

Bradfield School - Curriculum Area Booklets.

Subject name: Drama

This booklet contains information about what your child will be studying during years 7, 8 and 9.

Year group	Content
Year 7:	
Introduction to Drama: Unit 1 - The Chocolate Factory	<p>This unit explores imagination and different drama skills to introduce the idea of the four main areas of drama which are constantly assessed and explored throughout all of Key Stage 3:</p> <ul style="list-style-type: none">• Team work• Rehearsal• Performance• Evaluation <p>The unit uses different ideas, stories and stimulus to aid imagination, creativity and confidence through a story involving student's creating characters and following a plot line.</p>
Unit 2 – Storytheatre	<p>This unit involves students understanding stories and plots enabling them to consider structure and form. They need to consider how different stories would suit different target audiences. Students pay significant attention to the role of a narrator.</p>
Unit 3 - The Allotment	<p>This unit of work explores characterisation. Student follow a storyline where a group of friends discover an allotment. The main focus is for students to create contrasting characters in different groups focusing on different personalities by the use of the following character skills:</p> <ul style="list-style-type: none">• Voice• Movement• Gesture• Facial Expression• Eye Contact <p>The unit ends with students all being involved in a debate where there is a possibility that the allotment will be demolished to make way for a shopping centre. This is to develop opinions and discussion skills.</p>
Unit 4 – Scripts	<p>This unit is to developing understanding of scripts, space and stage directions. Students develop and write their own scripts as well as studying scenes from other scripts. The main script students use is 'Our Day Out' by Willey Russell. They use scenes as a stimulus or must learn the dialogue and perform.</p>

<p>Unit 5 –Slavery</p> <p>Unit 6 –Project Work</p>	<p>As part of a cross-curricular topic, students use drama techniques to learn about the Slave Trade. They are encouraged to understand the emotional aspect as well as developing knowledge of the facts of this historical period.</p> <p>For the final unit of Year 7, students are encouraged to work in groups and think independently to produce a whole class performance. They are encouraged to use all past knowledge of drama skills and methods and incorporate these into their scenes.</p>
<p>Supporting your child, what can you do to help?</p>	<p>After each unit, students must set achievable targets which relate to each of the four main areas of drama. They must think about these within the different lessons in the next unit of work. They are also encouraged to think about setting themselves targets at the end of each individual lesson as part of reflection time. Encouraging students to reflect on their work at home is very beneficial for their next lesson.</p> <p>Students are often set thinking and researching homework which may relate to self assessment or facts they need for the next lesson/unit of work.</p> <p>On occasion students may be given written homework e.g. a character profile or a self review in their drama booklets.</p>
<p>Year 8:</p> <p>Unit 1 - The Morality Play</p> <p>Unit 2 – Comedy and Tragedy</p> <p>Unit 3 – The Plague</p> <p>Unit 4 – Commedia Dell’ Arte</p>	<p>The point to this unit is for students to understand how theatre can be used to influence and aid people. Students look at how to portray different situations a person may be in when they must make a decision e.g. getting into a car and joyriding. This topic introduces Forum Theatre and they use Dr Faustus as a stimulus to produce their own morality play.</p> <p>Students look at the two different theatre genres. They look at how comedy can be very different and look at different DVD/character stimulus’ from Catherine Tate and ‘Mr Bean’. The point is that they can understand and interpret how stereotyping can be effectively used in comedy. Students then study Greek Tragedy and produce their own interpretations of the story of Pandora’s Box.</p> <p>Students use drama techniques to explore the plague and the different facts about the illness. They consider how this epidemic destroyed the country and how people responded to people who came into contact with the disease. They also produce a newspaper article displaying facts about The Plague as part of a written element of the subject.</p> <p>This unit explores this theatre genre. Students understand how this genre was developed and study the different</p>

<p>Unit 5 –Puppetery</p> <p>Unit 6 – Silent Movie</p>	<p>characters within the genre. The main focus for the students is to produce masks of emotions and demonstrate how movement and body language can portray different personalities and emotions.</p> <p>Students must explore the genre of puppets and puppet theatre. They will create their own puppet then work as a team to produce a plot and a scene to perform.</p> <p>For the final unit the main focus is on mime, movement and gesture. Students look at different examples of silent movie actors e.g. Charlie Chaplin. They must then develop a plotline and rehearse their mime to music for a performance.</p>
<p>Supporting your child, what can you do to help?</p>	<p>The assessment and homework policy follows the same format as Y7 and Y8.</p>
<p>Year 9:</p> <p>Unit 1 – Scales of Justice</p> <p>Unit 2 – Pantomimes</p> <p>Unit 3 – scripts</p> <p>Unit 4 – Soap Opera Genre</p> <p>Unit 5 – Runaways</p>	<p>This unit of work is fact based drama. Students now in Y9 are encouraged to manage their own time a little bit more and this topic encourages them to think about a situation and show this through drama techniques. Students are taught more complex drama skills within this topic. The unit is based on a murder case with a bullying incident in a school. The unit ends with a recreation of a court case to decide the fate of the accused.</p> <p>The unit begins with looking at the history of the pantomime genre and moves onto looking at the specific characteristics of the pantomime e.g. audience participation. Students re-create some of the significant scenes that feature in a pantomime. The topic then moves onto students working in groups and devising their own pantomime scenes using props and costumes.</p> <p>Students look at different scenes from different scripts and re-create the scene using the script as a stimulus or learn the dialogue and specifically follow all the stage directions in the script. The scripts used in this unit include: Billy Liar, Kes and Bouncers.</p> <p>Students are introduced to naturalistic drama through this unit of work. They look at realistic characters and ‘real life’ situations. They work in groups and devise a Soap Opera scene based on their knowledge of Soap Operas. Their scenes are rehearsed and performed using props and costumes. Students also design sets and costumes as part of this unit.</p> <p>This topic involves issue-based Drama. Students explore and research homelessness and how life is for a person living on</p>

Unit 6 –Circus	<p>the streets. They are shown clips from ‘Stone Cold’ to help them gather ideas. Students then work in groups and devise and create a plot showing this issue ensuring facts are included in their scenes. Students are encouraged to use different drama skills to enhance their scenes and plot lines.</p> <p>This final unit encourages creativity and action. Students research different circus acts both past and present. This then moves into students in groups creating a circus act. E.g. clowns. The class for the final performance becomes a circus in the round with each group performing their different acts.</p>
Supporting your child, what can you do to help?	The assessment and homework policy follows the same format as Y7 and Y8.