

Drama at KEVI

Year 7/8

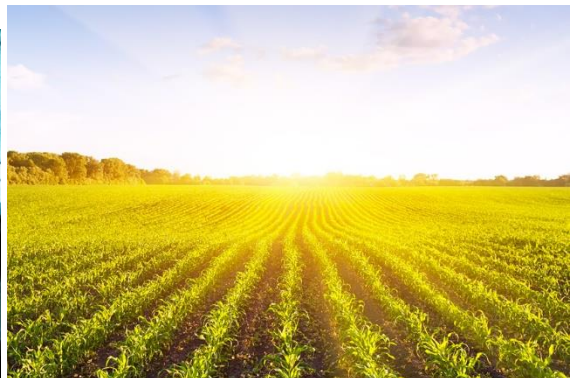
Term 1: **Greek Theatre (7)**

For Year 7 we start at the beginning of theatrical history and explore the giant amphitheatres, masks and Chorus work whilst also exploring the legend of Perseus and Medusa. Students will use improvisation, characterisation and collaboration to play various roles in the story.



Term 1: **Two Worlds (8)**

In this module Year 8 students will create their own Worlds and societies. A Dark World of commerce, wealth and industry and a Light World of agriculture and community. Whilst improvising these worlds students will answer questions on morality, culture, family and wealth exploring whether or not Utopia can exist and if it does what it looks like.



Term 2: **Commedia Dell' Arte (7/8)**

Moving through the centuries of theatre, in this module we study 16th century Italian comedy. Students will explore the characters and masks associated with them. They will work on physical comedy and small improvised scenarios based on traditional set pieces for these characters.



Term 2: **Richard III (7/8)**

During this Shakespearean scheme of work students will look at the language and characters of Shakespeare's Richard III, focusing on physicality and voice to portray a role. They will also explore stage combat whilst creating the final War of the Roses battle "A horse! A horse! My kingdom for a horse!"



N.B:

Usually Drama for Year 8 starts with Melodrama, then explores Set and Costume design before progressing onto Two Worlds. However, due to last year's disruptions certain schemes of work were swapped around.

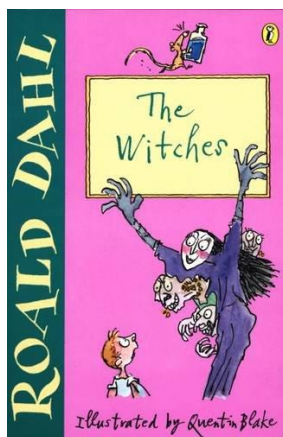
Melodrama

Students will practically explore the archetypal characters of Hero, Damsel, Villain and Sidekick – linking to popular culture shows like Scooby Doo or Shrek. They will then explore small extracts of the play The Black Hearted Villain.



The Witches or Our Day Out

Students will practically explore the characters and plot of their given play whilst also learning about theatrical design elements. They will consider how designers work with directors to create the world of the play. They will then design the costume and set for their set text.



Year 9

During a 10 week rotation students have 4 lessons a fortnight.

We have taken the approach of providing snapshot lessons for Year 9 so we can explore a wide variation of different performance styles.

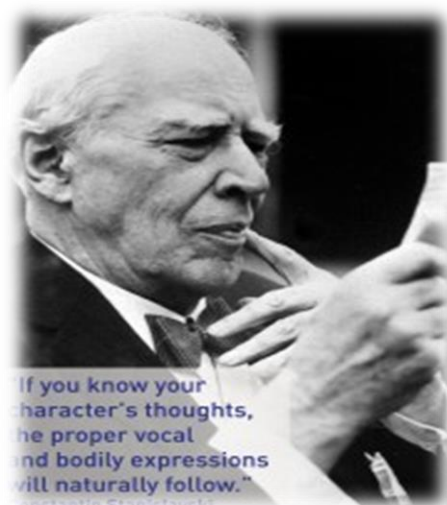
Initially they start exploring the practitioner and Father of theatre Constantin Stanislavski. Gaining an in-depth insight into his influence and contributions to the theatre industry. Students learn various different techniques designed to allow actors to create believable characters and help them to really put themselves in the place of a character. Students will physically explore the work of Stanislavski and will begin to identify the skills and techniques of Stanislavski in all forms of Entertainment.

We will then introduce the practitioner Brecht who shares a very opposing view on theatre and therefore creates a brilliant contrast between the two working/performance styles. Students gain knowledge of his background and his influence/works within theatre. We study and put into practice the techniques which he has developed.

Students will move on to looking at two plays, Teechers and Girls Like That. They will use influence from the practitioners we have looked at in previous lessons and create/devise scenes from the plays.

We then look into Shakespeare and explore this performance style practically so students can build on their characterisation and devising skills further. Students are introduced to 'The Tempest' and we look at significant moments of the play to focus on and they will get the opportunity to independently explore these scenes.

Finally, students will be introduced to Trestle which is mask and physical theatre combined. We look at this style of performance as it helps inspire creativity through participation and collaboration and builds on previous skills and techniques we have looked at over the course of lessons.



GCSE Drama	BTEC Performing Arts
<p>Component 1 – Devising</p> <p>Students will respond to stimuli and create their own performance for a target audience. This year they have chosen to explore <i>'Boxes, labels and stereotypes'</i>.</p> <p>Accompanying this performance is a piece of coursework where they explain their process and reflect on their choices.</p>	<p>Component 1 - Exploring the Performing Arts</p> <p>Students will watch 3 professional productions in different styles and explore them practically whilst learning about the roles and responsibilities of directors, actors and designers. This year they will be studying <i>A Midsummer Night's Dream</i>, <i>Teechers</i> and <i>Lovesong</i> and <i>Hamilton</i>.</p> <p>They will create a folder of their research, workshops and evaluations.</p>
<p>Component 2 – Practical Performance</p> <p>Students will perform 2 extracts from a professionally published play. They can choose to perform a monologue, duologue or group piece and have a free choice of plays such as <i>Bronte, Two, Peter Pan, Too Much Punch for Judy, The Donaghue Sisters, Adult Child, Dead Child, The Woman Who Cooked Her Husband</i> and <i>Lemons, Lemons, Lemons</i>.</p> <p>For Component 1 and 2 there is also the possibility of working as a designer.</p>	<p>Component 2 – Developing skills and techniques in Performing Arts</p> <p>Students will participate in workshops learning acting/dance skills in various styles and covering a range of texts – this year these are <i>Frankenstein, Top Girls, The Wolves, The Tempest</i> and <i>Girls Like That</i>.</p> <p>Students will then select a monologue, duologue or group extract from the play <i>DNA</i>. They will then run their own rehearsals and prepare for a performance.</p> <p>Students following the Dance pathway will explore various styles of dance and rehearse and perform a group piece of choreography.</p>

	Accompanying this is a folder of their workshop notes, reflections on their own choices and targets for improvement.
<p>Component 3 – Examination</p> <p>Throughout the 2 years students will study a set text. The year they are exploring the black comedy <i>The Government Inspector</i>. The examination will ask them questions on directing, acting and designing for this play based on their own interpretation of character and staging with reference to the historical and cultural context of the play. They will also answer Live Review questions where they analyse and evaluate a play they/we have seen.</p>	<p>Component 3 – Responding to a Brief</p> <p>This is a devising module where students will create and develop their own performance piece for a target audience based on the topic/title chosen by the exam board.</p> <p>Alongside this students will create a log book that maps their initial ideas and how they developed/evolved and if they were effective in performance.</p>