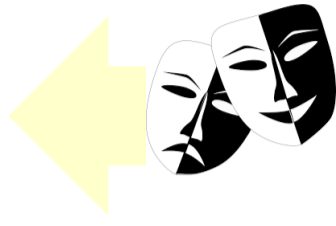


# Drama Learning Journey



## Understanding Drama

Pupils complete a written examination on their set text. This considers aspects of being a performer, director and designer. They also analyse and evaluate a piece of live theatre.

## Texts in Practice

Students will study one set piece of scripted text which is then brought to life either as a performer or designer. Pupils must perform/design for two extracts from the same play.

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## Devising Drama

Students work in performance groups to develop their ideas for a piece of original theatre which links back to an original stimulus. Pupils create a reflective portfolio on the practical work produced.



## An Inspector Calls

JB Priestley's masterpiece is studied as our set text. We study and consider the script as a performer, a director and with a designer focus.



## Texts in Practice

We study modern texts considering the social, moral and political contexts and bring them to life for a live audience.

## Approaches to Devising

Students are introduced to different stimulus pieces and utilise practitioner influence to create their own pieces of drama. They learn to scaffold and create meaningful drama for a live audience.

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## DNA

The set text of 'DNA' by Dennis Kelly is used as a stimulus. Pupils will explore and their knowledge as a performer, director and a designer using the set text of 'DNA' by Dennis Kelly, which was originally commissioned by the National Theatre as part of their Connections programme for schools. Pupils will consider the issues of peer pressure, social morality and leadership.

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## Too Much Punch for Judy

Pupils will represent specific characters and will work with scripts from 'page to stage' looking at Mark Wheeler's 'Too Much Punch for Judy'. Students focus on aspects of Verbatim theatre. A range of performance styles will be utilised to highlight, compare and contrast sections of the play text.

## Curious Incident

Drama pupils will continue their studies of practical contemporary practitioners whilst considering the collaborative works from Frantic Assembly and the widely acclaimed text of Simon Stephens' interpretation of 'The Curious Incident of the Dog at Night-Time', which focusses on the life and tribulations of Christopher and how he sees the world differently to others.

## Let Him Have It

Devising work is created by using a historical and thematic stimulus linking to the infamous characters of Bentley and Craig. Elements of Theatre-in-Education are explored; as is the law of Joint Enterprise. Method Acting and Brecht's Epic Theatre provide the basis of the work produced.

## Active Shakespeare

Pupils consider how to engage a modern audience through considering 3 classic Shakespeare texts delving into different performance genres.



## Dilemmas

Utilising a newspaper article pupils are asked to create meaningful devised performances linking back to the stimulus. This includes representing characters in a given situation whilst also utilising Boal's Forum Theatre to improve and alter the outcomes.

## Matilda

The Royal Shakespeare Company's (RSC) 'Matilda' is explored as a theme. Pupils create meaningful devised group performances and use a selected scripted scene to explore.

## Surfers of Brazil

Focusing on the techniques and processes developed by Stanislavski and his techniques which allow for improved character and emotional connection. Pupils will use given circumstances and will create devised performances on a set theme.



## Warden X

Devising from a stimulus and considering given circumstances allows us to further our journey with Stanislavski's methods, as we workshop characters in a Young Offenders Institution and debate the law of Joint Enterprise.

## Spears Sports

Pupils will develop devised performances focussing around given circumstances in a factory setting and will explore specific characters and their motivations towards themselves and each other.

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## Swinton Manor

A practical skills-based drama and procedural knowledge scheme of work considering elements of voice and movement whilst developing collaborative and performance techniques through the exploration of a story stimulus.

## Cultures

Pupils create meaningful devised group performances and use a selected scripted scene to explore. Characterisation is developed through the use of vocal and

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