

- Character strengths
- Cross Curricular Links
- Knowledge
- Subject Specific Skills

# Drama Learning Journey

Underlined = Deeper development of earlier skills / knowledge



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

**Question: Is it important to stay true to a playwright's intention?**  
Component 1 - Understanding Drama - Study of set text Blood Brothers.

## Understanding Drama

### Texts in Practice



Integrity  
Motivation  
Confidence

Science  
Breathing  
Y8

**Question: How can you communicate effectively to an audience?**  
Component 3 - study of plays for monologues, duologues and group work **Emotion memory** **Given circumstances**

**Question: Whose style is it anyway?**  
Component 2 intro to devising - workshop practitioner's style

Proxemics  
Staging  
Narration  
Mime  
Lighting  
Sound

Resilience  
Self-discipline  
courage

**Question: What role does symbolism play in foreshadowing events in Blood Brothers?**  
Component 1 Study of Text

Set & Staging  
Costume  
Lighting  
Sound

### Style & Genre

### Understanding Drama



### Devising Drama

# 11



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

Science  
Breathing  
Y8

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

**Question: What type theatre is more powerful, naturalistic or non-naturalistic?** Explore a range of performance styles including **Brecht, Stanislavski, Artaud**

Confidence  
motivation

### Text Exploration

Courage  
Curiosity  
Respect



Brecht, Stanislavski, Berkoff, Artaud, Frantic Assembly, Kneehigh



# 10

### Performance Styles



### Acting/design Skills

History - Weimar & Nazi Germany **Emotion memory** **Given circumstances**  
Narration, Flashback, Mime, Crosscutting

**Question: What makes good theatre?**  
Students will explore a range of stimuli & use their knowledge of drama conventions & performance and design styles to devise a piece of theatre

Respect  
confidence

Narration, Flashback, Crosscutting, Monologues

**Question: Theatre should connect to people's lives not be a piece of candy floss. Agree or Disagree?**  
Component 3 Intro to performance using John Godber Text Teachers

Compassion  
curiosity

**Question: How can we use symbolism & metaphors in performance?**  
Developing Ensemble skills to create abstract drama  
**English - Greek Heroes**

Art  
Abstract artists  
confidence, self discipline

### Greek theatre



### Devising

# 9

Characterisation  
Vocal Skills  
Physical Skills

**Question: What makes a character interesting for an audience?**  
Students to develop their physical comedy skills over a series of teacher led workshops, focusing on character and stereotypes

Performance style, stock characters

History - 19th Century Britain

### Too much punch for Judy



### Physical Theatre



### Melodrama



### Knife crime Theatre in education

**Question: Can drama help us educate others?**  
Theatre in Education - creating performances to educate the reality of knife crime

Love of learning  
Sense of humour  
Play  
Confidence

**Question: Is Shakespeare relevant to today's society?**  
Macbeth - Students will explore plot, character, language, structure

Iambic Pentameter  
Text exploration

Courage  
Open-mindedness

### Shakespeare



**Question: How did it all begin?** Greek Theatre - To explore the beginnings of theatre, including the amphitheatres, Greek mythology and features of Greek performance  
▪ **Drama conventions**  
▪ **Ensemble performance**

**Question: How important is performance to film and tv??**  
Creating adverts using drama skills in different styles

### Reality tv



# 8

### Silent movie



### Pantomime



### script writing / super heroes



# 7

**Question: How can you entertain an audience?**  
Drama Conventions - using exaggeration, comedy and breaking the 4th wall to create immersive performances.

Narration  
Flashback  
Crosscutting  
Tableau

Compassion  
Respect  
curiosity

**Question: What's more important dialogue or action?**  
Silent Movies - students develop their physical acting skills by exploring the genre of Silent Movie

Confidence, resilience

Proxemics

Status, performance style

Choral Movement  
Ensemble  
Storytelling

