

#### **Intent:**

**“Theatre is the greatest of art forms, the most immediate way in which a human being can share with another the sense of what is to be a human being.” Oscar Wilde.**

**“All the worlds a stage and all the men and woman are merely players.” William Shakespeare.**

**“To be kept waiting is unfortunate, but to be kept waiting with nothing interesting to read is a tragedy.” Agatha Swanbourne.**

Here at Altrincham College, we are dedicated to nurture the imagination and creativity of our students. There is a distinct magic that resides within Drama. We consistently challenge our students to ask questions about the world around them. Drama can help students imagine and plan their future, rather than waiting for it to happen.

Our aims throughout the Drama journey at Altrincham College:

- KS3: To embed a deep understanding and curiosity about the ‘world of theatre’, and to develop social skills, communication skills and self-confidence, through devising (creating original work), performing (script interpretation) and evaluating (realising and giving an opinion on the creative intentions).
- KS4: To develop the specific knowledge and skills about the ‘world of theatre’ practically and through written and verbal communication, to ensure that they are inspired to reach their maximum potential at GCSE and are confident to study Drama into further education, careers and everyday life.
- KS5: To nurture and expand our students’ creative minds. We want our students to feel limitless with their imagination and challenge them to present information to a target audience making it relevant, purposeful and engaging. Through the exploration of carefully selected topics, students will master skills in collaboration, communication, critical thinking, confidence, autonomy, tolerance and empathy. Ultimately, we want our students to have a passion for the Arts and find great joy in this creative outlet as well as developing a life-long appreciation of Drama and Theatre.

#### **Implementation:**

During years 7-9, students will deepen their understanding of how Drama has evolved and developed over time. In year 7 there is a focus on how theatre began (Greek Theatre), in year 8 how theatre evolved (Shakespeare) and in year 9 modern day theatre (Physical Theatre, Verbatim Theatre). However, the importance of revisiting knowledge, especially vocal and physical skills, are evident throughout all years and are assessed frequently throughout KS3 through formative and summative assessments. Teaching Drama involves employing techniques that help our students to develop a deep and secure knowledge and understanding of ‘the world of theatre’ and Drama at each stage of their learning. Therefore, by the end of key stage 3, students will be able to perform confidently using physical and vocal skills effectively; they will be able to express and justify their opinions, using critical drama vocabulary, about their own work and the work of others including professional theatre makers. Our students will be afforded the opportunity to learn lines and deliver them with awareness of how the social, historical and cultural contexts influence them by using a variety of dramatic forms.

During years 10 and 11, we ensure that we meet the needs of every child by developing a range of theatrical knowledge and skills and apply them to create performance, working collaboratively to generate, develop and communicate ideas. Thereby, enabling them to become creative, effective, independent and reflective students, who are able to make informed choices in process and performance. We follow the popular AQA GCSE course which provides a broad, coherent satisfying and worthwhile course of study. We believe it encourages students to develop confidence and to have a positive attitude towards drama, thus recognising the importance of the subject in their own lives and the role drama plays in society. It also provides a strong drama foundation for students wanting to go on and study drama at post GCSE.

### **Literacy within Drama as a discipline**

Literacy is fundamental to the study of drama. Therefore, the goal is to provide opportunities for students to build vocabulary, awareness of language structures, grammatical and syntactical knowledge, which builds their capacity to question, debate, challenge and imagine.

The goal of developing literacy in Drama is to foster a deeper conceptual understanding of this subject. We do this by:

- Embedding oracy in lessons to communicate effectively, practically, and coherently
- Reading inference from a text
- The modelling of sophisticated vocabularies to enhance verbal and written work
- Raising the awareness of accurate spelling, punctuation and grammar in written work
- Development of tier 2 and 3 vocabularies in written work to develop our students' critical written voices
- Use of Socratic questioning to encourage students to be critical and reflective thinkers

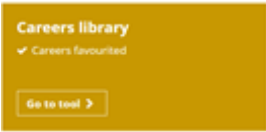
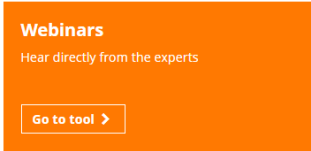

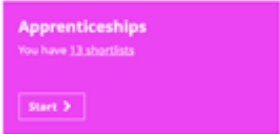
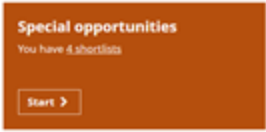
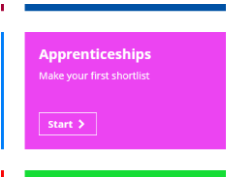
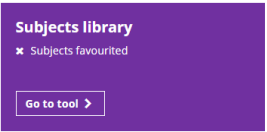
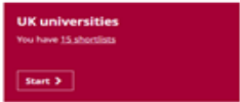


In order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to Drama, the implementation of the intended curriculum sees teachers of Drama ensuring a shared pedagogy. Here, key definitions are routinely embedded into lesson, command words are explicitly discussed and deconstructed for understanding, with the frequency of open-ended questions and the guidance of tier 2 & 3 vocabularies in all aspects of the curriculum.

Long Term Departmental Planning Overview				Subject: Drama			
Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
		DEVSING	PERFORMING	PERFORMING	EVALUATING	DEVSING	DEVSING
7	Knowledge of Theatrical SKILLS <i>One optional Live Theatre Trip</i>	<b>Introduction to Drama</b> <b>'The Beginnings'</b> To understand the following drama forms Narration/Freeze-Frames/Role-Play/Role on the Wall  <u>Retrieval Focus</u> HT1 Drama Forms	<b>Greek Theatre</b> To understand where comedy and tragedy originated from.  To establish what a Greek chorus is.  <u>Retrieval Focus</u> HT1 Drama Forms	<b>Ernie's Incredible Illucinations</b> To know how to learn lines.  To speak confidently in front of the class.  <u>Retrieval Focus</u> HT1 – Drama Forms HT2 – Greek Theatre	<b>Live Theatre Review Peter Pan</b>  To analyse and evaluate the work of others.  <u>Retrieval Focus</u> HT2 – Greek Theatre HT3 Vocal and Physical Skills	<b>Charlie and the Chocolate Factory</b> To understand the following drama forms Marking the Moment/ Moulding/ Sound Machine/ Hot- seating.  <u>Retrieval Focus</u>  HT3 Vocal and Physical skills HT4 Technical Vocabulary	<b>The Mission</b> To understand the following drama forms Teacher in Role/ Problem Solving Team Work/ Movement/ Mime/ Gesture/ Freeze-Frames/ Narration/ Thought-Tracking  <u>Retrieval Focus</u> HT1 – Drama Forms HT 2 Greek Theatre HT 3 – Vocal and Physical Skills
ASSESSMENTS 1. To create a performance 2. To perform work 3. To analyse and Evaluate work of others.							
		DEVSING	DEVSING	PERFORMING	EVALUATING	DEVSING	
8	Development of Theatrical Knowledge  <i>One optional Live Theatre Trip</i>	<b>Darkwood Manor</b> To understand and use the following drama forms Teacher In Role/ Freeze-Frame/ Narration/ Mime/ Thought-Tracking/ Physical Theatre/ Transitions/ Hot-seating/role - play  <u>Retrieval Focus</u>	<b>Conflict</b> To understand and use the following physical and vocal skills Voice/Movement/ Mime/Body Language/facial expressions  <u>Retrieval Focus</u> HT1 Drama Forms	<b>Free</b> To learn lines and deliver them with confidence. To use vocal and physical skills with confidence  <u>Retrieval Focus</u> HT4 Technical Vocabulary	<b>Live Theatre Review Treasure Island</b> To be able to analysis And evaluate the work of others expressing your opinions.  <u>Retrieval Focus</u> HT4 Technical Vocabulary & HT3 Vocal & Physical Skills	<b>Romeo and Juliet</b>  To explore key themes, issues and characters from a classical text.  To perform using original Shakespeare script as well as create their own devised performances from the play.  <u>Retrieval Focus</u>  HT2 Greek Theatre HT1 Drama Forms	

		HT3 Vocal and Physical Skills			
<b>ASSESSMENTS 1. To create a performance 2. To perform work 3. To analyse and Evaluate work of others.</b>					
		<b>PERFORMING</b>	<b>EVALUATING</b>	<b>DEVISING</b>	<b>PERFORMING</b>
9	Implementation of Theatrical Knowledge <b>One optional Live Theatre Trip</b>	<p style="text-align: center;"><b>DNA</b></p> <p>To explore plot, structure, narrative and characterisation skills</p> <p>To develop characters from the script</p> <p style="text-align: center;"><b>Retrieval Focus</b> HT1 Drama Forms HT2 Greek Theatre HT3 Vocal and Physical Skills HT4 Technical Vocabulary</p>	<p><b>Live Theatre Review FRANKENSTEIN</b></p> <p>To analyse and evaluate the work of others.</p> <p style="text-align: center;"><b>Retrieval Focus</b> HT1 Drama Forms HT2 Greek Theatre HT3 Vocal and Physical Skills HT4 Technical Vocabulary</p>	<p><b>What do you want to say?</b></p> <p>To understand how meaning is communicated and interpreted through - performance conventions - use of space and spatial relationships on stage - relationships between performer and audience</p> <p style="text-align: center;"><b>Retrieval Focus</b> HT1 Drama Forms HT2 Greek Theatre HT3 Vocal and Physical Skills HT4 Technical Vocabulary</p>	<p><b>The Curious incident of the Dog In the Night-time</b></p> <p>To explore plot, structure, narrative and characterisation skills</p> <p>To understand and use the following drama forms by the end of the topic, physicality, split-scene, dramatic tension, Freeze-frame, Narration, Movement, Marking the Moment</p> <p style="text-align: center;"><b>Retrieval Focus</b> HT1 Drama Forms HT2 Greek Theatre HT3 Vocal and Physical Skills HT4 Technical Vocabulary</p>

<b>ASSESSMENTS 1. To create a performance 2. To perform work 3. To analyse and Evaluate work of others.</b>							
10	<p><b>AQA SYLLABUS GCSE Drama which is sequenced to reflect the strong and consistent approach of KS3 learning.</b></p>	<p><b>Introduction to GCSE Drama</b></p> <p><b>BRECHT STANISLAVSKI APPLYING KS3 DRAMA SKILLS</b></p> <p><u>Retrieval Focus</u> Technical Vocabulary Drama Forms</p>	<p><b>NOUGHTS AND CROSSES BY DOMINIC COOK</b></p> <p>To understand 21<sup>ST</sup> Century Theatre making</p> <p><b>Performance Assessed</b></p> <p><u>Retrieval Focus</u> Drama Forms Vocal and Physical Skills Technical Vocabulary</p>		<p><b>Performance From Text</b></p> <p>To explore how meaning is communicated through:</p> <ul style="list-style-type: none"> <li>● themes, issues, performance conventions</li> <li>● genre, structure, form, style, language and stage directions</li> <li>● character relationships</li> <li>● character development</li> </ul> <p><b>Performance Assessed</b></p> <p><u>Retrieval Focus</u> Vocal and Physical Skills</p>	<p><b>Devising</b></p> <p><b>Creating and developing a devised piece from stimuli.</b></p> <p><b>Group performance realisation of the devised piece.</b></p> <p><b>Analysing and evaluating the creative process and group devised performance.</b></p> <p><b>Performance and Portfolio Assessed</b></p> <p><u>Retrieval Focus</u> Technical Vocabulary Drama Forms</p>	<p><b>Theatre Makers in Practice</b></p> <p><b>Study of one complete performance text.</b></p> <p><b>A live theatre evaluation.</b></p> <p><b>Written Paper</b></p> <p><u>Retrieval Focus</u> Technical Vocabulary Drama Forms Vocal and Physical skills</p>
11		<p><b>Devising</b></p> <p><b>Creating and developing a</b></p>	<p><b>Devising</b></p> <p><b>Creating and developing a</b></p>		<p><b>Performance From Text</b></p> <p><b>Interpreting and exploring two key</b></p>	<p><b>Theatre Makers in Practice</b></p>	<p><b>Theatre Makers in Practice</b></p>

	<p>Various trips to see Live Performance (One compulsory)</p>	<p>devised piece from stimuli.</p> <p>Group performance realisation of the devised piece.</p> <p>Analysing and evaluating the creative process and group devised performance.</p> <p>NEA</p>	<p>devised piece from stimuli.</p> <p>Group performance realisation of the devised piece.</p> <p>Analysing and evaluating the creative process and group devised performance.</p> <p>NEA</p>		<p>extracts from a chosen performance text.</p> <p>Performing two key extracts from this text.</p> <p>EXTERNAL EXAMINER</p>	<p>Study of one complete performance text.</p> <p>A live theatre evaluation.</p> <p>WRITTEN PAPER</p>	<p>Study of one complete performance text.</p> <p>A live theatre evaluation.</p> <p>WRITTEN PAPER</p>
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Careers / Gatsby benchmark links				
Links to careers	jobs Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounters with further / higher education
<p>Unifrog – student side</p>  <p><a href="https://www.unifrog.org/student/careers/DRAMA">https://www.unifrog.org/student/careers/DRAMA</a></p> <p>find careers linked to your subject area</p> <p><a href="https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design">https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design</a></p> <p><a href="https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/drama">https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/drama</a></p> <p><b>What can I do with Drama?</b></p> <ul style="list-style-type: none"> <li>Actor</li> <li>Drama Teacher</li> <li>Drama Therapist</li> <li>Journalist</li> <li>Radio Presenter</li> <li>Television Work</li> <li>Youth and Community Work</li> <li>Music Therapy</li> <li>Director</li> <li>Producing</li> <li>Playwright</li> <li>Critic</li> <li>Community Arts Worker</li> <li>Lighting Technician</li> <li>Stage/Studio Manager</li> <li>Set Designer</li> </ul>	<p><a href="https://www.youtube.com/watch?v=9pnSyXvZ_7I">https://www.youtube.com/watch?v=9pnSyXvZ_7I</a></p> <p>The Royal Exchange - National Careers Week live Event 2021</p>  <p>Careers in Drama</p> <p><a href="https://icould.com/?s=Drama">https://icould.com/?s=Drama</a></p>	<p>LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link</p> <p><a href="https://www.altrinchamcollege.com/careers/websites">https://www.altrinchamcollege.com/careers/websites</a></p> <p>Unifrog – Student side</p>  <p>Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI.</p>  <p>Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.</p> <p><a href="https://www.prospects.ac.uk/employer-profiles">https://www.prospects.ac.uk/employer-profiles</a></p> <p>Job profiles include recent LMI</p> <p><a href="https://www.prospects.ac.uk/job-profiles/browse-sector">https://www.prospects.ac.uk/job-profiles/browse-sector</a></p>	<p>GCSE Pupils have worked with a professional theatre and performed at a professional venue as part of the Barbican Box project.</p> <p><a href="https://www.barbican.org.uk/take-part/schools-colleges/barbican-box">https://www.barbican.org.uk/take-part/schools-colleges/barbican-box</a></p> <p>Unifrog – student side</p>  <p><a href="https://www.unifrog.org/student/home">https://www.unifrog.org/student/home</a></p> <p>Over 2000 Virtual WEX opportunities as well as numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area.</p> 	<p>Unifrog - student side</p>  <p><a href="https://www.unifrog.org/student/careers/DRAMA">https://www.unifrog.org/student/careers/DRAMA</a></p> <p>Unifrog – student side</p>   <p>Undergraduate courses in the UK as well as every FE course including sixth forms.</p>  <p><a href="https://www.ucas.com/conservatoires/studying-conservatoire/thinking-about-performing-arts">https://www.ucas.com/conservatoires/studying-conservatoire/thinking-about-performing-arts</a></p> <p>Drama Courses at Universities the difference between Drama Schools and Universities</p> <p><a href="https://manchesterdrama.wordpress.com/page/5/">https://manchesterdrama.wordpress.com/page/5/</a></p>

<p>Wardrobe Supervisor  Choreographer  Broadcaster  Presenter  Disc Jockey  Puppeteer  Arts Administration  Stunt Person  Television Announcer  Voice Over  Public Relations  Theatre Stage Manager  Art Director  Props  Musical Director  Screen Writer</p>			<p>See AC careers bulletin: you could select any suitable virtual work experiences</p> <p><a href="https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships">https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships</a></p> <p><a href="https://careerready.org.uk/resources/workplace-visits/">https://careerready.org.uk/resources/workplace-visits/</a></p> <p><a href="https://careers.atg.co.uk/opportunities/work-experience/">https://careers.atg.co.uk/opportunities/work-experience/</a></p> <p><a href="https://www.curveonline.co.uk/about-us/work-experience-and-volunteering/">https://www.curveonline.co.uk/about-us/work-experience-and-volunteering/</a></p> <p><a href="https://www.nationaltheatre.org.uk/about-the-national-theatre/careers/work-placements">https://www.nationaltheatre.org.uk/about-the-national-theatre/careers/work-placements</a></p> <p><a href="https://www.nationaltheatre.org.uk/about-the-national-theatre/careers/work-placements">https://www.nationaltheatre.org.uk/about-the-national-theatre/careers/work-placements</a></p> <p><a href="https://www.bbc.co.uk/careers/trainee-schemes-and-apprenticeships/work-experience">https://www.bbc.co.uk/careers/trainee-schemes-and-apprenticeships/work-experience</a></p>	
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