Spring 1 – Brecht and devising Spring 2 – Devising Summer 1 – Live theatre appreciation Summer 2 – Taskmaster
Endpoints	<p><u>Create</u></p> <ul style="list-style-type: none"> – Work collaboratively in groups to share ideas and direct each other to create and shape a devised piece of work based on a stimulus. – Participate in peer discussion using oracy skills and knowledge of relevant current events that students can relate to in creating and developing a devised piece of drama. 	<p><u>Create</u></p> <ul style="list-style-type: none"> – Incorporate advanced drama techniques to explore and develop from a stimulus; split staging, still images, conscience alley, thought-tracking, marking the moment and mime. – Explore technical elements of theatre, and how each can be used to enhance a devised piece; lighting, sound, costume, make-up, set and props. 	<p><u>Create</u></p> <ul style="list-style-type: none"> – Devise and create work using strong collaborative and directorial skills driving the drama forward in a productive way – Use oracy skills proficiently and confidently to discuss and process ideas and use these ideas in the devising process. – Consider how semiotics and design elements can enhance and support a piece of drama work and how these decisions can inform the drama moving forward



	<ul style="list-style-type: none"> - Ability to interpret basic scripts either through reading, writing-in-role or analysing to prepare for the performance of a script. <p><u>Perform</u></p> <ul style="list-style-type: none"> - Perform on stage with focus and without corpsing. - Perform using basic drama skills of facial expression, gesture, body-language, vocal expression and levels. - Perform with an understanding and empathy for a character’s motivation and intentions. <p><u>Appreciate</u></p> <ul style="list-style-type: none"> - Appreciate and evaluate a performance by articulating aspects of the performance that went well and further areas for development either by discussion or a written evaluation. - Using relevant drama terminology and vocabulary to appreciate and evaluate the performance either as a self or peer performance. - Appreciate and experience the acting, design and staging choices of a piece of theatre and it’s cultural influences of drama from around the world. 	<ul style="list-style-type: none"> - Convey a clear, effective narrative through scriptwriting and devising. <p><u>Perform</u></p> <ul style="list-style-type: none"> - Perform using Drama Skills effectively to convey a character; body language, vocal expression, facial expression, levels and gesture. - Perform for an extended time with focus, commitment and facing the audience. - Perform effectively within a collaborative group, showing character relationships. <p><u>Appreciate</u></p> <ul style="list-style-type: none"> - Self-reflect and peer evaluate performances using relevant drama terminology and vocabulary to identify strengths and weakness in performance. - Developed some understanding and appreciation for how theatre can be used to portray different moments in history and how theatre has developed. - Identify clear and achievable targets for improvement within devising and performance. - Understand drama as an expression of narrative, empathy and connection with history and wider cultural relevance (connections with History). 	<ul style="list-style-type: none"> - Explore different drama genres and styles and use them to create a performance. - Consider Shakespeare in performance (live theatre opportunities and connections with English who do Macbeth for GCSE). <p><u>Perform</u></p> <ul style="list-style-type: none"> - Perform with conviction and confidence in the stage space using interaction and proxemics to effectively present a character on stage. - Use focus, projection and expression to show a range of emotions and characters. - Use physicality and gestures to demonstrate the breadth of a character. - Understand the difference between naturalistic and non-naturalistic performance and demonstrate that in performance. - Understand Shakespeare through the power of performance. <p><u>Appreciate</u></p> <ul style="list-style-type: none"> - Appreciate and evaluate a performance by articulating aspects of the performance that went well and further areas for development either by discussion or a written evaluation. - Using relevant drama terminology and vocabulary to appreciate and evaluate the performance either as a self or peer performance. - Action own targets to make considerable improvements in own ability by showing commitment to rehearsal. - Encouragement of devising as a process and that improvement comes from practise and reflection. - Appreciation of live theatre, especially for Shakespeare when often an otherwise alien text comes alive for a student.
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Key Stage 4:

Term	Year 10	Year 11
Autumn 1	Health and Safety in the Drama Studio and Technical/ Staging Blood Brothers	Devised Unit 1 and portfolio submission Blood Brothers and theory mock
Autumn 2	Panto on tour! Blood Brothers	Devised Unit 1, portfolio Blood Brothers theory prep
Spring 1	Physical theatre Blood Brothers	DNA 'Presenting and Performing Texts' – exam with an external examiner Performance and Technical pathways
Spring 2	Theatre in Education BB	DNA and theory exam prep
Summer 1	Mock devised and portfolio	Theory exam prep – BB Section A and live theatre Section B
Summer 2	Live theatre Appreciation	Theory exam prep
Assessment Objectives & Learning Aims	<ul style="list-style-type: none"> • apply knowledge and understanding of drama when making, performing and responding to drama • explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • develop a range of theatrical skills and apply them to create performances • work collaboratively to generate, develop and communicate ideas • develop as creative, effective, independent and reflective students able to make informed choices in process and performance • contribute as an individual to a theatrical performance • reflect on and evaluate their own work and that of others • develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice • adopt safe working practices 	



Key Stage 5: <Exam board & spec>

Term	Year 12	Year 13
Autumn 1	Practitioner and theatre company workshops Theory – Hedda Gabler	Component 2 – Text in Performance Accidental Death of an Anarchist – theory
Autumn 2	Unit 1 – Reinterpretation of a text	C2 and theory
Spring 1	Unit 1 – Reinterpretation submission and creative log	Text in Action – theory prep Curious Incident of the Dog in the Night time – theory
Spring 2	Live theatre appreciation	C2 – performance with an external examiner
Summer 1	Practical workshops – C2 prep	Exam prep – Hedda Gabler, Accidental Death and Curious Incident
Summer 2	Hedda Revision / C2 prep	Exam prep
Assessment Objectives & Learning Aims	<ul style="list-style-type: none"> • develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre • understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre • develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre • understand the practices used in twenty-first century theatre making • experience a range of opportunities to create theatre, both published text based and devised work • participate as a theatre maker and as an audience member in live theatre • understand and experience the collaborative relationship between various roles within theatre • develop and demonstrate a range of theatre making skills • develop the creativity and independence to become effective theatre makers • adopt safe working practices as a theatre maker • analyse and evaluate their own work and the work of others. 	