



Drama Learning Journey

- Practitioner/Style
 - Character Building
 - Cross-Curricula
 - Live Theatre
 - Skills/Knowledge
- Underlined = Deeper development of earlier skills / knowledge*



Historical Context: King James I's was new to throne and fear being overthrown, there was political uncertainty in 1606 when the play was written.

Themes: Loyalty, Guilt, Innocence, Fate, Ambition, Power

Question: Should drama educate or entertain? Exploring true stories—students explore the range of drama conventions & style of Verbatim Theatre

Listening Self-control Teamwork

Stage Combat: Punch, Slap, Hair Pull, Kick

Question: How does the distance between characters show their relationship? Students will work in groups to perform an extract from a text.

Proxemics Motivation Metatheatre Physical Theatre Stage Space Conventions of a script Students respect each others' decision making/ ideas Mime Tension Charlie Chaplin Tanztheater

Question: Does a performance need voice for the plot to be understood? Students will use mime techniques and influence from Charlie Chaplin to create a performance.



- Body, Facial Expressions, Gesture, Posture, Stance, Gait, Pitch, Pace, Pause, Tone, Inflection, Volume, Accent

- Trust, Support, Resilience

- Resilience, Honesty, Kindness, Teamwork

- Confidence, Sense of humour, Responsible, Determined, Reflective

- Reflection, Social Aware, Physical Theatre, Masks, Characterisation, Tension, Proxemics, Levels

- Courage, Confidence, Bravery

- Morals, Integrity, Friendship, Greed

- Epic Theatre, Narration/ Third Person, Multi-Role, Token Costume, Alienation, Breaking the 4th wall

- Building relationships / teamwork

- Self-discipline, Integrity, Curiosity, Determination

- Conventions of a script

- Scene Structure, Tension, Monologue, Soundscape, Cross-Cutting, Motivation

- Body, Facial Expressions, Gesture, Posture, Stance, Gait, Pitch, Pace, Pause, Tone, Inflection, Volume, Accent

- Documentary, Drama/ Verbatim Theatre, Exaggerated Facial Expressions, Rhythm through voice and body, Physicalisation of Object, Abstract Voice, Stylized Mime, Third Person

- Musical Theatre, Vocal Exercises, Respiration, Motif, Choreography, Dynamics, Jukebox Musical, Vocal Score

- Intimate Space, Personal Space, Social Space, Public Space

- Stock Characters, Storytelling, Masks, Take on a DIRECTOR role - be a leader!

- Gesture, Body Language, Movement, Facial Expressions

Macbeth CO3

Playwright intentions, deconstructing text, social & historical context

Live Theatre Review

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 1

Stage Right	Stage Centre	Stage Left
Backstage Right	Backstage Centre	Backstage Left
Wings	Center	Wings

Question: Does an actor have to have experienced the same emotions as a character to give a believable performance? Plays explored at the end of the year 9 are used in the first year 10 mock.

CO2 Scripted Mock

Self control, Reflection, Attentiveness, Confidence

Scene Structure, Tension, Monologue, Soundscape, Cross-Cutting, Motivation

Question: Can theatre make society better? Students will explore societal pressures put on celebrities and using Boal techniques attempt to remove these oppressions.

Too Much Punch for Judy (Boal)

Documentary, Drama/ Verbatim Theatre, Exaggerated Facial Expressions, Rhythm through voice and body, Physicalisation of Object, Abstract Voice, Stylized Mime, Third Person

Courage, Confidence, Bravery

Gizmo (Berkoff)

Musical Theatre, Vocal Exercises, Respiration, Motif, Choreography, Dynamics, Jukebox Musical, Vocal Score

Live Theatre Review

Question: How does the distance between characters show their relationship? Students will work in groups to perform an extract from a text.

Musical Theatre

Courage, Confidence, Bravery

Question: Can you give examples of different genre in Drama? Students will explore the genres of physical theatre and musical theatre.

Physical Theatre

Shakespeare Language, Historical Context: Jacobean Theatre; King James I's fear of Witchcraft; Male and Female Roles in Society

Question: Is Shakespeare relevant to today's society? Students will explore plot and characters whilst performing in a surrealist style.

Theatre History

Stock Characters, Storytelling, Masks, Take on a DIRECTOR role - be a leader!

Question: How important is performance to cultural identity? Students will explore African, Greek, Chinese, Japanese and Indian Theatre

Mime

Proxemics, Motivation, Metatheatre, Physical Theatre, Stage Space, Conventions of a script, Students respect each others' decision making/ ideas, Mime, Tension, Charlie Chaplin, Tanztheater

Question: Does a performance need voice for the plot to be understood? Students will use mime techniques and influence from Charlie Chaplin to create a performance.

Pantomime

Stock Characters, Stage Space, Live Theatre Review

Question: How do we use all of the stage space? Students will understand the power of different spaces on the stage.

CO1 Mock Devising

Proxemics, Staging, Narration, Mime, Lighting, Sound, Costume, Set

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Page to Stage (Scripted)

Confidence, Sense of humour, Responsible, Determined, Reflective

Forum Theatre, Image Theatre, Oppression, Dynamisation, Spect-actor

Question: Do you know the practitioner techniques? Artaud, Bausch, Berkoff, Boal, Brecht

Dead Famous (Boal)

Reflection, Social Aware, Physical Theatre, Masks, Characterisation, Tension, Proxemics, Levels

Courage, Confidence, Bravery

Devising: Theatre Practitioners

Question: Why should I take GCSE drama? To develop communication skills, To understand the world through other people's shoes, To be creative - To lead - To inspire - To take risks - To push comfort zones - To continue your love of theatre

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