

# Roundwood Park School



## Drama

Roundwood Park School Drama Department aims to encourage students to explore themselves, the lives of others and the world they are growing up into all using the medium of theatre.

### **Our priority in drama is to offer a curriculum:**

- aimed at being challenging and inspiring for all students regardless of background.
- that is coherently planned, sequenced and adapted to enable all to exceed and enjoy the subject.
- that is successfully adapted, designed and developed to encourage success in students with all levels of need.

### **Our Curriculum Intent within Drama at RPS is as follows:**

#### 1. Understanding and developing my own story

Through personal exploration, students will develop a sense of self-awareness relating to their experiences, opinions and abilities. They will develop an understanding of how they approach problems independently as well as with others. Students will get to know the various means which will enable them to achieve success in completing shared objectives. All students will develop their communication skills through understanding the use of voice and non-verbal signals. Through the exploration of characters and their situations from both fictional and non-fictional sources, pupils will learn how to make better choices in order to look after their own mental and physical well-being. Students will also learn how their experiences will benefit future study, careers and vocations and the many opportunities studying drama gives them access to.

#### 2. Understanding the stories of others

Students will understand the value of questioning their own opinions to enable them to look at stories and characters from different cultures, traditions and perspectives. They will learn to understand that the lives of characters in both fictional and non-fictional settings are a process with a multitude of contextual aspects that influence outcomes. Students will learn to analyse and evaluate how ideas have been communicated through understanding the value of watching and listening, whilst also being able to deliver and receive constructive feedback. Understanding and acceptance of those around us will be a pivotal part of the learning journey. All students will learn about relationships in all their forms through unpicking their own ideas as well as those produced by others.

#### 3. Understanding how theatre can be used to communicate our stories.

Through learning, exploring and experimenting with the roles of Director, Performer and Designer, pupils will find the most creative ways of planning, developing and communicating ideas. They will learn the value of theatre in different societies and how it contributes to the idea of culture as a whole. We hope to emphasise the power of the connection between the theatre maker and the audience and how it can be used as a tool to not only entertain, but to bring about change in society. Students will develop a sense for the aesthetic, an instinct to question and the ability to present.

	<b>Core Knowledge Year 7</b>	<b>Skills</b>
<b>Intention 1</b>	<p>Understanding our own story</p> <p>Pupils will start to explore and analyse the use of basic communication skills in order to gain specific responses from others. This will also enable them to manage their own and others stress levels. They will get to grips with the assessment process in drama and how it focuses on the need for trial and error and how that in turn creates a greater amount of creative risk but ultimately builds confidence. Through the process of planning, creating and performing, pupils will gain a focus on how the skills inherent in every drama lesson will benefit their other studies and their lives beyond school.</p>	<p><u>Currently taught SOW</u></p> <p>Topic 1 - TV and Film form            Topic 2 - The Haunted Lift            Topic 3 - Greek Soap Opera            Topic 4 - Abstract theatre techniques            Topic 5 - Exam and follow up work - images of Childhood/Adulthood</p>
<b>Intention 2</b>	<p>Understanding the stories of others</p> <p>First and foremost pupils will learn the value of being an active and supportive audience member to the work and ideas of others. They will become proficient at offering constructive criticism as well as being able to select and apply the most useful feedback from others. Through working towards shared objectives, pupils will gain an understand of the role they naturally play within a working group and will develop this by fulfilling different duties with regularity becoming more acutely aware of their strengths and development points with every group task.</p> <p>From the first topic, pupils will explore various stimulus materials, such as news articles, tv clips, poetry and online theatre resources. They will learn to analyse and question the sources as well as to show compassion for the characters within the stories, from those who set sail on the Titanic, to the restless ghost of a 13-year-old from the Haunted Lift poem.</p>	<p><u>Formal Assessment</u> - last 3 lessons of each topic and the end of year exam.</p> <p><u>Extra and Super Curricular Opportunities:</u></p> <p>Super-Curricular grid work            Extra rehearsals organised within groups in the lead up to assessments            First term - Drama club run by year 12/13 with performance foci at the Senior Citizens' Party            Second term - drama club focused on skills progression.            Third term, drama club focused on a performance script in the first half term of year 8.            First and Second term, Tech Skills club for those wanting to aid in the creation of upper school public performance1 trip to a west end performance.</p>
<b>Intention 3</b>	<p>Understand theatrical storytelling</p> <p>Year 7 students will gain the foundation skills in dramatic exploration.</p> <p>They will understand the basic uses of voice and movement as well as lighting, sound and basic prop use. They will understand a range of dramatic conventions to aid clear storytelling to an audience and the difference between abstract and Naturalistic storytelling, the basics of Greek theatre and it's traditions that there is still evidence of in modern day soap operas and Boxsets. Pupils will also become acquainted with the roles of Director, Designer and Performer and the skills to be developed for each role.</p>	<p>• Plus involvement in house drama</p>

	Core Knowledge Year 8	Skills
<b>Intention 1</b>	<p><b>Understanding our own story</b></p> <p>Through learning and understanding the importance of neutralisation in order to create a blank canvas before creating character, students will develop a deeper self-awareness about their bodies and how they communicate to others as well as what makes up the 93% that we communicate without words. Over the course of year 8 work will be created largely through each pupil's experimentation and improvisation - using knowledge gained in year 7 as well as their own reflections and research as a marker of plausibility and realism. Through assessment-based projects pupils will learn how to manage their time and the advantages of working to time specific objectives. Through both small starter activities as well as larger scale projects, pupils will develop their abilities in problem solving, understanding its value and relevance. We will be encouraging taking creative risks with all pupils with the aim of building resilience.</p>	<p><u>Currently taught SOW</u></p> <p>Topic 1 Clowning Topic 2 Melodrama and silent film Topic 3 Pantomime Topic 4 Theatrical masks Topic 5 Exam and follow up lessons - coarse acting techniques.</p> <p><u>Formal Assessment</u> - last 3 lessons of each topic and the end of year exam.</p>
<b>Intention 2</b>	<p><b>Understanding the stories of others</b></p> <p>Throughout the year, pupils will explore different cultural traditions relating to theatre and storytelling including an introduction to aspects of 16th Century Italian Commedia, Japanese Kabuki, the rise of Silent film in America out of European melodrama linked through to the typical British tradition and style of Pantomime. There is an emphasis on pair and small group work in the first term and large group projects towards the end of the year. Skills will be learned in order to work effectively with a single partner as well as with large numbers of other people. Pupils will also develop their skills in reading meaning into scenes without dialogue as well as deepening analysis and evaluation of work presented by others.</p>	<p><u>Extra and Super Curricular Opportunities:</u></p> <ul style="list-style-type: none"> <li>• Super-Curricular grid work</li> <li>• Extra rehearsals organised within groups in the lead up to assessments</li> <li>• First term public performance of the prescribed play started at the end of year 7.</li> <li>• Second term involvement in drama club leading to showcase performances of devised work.</li> <li>• First and Second term, Tech Skills club for those wanting to aid in the creation of upper school public performance.</li> <li>• Third term Tech club for those interested in aiding the stage design of the year 7/year 8 play.</li> <li>• 1 trip to West end theatre show</li> </ul>
<b>Intention 3</b>	<p><b>Understand theatrical storytelling</b></p> <p>Through the initial Clowning SOW, pupils will develop the ability to apply both the exaggeration and tension scale to create clearer communication of character and status. They will understand how to use the Silent film app and the importance of editing material for greatest and clearest impact. As well as deepening knowledge of Lighting and sound, they will develop their knowledge of costume, staging and set. Through all units, pupils will develop the ability to forge direct connections with an audience through comedy.</p> <p>In Pantomime, pupils will be introduced to some of the key job roles within the performance industry with the job roles within the theatre as part of the Pantomime project, understanding the roles of Director, Designer, Stage management, Performer, Producer, Front of house and Marketi</p>	<p>Plus involvement in House Drama</p>

	Core Knowledge Year 9	Skills
<p><b>Intention 1</b></p>	<p>Understanding our own story Pupils will gain a detailed knowledge of communication through understanding the creation of subtext as well as through understanding how contextual factors and ‘back-stories’ affect how we communicate with others. They will learn to focus more deeply on their own presentation skills understanding confident and under confident communication behaviours. Through understanding how characters illicit reactions from others, they will understand how they illicit responses from their work groups learning to govern and adapt where necessary. Through the subject material and working collaboratively, pupils will gain a better sense of what actions lead to healthy and unhealthy relationships. Pupils will be introduced to key facts, vocations and myth-busting in order for them to understand the varying pathways open to them through the extended study of drama potentially into the Creative Industries.</p>	<p><u>Currently taught SOW</u> Topic 1 - Last Resort - scripted comedy using and exploring stereotypes. Topic 2 Knife Crime - improvisation based focused on current affairs Topic 3 - Blood Brothers - script based work Topic 4 - Game over - Scripted work relating to a true story about a fatality caused by internet grooming. Topic 5 - Exam and follow up work - If London was Syria</p> <p><u>Formal Assessment</u> - last 3 lessons of each topic and the end of year exam.</p>
<p><b>Intention 2</b></p>	<p>Understanding the stories of others Through continued project-based work, pupils will understand how to manage their own stress levels and those of others in their working groups as well as how that in turn affects how people communicate. Through exploring the key themes and issues at the heart of the SOW -Teenage pregnancy in Last Resort, Isolation, Cultural disconnection and violence in Knife Crime and the Class divide, fate and responsibility in Blood Brothers, pupils will explore both what they are familiar with in their lives whilst understanding that hugely impactful to many in society. Through understanding the plight of characters and their actions and reactions, pupils will develop a greater value on questioning their opinions and ultimately gain in their levels of humility and compassion for others.</p>	<p><u>Extra and Super Curricular opportunities:</u></p> <ul style="list-style-type: none"> <li>• Super-Curricular grid work</li> <li>• Extra rehearsals organised within groups in the lead up to assessments.</li> <li>• First term and second term - PSHCE project group (5 - 10 selected from each form)</li> <li>• First term and second term - Involvement in National theatre Connections project with others from years 10-13.</li> <li>• First and Second term, Tech club for those wanting to aid in the creation of upper school public performance.</li> <li>• Third term Tech club for those interested in aiding the stage design of the year 7/year 8 play.</li> <li>• 1 trip to West end theatre show</li> </ul>
<p><b>Intention 3</b></p>	<p>Understanding theatrical storytelling Pupils will explore both scripted and devised work understanding the basics of some Stanislavsky and Brecht style approaches to acting text and creating theatre. They will become adept at choosing staging styles, selecting the most appropriate for the level of audience connection desired. They will generate work from many forms of stimulus, using their own experiences where appropriate to empathise with characters in order to create the most visceral impact on the audience, understanding how professional theatre makers do the same. They will become proficient at understanding (and at the top end of achievement) interweaving skills in Directing, Designing and performing, with 3 pathway options available where necessary for pupils to stretch their interests and abilities. Pupils will be developing all the necessary skills and work ethic for approaching work at GCSE level and beyond.</p>	<p>Plus involvement with House Drama</p>