Acle Academy – KS3 Drama Learning Journey

- Themes
- Cross Curricular Links
- Knowledge
- Subject Specific Skills

11

Question: Is it important to stay true to a playwright's intention? Component 1 - Understanding Drama - Study of Set Text (Blood Brothers).

Interview Skills

Aspiration; Confidence; Happiness; Fulfilment

Progression to next stage of learning: A Level Drama & Theatre BTEC Performing Arts Performing Arts Colleges

Texts in Practice

Understanding Drama

Determination; Resilience; Planning

Question: What role does symbolism play in foreshadowing events in Blood Brothers?

Devising Drama

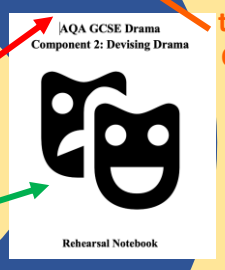
Collaboration; Organisation; Imagination; Perseverance

CC – Relevant themes; Current issues

Character development; Staging; Costume; Vocal skills; Text analysis

Question: how can you communicate effectively to an audience? Component 3 – study of plays for monologues and group work

Set; Staging; Costume; Lighting; Sound



Reflection; Analysis; Response

Monologues; Duologues

Texts in Practice

Question: does an actor have to have experienced the same emotions as a character to give a believable performance?

10

Devising

Devising techniques; Practitioners' style; themes

Wider world issues; Proactivity; Society

Playwright intentions; Deconstructing text; Willy Russell; Social and historical context

Character interpretation

English Literature – Themes; Inference; Meaning

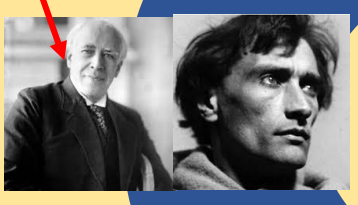
Question: what social, economic, historical and social issues can we explore in Blood Brothers?

Study of Set Text

Question: What type theatre is more powerful, naturalistic or non-naturalistic? Explore a range of practitioners including Brecht, Stanislavski and Artaud.

Question: What makes good theatre? Students will explore a range of stimuli and use their knowledge of performance styles, practitioners, genre and form to devise a piece of theatre for Component 2.

Naturalism; Expressionism; Surrealism

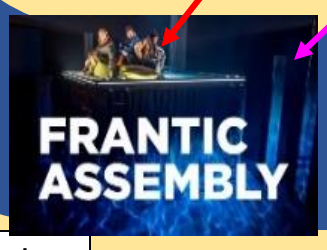


Courage; Superstition; Social Class; Symbolism

Practitioners, Mechanics and Processes

Frantic Assembly; Constantin Stanislavski; Antonin Artaud; Bertolt Brecht

Chair Duets; Physical Theatre



Open mindedness; Play; Representation

CC – Collaboration; Striving to achieve a goal

Confidence; Teamwork; Passion

Putting on a show; Theatre roles; Staging

Attentiveness; Self control; Reflection; Confidence

Glossary of Skills

PE - Teamwork

History – Victorian London

Choreography

Responding to a stimulus

Question: Theatre should make the audience think, not just empathise. Agree or Disagree? Intro. to AQA GCSE – students explore three key practitioners, design elements and devising techniques.

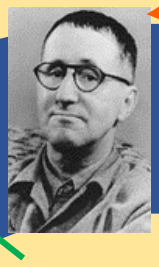
Question: Does drama have to always be naturalistic? Expressionism – students to explore Brechtian Theatre and Commedia dell'arte to gain knowledge of different styles.

Question: What makes good theatre? Students will explore Sweeney Todd and use the knowledge gained throughout KS3 to perform a piece of theatre.

Sweeney Todd

History - Weimar & Nazi Germany

CC – Society and Politics



9

Commedia dell'arte

Authority; Status; Power

Performance style; stock characters

Pantalone; Zanni

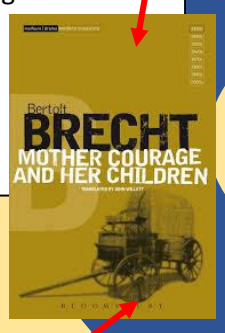
Grand Guignol

Physical Skills; Vocal Skills; Characterisation

CC – Status; Power; Authority

The Verfremdunseffekt

Question: How can we use symbolism & metaphors in performance? Developing ensemble skills to create abstract Drama.



Ensemble; Choral Movement; Performance Styles

Question: What makes a character interesting for an audience? Commedia dell'arte - students to develop their physical skills using stock characters over a series of workshops, including the art of the lazzi, combined with 'master' / 'servant' relationships

Question: What are the effects of war? MCAHC – through the study of this text, students will develop their acting techniques and explore the effects of war.

Staging; Lighting; Sound; Props; Costume

Technology – Design and Materials

Gobo; Stage Directions; Character Development

Media – Storyboarding and Film Production

Mother Courage and her Children

The Mechanics of Theatre

Fake News

Expressionism; Subtext; Marxism

Selfishness; Compassion; War; Loss

History – War

Question: How has today's entertainment been influenced by drama of the past? Theatre History – students will explore the history of drama and see where it all began.

Question: How do the various roles within a theatre work together? Theatre Design – students will learn the theory behind the Mechanics of Theatre, allowing them an insight into other career paths within the theatre industry.

Love of Learning; Inclusion; Collaboration; Careers

Freeze Frames; Acting for Camera; Direct Address

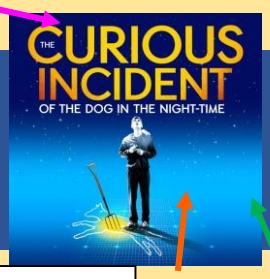
Fake News; Production; Advertising

The Media; Truth; Trust

8

The Curious Incident of the Dog in the Night-time

Trust; Bravery; Prudence; Determination

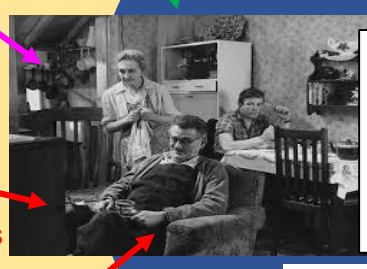


English – Creative Writing

Kitchen Sink Drama

Protagonist; Ideology

Inequality; Conflict; Integrity; Trust



Devising; Designing; Acting Techniques

Characterisation

Question: How do we judge which acting techniques are appropriate for a character and how do we apply these techniques to our practice? Exploring different skills and practicing the application of them in the context of particular characteristics.

CC – Prejudice; Belonging

Choral Movement; Ensemble; Storytelling

Solidarity; Compassion; Respect; Kindness; Patience; Forgiveness

English – Structure and Narrative

Question: How does Fake News affect the way the way we view things? Filming for Camera – Students will explore the world of fake news and create their own, culminating in developing filming and production skills.

7

The 5 Elements

Motif; Style

Murder Mystery

?

Question: Does theatre always have to make us feel happy? Kitchen Sink Drama – To explore the grittier side of theatre; showing 'real life', family conflict and features of Kitchen Sink Drama

Split-scene; hot seating; flashback; climax

Narration; Flashback; Non-Linear; Tableau

Confidence; Creativity; Collaboration

Structure; Genre; Conventions; Characterisation; Acting Techniques

Question: How do I make a roast dinner? The 5 Elements – students will learn the 5 main elements of drama and will explore these practically

Audience skills – Respect; Appreciation; Constructive Feedback

Question: How can we use drama to support members of our society? Script work - using this play, students will explore the themes of autism and family using a range of techniques.