

Elm Court School

Drama Curriculum Overview



In KS3 Drama is taught through fun and engaging activities. Pupils in Year 7 will play many physical drama-related games to build their interest, fun, and desire to participate in the arts. It is during this stage in their learning journey that they learn to receive instructions, act upon instruction, take turns, and learn to win and lose. They will continue to progress and start to play more word games competitively and pick up the skills of projection diction and stage awareness.

In year 8 they will play circle games, which are less competitive but help pupils to build concentration, and be memory-driven. They learn to acquaint themselves with others in the acting. Pupils start to play and stay in character during scenes and games.

In year 9 pupils will play some warm-up games to stimulate the body, brain, and voice before devising scenes and plays that will form part of the performance for the LAMDA qualifications. In KS4/KS5 pupils who choose Drama as their pathway subject would have developed all the necessary skills needed to have a good start in their Performance Skills course and progress further with their LAMDA exams as well. Pupils will be working on Level 1 to Level 2 Certificates as well as adding more modules to their LAMDA course depending on the starting point.

Year 7:	Year 8:	Year 9	Pathways Options Years 10 – 14 (KS4/ KS5)
<p>Year 7 will learn through integrated fun activities to build on their drama skills. They will primarily play competitive physical warm-up games, and word games, and participate in improvisation games based on scenarios or themes.</p> <p>Pupil learning will cover:</p> <ul style="list-style-type: none"> • Introduction to Drama 	<p>Year 8 will learn more complex physical warm-up games, play word and improvisation games, and play focus, concentration, and memory games.</p> <p>Pupil learning will cover:</p> <ul style="list-style-type: none"> • Posture, Gesture, and Voice Performance <ul style="list-style-type: none"> ➤ Use of posture, stance, and space in performance ➤ Use of pace, pause, and tone in performance 	<p>In Year 9, pupils will learn and develop different skills to support the LAMDA course.</p> <p>Pupil will be expected to learn how to:</p> <ul style="list-style-type: none"> • Perform one or two scenes from memory, demonstrating an understanding of the material • Use vocal skills in response to the text • Use the face and body in response to the text 	<p>Pupils who choose Drama as their pathway will follow the NCFE Performance Skills route. The course offers a broad introduction to the skills and knowledge within creative performing arts.</p> <p>They will be expected to cover the following units/topics during the course duration depending on the Level they are working at:</p> <p>Level 1 Certificate</p> <p>Unit1: Preparing performing arts work</p> <ul style="list-style-type: none"> ➤ Will know the stages involved in the preparation of performing arts work ➤ Explore ideas for performing arts work ➤ Carry out a role in the preparation of performing arts work <p>Unit2: Develop performance skills</p> <ul style="list-style-type: none"> ➤ Will understand the importance of practice in developing performance skills

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<ul style="list-style-type: none"> • Know the expectations of how to work together in a drama. <ul style="list-style-type: none"> ➤ Understand the importance of building concentration, cooperation, and creativity in drama and demonstrate these skills • Know the expectations of how to work together in drama and to use physical skills. <ul style="list-style-type: none"> ➤ Use movement and sound to create effective drama and demonstrate this knowledge along with mime 	<ul style="list-style-type: none"> ➤ Use of gestures and mannerisms in performance • Approaching text: bringing it <ul style="list-style-type: none"> ➤ Characterisation ➤ Eye contact, proxemics, and movement ➤ Pace, pause and Proxemics. • Speaking without words and investigating body language through mime. <ul style="list-style-type: none"> ➤ Looking at the unsaid and reading people's body language ➤ Investigating facial expressions and mannerisms ➤ Using our feelings and emotions to inspire improvisations' • Know the expectations of how to work together in drama and to use physical skills. 	<ul style="list-style-type: none"> • Know and understand the character in the chosen scene • An introduction to improvisation and role-play using different themes and scenarios <ul style="list-style-type: none"> ➤ Group building and trust exercises ➤ Developing a situation from a theme ➤ Still image as a starting point for drama ➤ Thought tracking ➤ Developing an improvisation into a script ➤ Stage fighting – some basic techniques <p>As part of the course, pupils will be expected to have a live performance in front of an external assessor.</p>	<ul style="list-style-type: none"> ➤ Develop performance skills Unit3: Presenting performing arts work <ul style="list-style-type: none"> ➤ Will be able to carry out a role in the presentation of performing arts work ➤ Review your contribution to the performance Unit11: Starting to Develop Performance Skills <ul style="list-style-type: none"> ➤ Know performance skills ➤ Demonstrate preparatory skills in group activities ➤ Demonstrate performance skills • Monologues and Directing <ul style="list-style-type: none"> ➤ Emphasis on voice work using warm-up exercises and voice games ➤ Delivering a monologue Level 2 Certificate Unit 1: Develop technique for performance <ul style="list-style-type: none"> • Demonstrate and develop techniques for performance <ul style="list-style-type: none"> ➤ Assess the present level of practical skill in the chosen art form ➤ Recognise current strengths and weaknesses ➤ Demonstrate the ability to develop and apply new skills ➤ Demonstrate safe working practices within chosen art form • Know how to use practise to improve
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	<ul style="list-style-type: none">➤ Use movement and sound to create effective drama and demonstrate this knowledge along with mime➤ Perform as a group and individual.• To revise the techniques used and to devise a drama piece➤ Learn some of the techniques for devising drama from a stimulus and demonstrate this in performance➤ To recap key techniques and test pupils' knowledge through a series of seasonally themed games and scenarios	<p>Throughout Year 9 all pupils will develop the following skills: stage awareness, body language, use of facial expressions, speaking loudly and clearly, maintaining concentration and focus, team play, and many more</p>	<ul style="list-style-type: none">➤ Explain how participation in practice sessions can improve skills➤ Identify how to use action plans and schedules to acquire new skills➤ Evaluate the present level of technical skill <p>Unit 2: Rehearse and perform</p> <ul style="list-style-type: none">• Be able to rehearse<ul style="list-style-type: none">➤ Identify the art form➤ Research performance material for the chosen art form➤ Investigate the requirements of the material before selection is made➤ Plan a rehearsal schedule considering the demands of the performance➤ Rehearse performance material using technical skills➤ Demonstrate safe working practices during rehearsal and performance• Be able to perform<ul style="list-style-type: none">➤ Perform the material using technical and performance skills, this should include:<ul style="list-style-type: none">○ sustaining concentration○ demonstrating projection○ demonstrating timing during the performance○ engaging the audience➤ Evaluate performance and skills used with a view to improvement➤ Describe the technical skills used
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			<p>Unit3: Performing arts production process</p> <ul style="list-style-type: none">• Know how to carry out planning requirements for a performing arts product<ul style="list-style-type: none">➢ Identify the necessary planning requirements for a performing arts product➢ Identify appropriate materials/equipment suitable for a performing arts product• Be able to take part in the developmental process for a performing arts product<ul style="list-style-type: none">➢ Communication with other team members and/or event personnel as appropriate➢ Carry out a role in the development process showing a grasp of the task requirements and with some commitment• Understand the purpose of the planning and preparation process in the creation of a performing arts product<ul style="list-style-type: none">➢ Evaluate the main strengths and weaknesses of the product with reference to the planning and preparation process <p>As part of the course, they will be expected to have four live performances for a specified audience Pupils who managed to finish their course earlier will be supported to complete more LAMDA modules.</p>
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How you can support your child in Drama:

Encourage your child to learn their lines, practice their part in group acting roles, and take an interest in drama. Whenever they are asked to watch a film, video clip or any piece of work that relates to their work in school take time to watch with them or encourage them to watch it independently. Ask them questions about what they have been asked to do.

Please keep in touch with the Drama section should you feel your child is struggling or needs more challenge – let us know. Emails can be sent to: admin@elmcourt.lambeth.sch.uk.

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