



# Buckler's Mead Academy

**Curriculum Booklet: Drama**

**Subject Lead: Mrs Browncsey**



## **Drama Curriculum Intent:**

***“And all the men and women merely players; They have their exits and their entrances, And one man in his time plays many parts”.***

***W. Shakespeare***

Our intention at Buckler’s Mead Academy is for our students to become confident, creative individuals able to think and express themselves through performance. We passionately believe in drama as a force for social, cultural, political change and have created a curriculum developing appreciation of diversity and ability to see drama as more than entertainment.

We intend to equip all of our students with drama skills and knowledge to become competent communicators and to develop the interpersonal, communication and collaborative skills valued by local businesses and employers.

Our intent mirrors our whole school vision and values of Enjoyment, Opportunity, Community, Success and Ambition and we strive for our curriculum to embrace all of these values.

Drama at Buckler’s Mead provides opportunities for students to reflect on the world around them and a practical understanding of how to engage an audience. Students are given opportunities through practical role-play to appreciate situations from more than one perspective, encouraged to question narratives, and empathise with others.

Drama also plays a key role in fulfilling the remit of the English National Curriculum and enriches the school’s PSHE programme of learning.

Before arrival at Buckler’s Mead Academy, students have limited knowledge, understanding or experience of theatre. When possible we provide an inclusive range of theatre trips and workshops, equalising opportunities for all. Trips and workshops offered cover a wide range of cultural experiences such as a London Residential.

It is our intent to encourage a technology-focused generation to look up from their phones, be present and focus on a live experience. Plays are meant to be performed live, and being in the same space as the actors creates an atmosphere for the audience that cannot be replicated in the classroom. Whether a professional show or amateur production, live performance can provide students with creative ideas for their own devising work, and enable them to consider how meaning can be communicated on stage

At the start of each academic year, we reinforce the importance of drama as an art form and medium for development of cross transferable skills. When possible we provide information about careers in theatre/drama.



## Drama Curriculum Implementation:

Students are taught in mixed ability groups at both KS3 and KS4, so our planning has an emphasis on providing support and challenge for all students. This is done by providing a range of differentiated activities including challenge tasks for students who require stretch as well as providing extra support and scaffolding of tasks for those who require more support.

We sequence the learning in our curriculum so that it becomes more complex over time. Based on three components - Understanding drama, Devising drama, and Texts in practice, by the end of KS3 students will be confident in understanding how to create characterisations and theatre for different audiences.

Year 7 begins with understanding suspension of disbelief, empathy, and how human beings communicate. Developing vocal and physical skills, students learn how to communicate characters' thoughts, feelings, and motivation. They learn how to stage dramas on the Proscenium Stage and create spontaneous and polished improvisations. Students read an entire play and are taught explorative strategies to facilitate analysis and understanding of character.

In Year 8 students explore different theatrical genres and styles, types of stage, and read a verbatim play. Through studying one of Mark Wheeler's verbatim plays, students experiment with 'breaking the fourth wall', cross-cutting, monologue, physical theatre, and non-linear narratives.

In Year 9 we teach theory through the work of theatre practitioners; Bertolt Brecht & Konstantin Stanislavski. Through awareness of Epic and Naturalistic Theatre, students reflect on the potential of drama to bring about social and political change and its potential to 'touch' an audience.

Students are given regular opportunities to practise retrieving and applying their knowledge and understanding through low stakes quizzes and formal assessments. Students have their performance skills assessed regularly through a mix of teacher observations and scripted performances. We support the school's drive on reading by supplying students with a wide range of stimulus materials to work from including reading of different text types. Students read the entire plays that they study, following the school's Read to Succeed procedures.

### Key Stage 4

At Key Stage 4, students study the BTEC Level and 2 Award in Performing Arts course as it meets the needs of our learners. The course covers the same content as the GCSE Course, but the structure of this course enables students to complete their Non-Examined Assessments in the classroom environment; this enables students to work with the teacher to produce work that shows them at their best.

### Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Lessons per fortnight</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>5</b>



## Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<b>Introduction to Drama</b> <ul style="list-style-type: none"> <li>● Group work skills</li> <li>● Suspension of disbelief</li> <li>● How humans communicate</li> <li>● Vocal skills</li> <li>● Physical skills</li> <li>● Empathy</li> </ul>	
2	<b>Introduction to Drama (Cont.)</b> <ul style="list-style-type: none"> <li>● Use of the Proscenium stage</li> <li>● Staging an extract- Bang out of Order</li> <li>● Visualisation</li> <li>● Monologue</li> <li>● Character Motivation</li> </ul>	<b>Accident Investigation Monologue</b>  <b>Time:</b> 2 mins solo performance
3	<b>Scripted Work - Blood Brothers</b> <ul style="list-style-type: none"> <li>● Read and understand plot</li> <li>● Explorative strategies/internal process</li> <li>● Role on the wall</li> </ul>	
4	<b>Scripted Work - Blood Brothers (Cont.)</b> <ul style="list-style-type: none"> <li>● Perspective</li> <li>● Hot-seating</li> <li>● Thought-tracking</li> <li>● Characterisation/external process</li> </ul>	<b>Series of Performance Tasks</b>  <b>Time:</b> Teacher assessment over the series of lessons
5	<b>Devised Work - Darkwood Manor</b> <ul style="list-style-type: none"> <li>● Backstory/context</li> <li>● Teacher-in-role</li> <li>● Spontaneous improvisation</li> <li>● Polished improvisation</li> </ul>	
6	<b>Devised Work - Darkwood Manor (Cont.)</b> <ul style="list-style-type: none"> <li>● News report</li> <li>● Re-enactment</li> <li>● Whole class role-play</li> </ul>	<b>Spontaneous and Polished Improvisation</b>  <b>Time:</b> Teacher assessment over the series of lessons



Term	Curriculum Foci	Formal Assessment
1	<b>Introduction to Stage Types</b> <ul style="list-style-type: none"> <li>● Theatre-in-the-round</li> <li>● Traverse</li> <li>● Promenade/immersive</li> <li>● Thrust</li> </ul>	<b>Stage Shapes Test</b>  <b>Time:</b> 40 mins
2	<b>Understanding Physical Theatre</b> <ul style="list-style-type: none"> <li>● Moving objects</li> <li>● Emotion</li> <li>● Choreography</li> <li>● Frantic Assembly</li> <li>● Chair Duets</li> <li>● Dance Drama</li> </ul>	<b>Chair Duet Performance</b>  <b>Time:</b> 30 secs minimum
3	<b>Understanding Issue Based Drama</b> <ul style="list-style-type: none"> <li>● Stimulus</li> <li>● Characterisation</li> <li>● Multiple-role</li> <li>● Directors' Intention</li> </ul>	<b>Series of Performance Tasks</b>  <b>Time:</b> Teacher assessment over the series of lessons
4	<b>Scripted Work- Too Much Punch For Judy</b> <ul style="list-style-type: none"> <li>● Verbatim</li> <li>● Documentary theatre</li> <li>● Non-linear narrative</li> <li>● flashback</li> <li>● Breaking the fourth wall</li> </ul>	<b>Extract Performance</b>  <b>Time:</b> 4 minutes
5	<b>Scripted Work- Too Much Punch For Judy</b> <ul style="list-style-type: none"> <li>● Cross-cutting</li> <li>● Staging</li> </ul>	<b>Assessment Name here</b>  <b>Time:</b> eg 40 mins <b>Marks:</b> eg 40 marks
6	<b>Devised Work From a Stimulus</b> <ul style="list-style-type: none"> <li>● Still Image</li> <li>● Soliloquy</li> <li>● Non-linear narrative</li> <li>● Directors intention</li> <li>● Target audience</li> <li>● Choice of stage</li> </ul>	<b>Final Performance</b>  <b>Time:</b> 5 minutes



Term	Curriculum Foci	Formal Assessment
1	<b>Introduction to roles and responsibilities in theatre</b> <ul style="list-style-type: none"> <li>● Actor</li> <li>● Dance</li> <li>● Musician</li> <li>● Musical Theatre</li> <li>● Director</li> <li>● Set designer</li> <li>● Costume designer</li> <li>● Lighting</li> </ul>	<b>Roles &amp; Responsibilities Test</b>  <b>Time: 40 mins</b>
2	<b>Scripted Work - Stanislavski</b> <ul style="list-style-type: none"> <li>● Melodrama</li> <li>● Naturalism</li> <li>● 7 Pillars</li> <li>● Magic-if</li> <li>● Internal monologue</li> </ul>	<b>Monologue</b>  <b>Time: 4 mins</b>
3	<b>Scripted Work - Stanislavski</b> <ul style="list-style-type: none"> <li>● Vocal and physical skill</li> <li>● Staging</li> </ul>	<b>Monologue</b>  <b>Time: 4 mins</b>
4	<b>Scripted Work - Brecht</b> <ul style="list-style-type: none"> <li>● Historical Context</li> <li>● Epic Theatre</li> <li>● Devices</li> <li>● Verfremdungseffekt</li> <li>● Alienation effect</li> </ul>	<b>Series of Performance Tasks</b>  <b>Time: Teacher assessment over the series of lessons</b>
5	<b>Scripted Work - Brecht</b> <ul style="list-style-type: none"> <li>● Placards</li> <li>● Spas</li> <li>● Bright light</li> <li>● Narrator</li> <li>● Breaking the fourth wall</li> <li>● Music</li> </ul>	
6	<b>Devised Work From a Brief</b> <ul style="list-style-type: none"> <li>● Target Audience</li> <li>● Style &amp; Form</li> <li>● Aims and intentions</li> </ul>	<b>Final Performance</b>  <b>Time: 5 minutes</b>



Year 10 BTEC Level 1 & 2 in Performing Arts Programme of Study  
 Exam Board: Pearson  
 Exam Specification: 603/7054/3

Term	Curriculum Foci	Formal Assessment
1	<b>Component 1 - Exploring Performing Arts</b> <ul style="list-style-type: none"> <li>Professional performance Material - Theatre of Cruelty</li> <li>Influence on stylistic qualities (to educate, inform, entertain, provoke, challenge view[points, raise awareness, to celebrate)</li> <li>Outcomes</li> <li>Purpose</li> <li>Roles and responsibilities</li> </ul>	
2	<b>Component 1 - Exploring Performing Arts (Cont.)</b> <ul style="list-style-type: none"> <li>Professional performance Material- Musical Theatre</li> <li>Book musicals</li> <li>Jukebox musicals</li> <li>Influence on stylistic qualities (to educate, inform, entertain, provoke, challenge view[points, raise awareness, to celebrate)</li> <li>Outcomes</li> <li>Purpose</li> <li>Roles and responsibilities</li> </ul>	<b>Component 1 Mock</b> Workshop participation & Ppt document of 2 styles <b>Time:</b> 12 hours of workshops & 5 hours for Ppt <b>Marks:</b> 30 marks
3	<b>Component 2 - Developing Skills and techniques in the Performing Arts</b> <ul style="list-style-type: none"> <li>Rehearsal</li> <li>Interpretation</li> <li>Exploration</li> <li>Review and respond to feedback</li> <li>Performance skills</li> <li>Design skills</li> <li>Review own development &amp; application of performance skills</li> </ul>	
4	<b>Component 2 - Developing Skills and techniques in the Performing Arts (Cont.)</b> <ul style="list-style-type: none"> <li>As above</li> </ul>	<b>Component 2 Mock</b> <b>Time:</b> 12 hours for performance practice <b>Time:</b> 5 hours for Log Book
5	<b>Practice for Component 3 - Response to a Brief</b> <ul style="list-style-type: none"> <li>Select and develop skills and techniques in response to a brief</li> <li>Apply skills and techniques in a workshop performance in response to a brief</li> <li>Evaluate the development process and outcome in response to a brief.</li> </ul>	
6	<b>Practice for Component 3 - Response to a Brief (Cont.)</b> <ul style="list-style-type: none"> <li>As above</li> </ul>	<b>Component 3 Mock</b> <b>Time:</b> 8 Hrs Practical 3 Hrs written <b>Marks:</b> 30 marks



Year 11 BTEC Level 1 & 2 in Performing Arts Programme of Study  
 Exam Board: Pearson  
 Exam Specification: 603/7054/3

Term	Curriculum Foci	Formal Assessment
1	<b>Component 1 - Exploring Performing Arts</b> <ul style="list-style-type: none"> <li>Professional performance Material - Epic Theatre</li> <li>Influence on stylistic qualities (to educate, inform, entertain, provoke, challenge view[points, raise awareness, to celebrate)</li> <li>Outcomes</li> <li>Purpose</li> <li>Roles and responsibilities</li> </ul>	
2	<b>Component 1 - Exploring Performing Arts (Cont.)</b> <ul style="list-style-type: none"> <li>Professional performance Material- Naturalism</li> <li>Book musicals</li> <li>Jukebox musicals</li> <li>Influence on stylistic qualities (to educate, inform, entertain, provoke, challenge view[points, raise awareness, to celebrate)</li> <li>Outcomes</li> <li>Purpose</li> <li>Roles and responsibilities</li> </ul>	<b>Component 1            GLH36</b> Workshop participation & Ppt document of 3 different styles <b>Time:</b> 12 hours of workshops & 5 hours for completion of Ppt <b>Marks:</b> 60 marks
3	<b>Component 2 - Developing Skills and techniques in the Performing Arts</b> <ul style="list-style-type: none"> <li>Rehearsal</li> <li>Interpretation</li> <li>Exploration</li> <li>Review and respond to feedback</li> <li>Performance skills</li> <li>Design skills</li> <li>Review own development and application of performance skills</li> </ul>	<b>Component 2            GLH 36</b> <b>Time:</b> 15 hrs Practical 7 Hrs written <b>Marks:</b> 60 marks
4	<b>Component 3 - Response to a Brief</b> <ul style="list-style-type: none"> <li>Select and develop skills and techniques in response to a brief</li> <li>Apply skills and techniques in a workshop performance in response to a brief</li> <li>Evaluate the development process and outcome in response to a brief.</li> </ul>	
5	<b>Component 3 - Response to a Brief (Cont.)</b> <ul style="list-style-type: none"> <li>Workshop Performance</li> <li>Evaluate the development process and outcome in response to a brief.</li> </ul>	<b>Component 3            GLH 48</b> <b>Time:</b> 8 Hrs Practical 3 Hrs written evidence- Supervised <b>Marks:</b> 60 marks
6	<b>Course End</b>	





## Revision and Support:

There are many ways in which you can support your child in the study of Drama such as:

- Watch professional or amateur productions.
- Identify the purpose and target audience of TV dramas.
- Take out a subscription for a theatre related magazine such as 'Musical Magazine' or 'The Stage'.
- For general drama revision look at the different exam boards on the following website: <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
- Watch Component 3 examples on Youtube such as the one attached which was inspired by Brechtian Technique:  
[https://www.youtube.com/watch?v=9\\_wazQCqdm0&t=826s](https://www.youtube.com/watch?v=9_wazQCqdm0&t=826s)
- Watch and discuss the vocal and physical skills of the performer in this Component 2 monologue: <https://www.youtube.com/watch?v=k46n4NCRJI>
- Example of creative staging (warning! Performance contains flashing lights)

## Final BTEC Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Component 1	30%	<b>Non-Examined Assessment</b> Students have 36 hours to complete an exploration of different styles and create a powerpoint presentation.	Submission in Term 3 in Year 11
Component 2	30%	<b>Non-Examined Assessment</b> Students have 36 hours to rehearse and perform an extract from existing repertoire, and create a log book	Submission in Term 3 in Year 11
Component 3	40%	<b>Performance Exam</b> Students record a performance that is between 12 and 15 minutes in length in response to a brief issued by the exam board.	Submission in Term 5 in Year 11

Please see exam board websites for up to date information:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>