

Potential Future careers in Drama

Actor, Dancer, Teacher, Theatre Technician, Arts Administrator, Events Manager, Drama Therapist, Screen writer, Director, Producer.

CYCLE 2
Preparation and Completion of assessed coursework (30% of total grade) on Matthew Bourne's Cinderella.

CYCLE 2
Blood Brothers Characterisation on Page to Stage. Exploring Themes. Plot/Sub Plot. Duologue. Professional audition using script as assessment.

CYCLE 3
Introduction to BTEC Component 2
Written and Practical coursework: skill development through workshop and preparation of scripted piece for performance.

CYCLE 1
BTEC Component 1
Theme Dependent: Chosen repertoire: Broke by The Paper Birds. One Man, Two Guvnors. Matthew Bourne's Cinderella.

CYCLE 3
Making A Stand
Greek Tragedy/Choral work. Fictional and non fictional characters. Marking the Moment. Improvisation. Abstract Techniques.

CYCLE 1
Commedia Dell'Arte
Non verbal communication. Mime. Exaggeration. Stock characters. Physical Comedy. Comic Timing.



CYCLE 3
Completion of Cycle 3

CYCLE 1
BTEC Component 2
Written and Practical coursework: Skill development through workshop, rehearsal, performance and evaluation of script. (30% of total).

CYCLE 3
Work on Practitioners
Knowledge and Practical application: Stanislavski. Brecht. Berkoff. Boal. The Paper Birds.

CYCLE 1
Introduction to BTEC Drama
Team Building and Group bonding. Devising from a Stimulus. Devising From a Brief. Monologue in Character.

CYCLE 3
A Midsummer Nights Dream
Script based performance work. Whole class performance. Relationship of actor to audience. Proxemics. Staging.

CYCLE 1
Introduction to Drama – Charlie and the Chocolate factory
Tableau/narration/storytelling /Teambuilding/Creating work/script work/Developing an existing character.

CYCLE 2
BTEC Component 3
(40% of total grade) Brief issued in January. Creation of devised piece with a theme. Performance
Written exam on: Ideas log/Skills development and rehearsal/Evaluation of final performance.

CYCLE 2
Introduction to Physical Theatre Practitioners
Frantic Assembly. Comlците. Gecko. Emma Rice/Wise Children.

Performance of Text using Physical Theatre Techniques from Chosen Practitioner.

CYCLE 2
Darkwood Manor
Telling Horror Stories. Creating Atmosphere Using Light and sound. Creating characters from scratch. Performance of Devised work.

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What do we do?

Our aim is to inspire, and to help develop creative, well rounded individuals who have a love for the arts in all their forms.

How does Drama and Performing Arts equip students with powerful knowledge?

Drama equips students to have an understanding of the importance of the performing arts and their contribution to a civilised society. Students will understand the different skills needed to create a performance, and will have the knowledge to realise the number of different job roles that are required to create a successful piece of theatre. Students will gain a wider world view and will learn about many different styles of performing, and some of the specific practitioners that create that work.

What skills and cultural capital do students gain in Drama and Performing Arts?

Students will develop self confidence as they learn the necessary skills to perform to a wider audience. They will learn presentation skills and how to engage an audience and hold their attention. Specifically, students will learn how to use their physicality and voice to get their message across, and they will develop the skill of nuance, by performing in a range of styles. In terms of cultural capital, students will learn about a variety of styles of performance, and will be taken out of their comfort zone, watching performances that they would not normally expect to.

How do we support literacy in Drama and Performing Arts?

Students will be required to read scripts from a variety of cultures during their time at West Exe School. They will be expected to interpret language, and will be required to write critically and evaluatively about their own development and performance.

How is the Drama and Performing Arts curriculum designed?

The curriculum is layered so that in Year 7, it assumes no, or little previous experience. Skills are repeated in different contexts with students being made aware that they are using those skills or techniques from prior learning. Reinforcement is key. Much of the style of learning in Year 7 and 8 is geared towards preparing students for the requirements of the BTEC Tech Award in Performing Arts.

How do you use spaced practice / retrieval practice?

Students are constantly reminded of the key skills and techniques used, and these are revisited each cycle, but within a variety of different contexts. Their key skills are use of physicality/voice and space, but also repetition of the many techniques studied.

What content do you cover and how is this delivered over time?

The content covered is based on a mix of skills development/learning of specific styles of Drama and performance/ how to understand and interpret script in an applied way/how to be creative and devise your own work. There is also a large emphasis on specific practitioners in Year 9-11 as knowledge of these is essential in order to be successful in the BTEC course.

What content do you not cover (that others might) and why?

There is far less emphasis on the specific retrieval of knowledge, especially to "rote learn" for exam conditions. The emphasis is on personal development and evaluation. Students develop creativity based on inspiration from the knowledge gained, rather than knowing the knowledge for its own sake.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Performance is at the heart of all we do, and the curriculum is designed with this in mind. The initial stages of learning in Year 7 emphasise the importance of collaboration, reflection and evaluation, and most tasks are short on application, with more time spent on evaluating. As students progress, there is a greater expectation that they will work more independently, and will spend a greater amount of time on the reinforcement and application of the skills and techniques, and that this will be layered in to the work.

Key concepts

