

Drama Curriculum Overview

Year 7

Modules 1&2 – Introduction to Drama	Modules 3&4 – Slapstick Comedy	Modules 5&6 - Mask
Introducing the students to the subject by studying facial and vocal expression, gestures, movement and space. Learning how to break the fourth wall by addressing the audience and understanding how status affects actions, students conclude by improvising a scene including all the elements taught.	Practically exploring the genre of slapstick with exaggerated facial expressions, body language and gestures as well as the added challenge of not being able to speak. The students use silly violence and take a look at Laurel and Hardy, Charlie Chaplin and Mr Bean. They conclude their study by creating their own devised piece to slapstick music.	Students begin to understand the ideas behind using mask in theatre, they learn how to be safe with mask work. It is a natural progression from slapstick, the students cannot speak with the mask on and they also cannot use facial expression, they learn to fully over exaggerate their actions and gestures as they improve their storytelling skills.

Year 8

Modules 1&2 – Building a Character	Modules 3&4 - Shakespeare	Modules 5&6 – Introduction to theatre practitioners
The use of a script is incorporated for the first time into the work of the students. In this instance, it is Bugsy Malone. The students learn how to build a character through emotions and physicality using body language and expression. This follows on from all they have learnt in year 7 and solidifies their understanding and ability in the subject. There may also be opportunity to visit the theatre within this module.	Students learn how to use some Shakespearian language through the story of Romeo and Juliet. As the two families are rivals in the play, they also study stage combat and how to execute this safely. The students also write a monologue in character, culminating in creating a scene involving all the taught elements. They also watch and review the film version of Romeo and Juliet directed by Baz Luhrman in preparation for those taking the subject at GCSE level.	The students are introduced to two main theatre practitioners, Stanislavski and Brecht in order to prepare for year 9. These practitioners are pioneers of the subject and have influenced many performers and directors. Bertolt Brecht focuses on the more abstract side of theatre, breaking the fourth wall and sending a social or political message through his pieces whereas Konstantin Stanislavski is the pioneer for Naturalism in theatre.

Year 9

Modules 1&2 – Brecht and devising	Modules 3&4 – Stanislavski and scripted work	Modules 5&6 – Study of a play text
A more in depth study of the practitioner Brecht awaits the students at the beginning of year 9 – they learn about his ideology and the techniques he used to create his specific style of theatre. They are then given a stimulus in order to devise a piece of theatre including these techniques. This emulates what they will do in year 10 for component 2 of their GCSE.	A further and more in depth study of the practitioner Stanislavski follows on from Brecht. His techniques are used and followed as the students learn lines from an extract of a play, rehearse the lines with a partner or group and create a scene to perform back to their fellow students – this emulates component 3 of the GCSE which they will return to in year 11.	The final topic of year 9 imitates component 3 of the GCSE. We study a play in great depth, analysing and evaluating, we also explore the play practically both through use of improvisation and performing extracts from the play. We watch film and theatre versions, looking at different ways the play can be interpreted as well as considering how to write up a theatre review. There may be opportunity to visit the theatre also in this module.

Drama Curriculum Overview