

**DRAMA YEAR 7**

	Yr 7 : TERM 1	Yr 7 : TERM 2	Yr 7 : TERM 3
	By the end of TERM 1 students should be able to:	By the end of TERM 2 students should be able to:	By the end TERM 3 students may also be able to:
<b>Creating</b>	<ul style="list-style-type: none"> <li>demonstrate key skills when working in a team i.e. focus, cooperation, participation, listening.</li> <li>use a basic range of strategies such as still images, narration, mime, thought tracking and improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate confidence by contributing some ideas in group work.</li> <li>Demonstrate their understanding of strategies such as flash backs and split scenes.</li> <li>Contributes ideas when working in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Apply key skills when working in a team i.e. focus, cooperation, participation, listening, organising and confidence and reflect upon how they can improve these skills.</li> <li>Apply strategies such as blocking, hotseating and thought tracking that an actor can use in the rehearsal process in order to develop their characters.</li> <li>Contributes a number of ideas when working in a group.</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>stay in role when performing.</li> <li>speak clearly and project their voice.</li> <li>have an awareness of the chosen staging.</li> </ul>	<ul style="list-style-type: none"> <li>Stay in role most of the time when performing</li> <li>Have an awareness of the audience and where they are positioned/the staging that is being used and other actors on stage.</li> <li>Use some vocal and physical (characterisation) skills to engage the audience.</li> <li>Demonstrate techniques associated with melodrama and pantomime. For Example, stock characters, asides, audience participation</li> </ul>	<ul style="list-style-type: none"> <li>Always stay in role, have an awareness of the chosen staging, the positioning of the audience and others on stage.</li> <li>Use a fair range of appropriate vocal and physical (characterisation) skills.</li> <li>Demonstrate techniques associated with Greek theatre</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Describe the dramatic strategies, mediums and elements covered in Term 1.</li> <li>Describe in simple terms the style of physical theatre.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the dramatic strategies, mediums and elements covered in Term 1 and 2.</li> <li>Describe a basic understanding of Pantomime Style.</li> <li>Identify and describe techniques associated with melodrama and</li> </ul>	<ul style="list-style-type: none"> <li>Describe the dramatic strategies, mediums and elements covered in Term 1, 2 and 3.</li> <li>Describe a basic understanding of Greek theatre and its link to mask.</li> <li>Identify and describe techniques associated with Greek theatre and naturalism and understand how these two different</li> </ul>

ECKINGTON SCHOOL AGE-RELATED EXPECTATIONS

	<ul style="list-style-type: none"> <li>Identify and describe Staging – Proscenium arch/end on/Thrust/In the round.</li> <li>Identify different roles and Responsibilities in Professional Theatre.</li> </ul>	<p>pantomime. For Example, stock characters, asides, audience participation</p> <ul style="list-style-type: none"> <li>Describe and explain the intended audience response for pantomime/melodrama style.</li> <li>Describe, explain and demonstrate the plot and characters within ‘A Midsummer Night’s Dream.’</li> <li>Demonstrate a basic understanding of the history of Shakespeare and difference between comedy and tragedy with reference to a Shakespeare play.</li> <li>Describe and explain the main Production Elements used in pantomime/melodrama/Shakespeare and how those in different roles within a theatre company may be responsible for these.</li> </ul>	<p>styles link/fit in with melodrama /pantomime and Shakespeare.</p> <ul style="list-style-type: none"> <li>Describe and explain the main Production Elements used in Greek Theatre and how those in different roles within a theatre company may be responsible for these.</li> <li>Describe the stage positions used by directors/actors in rehearsals.</li> <li>Describe and explain the main Production Elements used in Charlie and The Chocolate Factory and how those in different roles within a theatre company may be responsible for these.</li> </ul>
<p><b>Understanding (Analysis and Evaluation)</b></p>	<ul style="list-style-type: none"> <li>identify key skills and techniques using the correct drama vocabulary.</li> <li>identify the production elements used in live theatre.</li> <li>reflect on their own team work skills.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the production elements, mediums and strategies used within live theatre and their own work.</li> <li>Identify what worked well and what needs to be improved in their own and others work.</li> <li>Research Pantomime and Shakespeare.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and describes at least one production element in a professional piece of theatre and explain what this communicates about the plot, themes, characters and/or CHPS context.</li> <li>Identify, and describe their own and others’ strengths and areas for development.</li> <li>Research Greek theatre.</li> </ul>

**DRAMA YEAR 8**

	Yr 8 : TERM 1	Yr 8 : TERM 2	Yr 8 : TERM 3
	By the end of TERM 1 students should be able to:	By the end of TERM 2 students should be able to:	By the end of TERM 3 students may also be able to:
<b>Creating</b>	<ul style="list-style-type: none"> <li>Consistently apply key skills when working in a team i.e. focus, cooperation, participation, listening, organising and confidence.</li> <li>Apply a variety of strategies to their drama.</li> <li>Use mediums such as space, eye contact and levels to communicate relationships on stage.</li> <li>Contribute some creative ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Apply teamwork skills consistently to work effectively in a group.</li> <li>Apply appropriate vocal and physical skills when creating a character.</li> <li>Apply appropriate mediums such as space, levels and eye contact that starts to demonstrate status, tension and contrasts.</li> <li>Experiment with their own and others' ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Apply teamwork skills consistently in order to structure and develop a successful performance.</li> <li>Apply a variety of appropriate strategies, mediums and elements in a scripted performance.</li> <li>Apply appropriate vocal and physical skills when creating a character for a scripted piece</li> <li>Experiment with their own and others' ideas developing their work as a result.</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Communicate some developing competency in the use of appropriate physical and vocal (characterisation) skills.</li> <li>React to others on stage appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate some ideas about character, plot, relationships and style through the use of appropriate characterisation skills, strategies and mediums.</li> <li>Demonstrate techniques associated with TIE/Verbatim Theatre.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with some effect characters, plot and relationships using physical and vocal skills (Characterisation) including proxemics, eye contact and levels so that character's status, contrasts in characters and a sense of tension/climax is communicated to the audience. This may not always be sustained.</li> <li>Demonstrate some moments where the audience intention, intended atmosphere and directors' interpretation are communicated.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Describe the dramatic strategies, mediums and elements covered in Y7 and Term 1 of Y8.</li> <li>Describe how stage directions are used in rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the dramatic strategies, mediums and elements covered in Y7 and Term 1 and 2 of Y8.</li> <li>Describe what T.I.E. and Verbatim theatre are.</li> <li>Identify, describe and demonstrate techniques associated with TIE/Verbatim theatre style.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the dramatic strategies, mediums and elements covered in Y7 and Y8.</li> <li>Explain what audience intention, intended atmosphere and directors' interpretation means.</li> <li>Explain an understanding of the characters, plot, relationships within the scripted performance.</li> </ul>

ECKINGTON SCHOOL AGE-RELATED EXPECTATIONS

		<ul style="list-style-type: none"> <li>• Describe and explain the main Production Elements used in TIE/Verbatim theatre and how those in different roles within a theatre company may be responsible for these.</li> <li>• Knowledge and understanding of a plays themes, characters and plot. Including the social, cultural, political, historical context of the play.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply stage instructions such as stage right/left when rehearsing.</li> </ul>
<p>Understanding (Analysis and Evaluation)</p>	<ul style="list-style-type: none"> <li>• Identify and describes a range of production elements, strategies and mediums used in professional theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and analyse their own and others' strengths and areas for development.</li> <li>• Identify and describe the themes, plot characters within the professional T.I.E/Verbatim performance and analyse the effect of these on the audience.</li> <li>• Research TIE/Verbatim theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the themes, plot, characters, cultural, historical, political and social context of the play Noughts and Crosses.</li> <li>• Evaluate, refine and develop their work in progress.</li> <li>• Describe with clear examples and analyse their own and others' performances strengths and areas for development.</li> </ul>



**DRAMA YEAR 9**

	Yr 9 : TERM 1	Yr 9 : TERM 2	Yr 9 : TERM 3
	By the end of TERM 1 Students should be able to:	By the end of TERM 2 students should be able to:	By the end of TERM 3 students may also be able to:
<b>Creating</b>	<ul style="list-style-type: none"> <li>• Lead, organise and direct themselves and others when working as a team.</li> <li>• Research characters and plot and make thoughtful decisions about character objectives and audience reactions and atmosphere.</li> <li>• Experiment with a variety of strategies and mediums in order to ensure characters communicate meaning about plot and relationships.</li> <li>• Experiment with their own and others' ideas developing and refining their work as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead, organise and direct themselves and others when working as part of a production team.</li> <li>• Experiment with a variety of vocal and physical (characterisation) skills in order to create an appropriate atmosphere and style.</li> <li>• Experiment with strategies and mediums to best communicate the style, plot, characters and relationships.</li> <li>• Develop and refine their own and others work using creative and inventive ideas that are suitable for the intended style.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead, organise and direct themselves and others in a creative manner when working as part of a production team.</li> <li>• Experiment with and make informed choices on a variety of strategies, mediums and elements in their own devised performances in order to communicate meaning about plot, relationships, atmosphere and style.</li> <li>• Experiment with and make informed choices about vocal and physical (Characterisation) skills when creating characters for a devised piece in order to ensure characters communicate meaning about plot, relationships, atmosphere and style.</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>• Communicate elements of the correct style of theatre.</li> <li>• Communicate with some convincing characters, plot and relationships using mediums, physical and vocal skills (Characterisation) with some creativity including proxemics, eye contact and levels so that character's status, contrasts in characters and a sense of tension/climax is communicated to the audience. This may not always be sustained.</li> <li>• Performances should engage the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate the correct style of theatre.</li> <li>• Communicate convincing characters, plot and relationships applying appropriate mediums, physical and vocal skills (Characterisation) including proxemics, eye contact and levels with some creativity so that character's status, contrasts in characters and a sense of tension/climax is communicated to the audience.</li> <li>• Demonstrate the key principals of Godber's theatre style.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate effective characters, plot and relationships using physical and vocal skills (Characterisation) including proxemics, eye contact and levels so that character's status, contrasts in characters and a sense of tension/climax is communicated to the audience. This should be sustained for the majority of the performance.</li> <li>• Apply a variety of techniques from different styles of theatre in order to communicate an intended meaning to the audience.</li> <li>• Performances communicate some evidence of creativity and inventiveness.</li> </ul>

ECKINGTON SCHOOL AGE-RELATED EXPECTATIONS

		<ul style="list-style-type: none"> <li>Performances create an appropriate atmosphere and engage the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate some of the key principals of Brecht's theatre.</li> <li>Demonstrate some moments where the audience intention, intended atmosphere and directors' interpretation are communicated.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>To explain how drama strategies, mediums and elements can be used to communicate tension, climax, atmosphere, plot, relationships, cultural, historical and political context.</li> <li>Describe some differences between naturalism and non naturalism.</li> <li>Describe and explain the main Production Elements used and how these can communicate themes, characters and plot. Including the social, cultural, political, historical context of the play.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe and demonstrate the strategies, mediums and elements associated with Godber's theatre style.</li> <li>Knowledge and understanding of the themes, characters and plot of Godber's plays. Including the social, cultural, political, historical context of the play.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe techniques associated with Brecht's style of theatre in particular alienation technique and be able to explain how the following techniques can create this: Gestus, Role Swapping, Not....But, Spass and Narration.</li> <li>Describe and explain the main Production Elements used in Brechtian theatre how those in different roles within a theatre company may be responsible for these.</li> <li>Explain how the drama strategies, mediums and elements chosen and applied to practical work has been used to communicate tension, climax, atmosphere, plot, relationships, cultural, historical and political context.</li> <li>Explain what audience intention, intended atmosphere and directors' interpretation means in context to their own performance and link to a style or combination of styles.</li> <li>Apply stage instructions such as stage right/left when rehearsing.</li> </ul>
Understanding (Analysis and Evaluation)	<ul style="list-style-type: none"> <li>Identifies, describes and analyses acting skills and other production elements, strategies and mediums used in their own and others work.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the themes, plot, characters, cultural, historical, political and social context of some of Godber's plays.</li> <li>Explain, giving clear examples of how they have developed their work and</li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe and analyse their own and others' strengths and areas for development within the devised process including the use of strategies, mediums and elements by providing some clear and precise examples that evaluate the effect on the audience.</li> </ul>

ECKINGTON SCHOOL AGE-RELATED EXPECTATIONS

justify why they have made these decisions.

- Research Godber.

