Beyond Drama
Subject Specific Skills
Cross curricular
Drama Learning Journey
Meeting goals! Setting new ones...
C1 Analysing live theatre
Component 3 – study of plays for monologues and group work Practitioners techniques and methods
Bravery
Attentiveness
Self control
Reflection
Confidence
Progression to next stage of learning: A Level Theatre Studies
Understanding Drama - Exam Preparation 1hr 45m
C3:Texts in Practice
C2:Devising Drama
Pitch, Pace Pause, Tone, Inflection, Volume Accent
Playwright intentions, deconstructing text, social & historical context
Set & Staging
Costume
Lighting
Sound
PSHE/Citizenship : A range of chosen stimuli
Proxemics
Staging
Narration
Mime
Lighting
Sound
Resilience
Honesty
Kindness
Forgiveness
Roles and responsibilities in the theatre
Component 1
Meeting time requirements
Understanding how to construct analytical extended responses
C1: Understanding Drama
C2:Devising Drama
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Trust and support
C1:Blood Brothers
Component 2
Innovative concepts
Courage
Curiosity
Respect
Exploring space and interaction
Realising a text
Naturalistic acting
Split scene
Directorial decisions
Music
Innovation
Teamwork
Attentiveness
Self control
Reflection
Confidence
Storytelling, target audience, direct address, Mark Wheeler
Social ,cultural and historical context
Costume, set, lighting, and sound design
Themes
Interpretation of character
Direct Address
Narration, Multi Role
AQA
Lighting
Sound
C2:Practitioners, style and genre
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Teechers - Comedy
PSHE: Mental Health/drink driving
Reflection
Deliberation
Respect
Episodic Structure, 'Epic' conventions
Brecht, Stanislavski, Berkoff, Artaud, Brook
Frantic Assembly, DV8
Characterisation
Confidence, Sense of humour
PSHE – Mental Health
Characterisation
Vocal Skills
Physical Skills
Group collaboration
Problem solving
Marking the moment, thought tracking, crime, punishment, assumptions, stereotypes, motivation, spontaneous improvisation
PSHE/Citizenship – Knife crime
Fluidity
Symbolism
Atmosphere
Beauty Manifesto
Devising
9
Game Over Tragedy
Themes
Backstory
Internal
Characterisation
Solidarity
Compassion
Love
Forgiveness
Trust, confidence, self control
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
History – Using real-life events
Performance style, character building, stock characters, asides
RSHE - Exploring relationships
English – Poetry
Drama history
Physical Theatre
Social Media
Melodrama Commedia Dell' Arte
Status/Power Relationships
Levels
Tension
Movement in Unison
Proxemics
Exploration into character, improvisation, devising and ensemble work
"Somewhere inside all of us, is the power to change the world"
Roald Dahl
Narration
Role play
Split scene
Cross cutting
Genres
Symbolism
Characterisation
Love of learning
Confidence
Curiosity
Courage
Narration, character development
Take on a DIRECTOR role - be a leader!
Text exploration
Greek Myths
Harry Potter
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Inside Out
Bodies as Objects
Mirror image
Chair duets
Physicality
Mechanical and organic movement
Exploring tension techniques
Darkwood Manor
English – Speaking and Listening
Tableaux
Set Design
Improvisation
Monologue
Ensemble
Devil and Angel
Ensemble performance
Building relationships / teamwork
Students respect each others' decision making/ ideas
Shadow Puppets
Narnia
Introduction to Drama
7
Choral Movement
Ensemble
Storytelling
Question: Does good drama need a linear structure ?
Drama Conventions - Students will consider varying structures to devise a piece that is engaging and innovative
Trust
Bravery
Determination
History – WW2
Narration, storytelling, puppets, lighting
Evaluation and analysis
Explorative strategies freeze frame, thought tracking, mime, soundscape, levels and proxemics.