

DRAMA Y9



Aims:

In Y9, we prepare students for the increasing rigour and challenge of GCSE, so that all students have an idea of GCSE work and grounding in the skills required, before they choose their KS4 options. There is a greater onus on students building upon their own ideas and working autonomously. GCSE style written work supplements the practical activities.

Topics Covered:

Students gain experience and understanding through:

- Exploring different styles and genres of Theatre:
Naturalism and Realism, Expressionism, Epic, Absurd, Theatre of Cruelty, Comedy and Tragedy, Physical Theatre.
- Exploring and performing a range of play texts
- Devising and performing their own original performance pieces.
- Rehearsal techniques – role-on-the-wall, blocking and creating technical plans, hot-seating, thought-tracking, units and objectives, actioning...
- Written GCSE-style questions on aspects of performance and design
- Written GCSE-style rehearsal log
- Watching and reviewing live theatre

Teaching Groups:

There is no tiering or setting. Working groups in lessons are initially self-selecting and then shaped by teachers to ensure a mix of skills and to foster the widest possible collaboration.

Assessment:

Assessment is continuous and ongoing as students are assessed on the work they do in class, performance work and on written evaluation and analysis of their own practical work. Assessment is based on the GCSE criteria and Grades 1 – 9 and rewards students' achievements in developing their analytical, evaluative, imaginative and collaborative skills and their ability to create and perform Drama.

How Parents and Carers can help:

Discussing their Drama work with parents will allow students to explain – and to show off – their imaginative and analytical skills. This conversation with a potential 'audience' will help to refine these ideas. It is often the case that students who do not feel a measure of personal success, involvement or ownership in some lessons can feel these things in Drama.

Going to the Theatre, experiencing the joy and excitement of live theatre will inspire and entertain students (and Parents/carers). **All students are issued with an IGNITE card at the start of their Drama course and instructions about how to use it. This gives them free tickets for performances at the Crucible and The Lyceum Theatres** in the city centre – they can take a friend/parent/sibling with them for only £5. Details about this scheme are to be found on the Sheffield Theatres website: <https://www.sheffieldtheatres.co.uk/news/ignite-a-new-scheme-offering-free-tickets-to-drama-students>

Encourage students to get involved in both the Upper School Play in the Autumn Term and the Lower School Play in the Spring and Summer term.

DRAMA Y8



Aims:

The Y8 Challenges build on what students have learnt in Y7 and is designed to develop skills of dramatic exploration, interpretation and creation with a particular focus on improvisation, rehearsal strategies and performance. The Y8 course is a preparation for the GCSE course, so that all students have an idea of GCSE work, and grounding in the skills needed, before they choose their KS4 options.

Topics Covered:

Y8 students can choose up to two Drama 'Challenges' from our Challenges Programme. The challenges provide opportunities to work on and explore the art form in a creative and independent way. During the challenges students will experience:

- Preparation and exploration of extracts from plays
- Devising from a range of stimuli: poetry, music, art, newspaper articles, photographs, historical events...
- The opportunity to perform to an audience outside their class group.
- Physical Theatre, sound collage and choral work
- Epic Theatre and Realism
- Peer assessment and written evaluation
- Use of different staging forms such as thrust, in the round, traverse
- Use of stage lighting, sound effects and music in performance.

Teaching Groups:

There is no tiering or setting. Working groups in lessons are initially self-selecting and then shaped by teachers to ensure a mix of skills and to foster the widest possible collaboration.

Assessment:

Assessment is continuous and ongoing as students are assessed on the work they do in class, on different performances and on written evaluation and analysis of their own practical work. Assessment is based on the GCSE criteria and Grades 1 – 9 and rewards students' achievements in developing their analytical, evaluative, imaginative and collaborative skills and their ability to create and perform Drama.

How Parents and Carers can help:

Discussing their Drama work with parents will allow students to explain – and to show off – their imaginative and analytical skills. This conversation with a potential 'audience' will help to refine these ideas. It is often the case that students who do not feel a measure of personal success, involvement or ownership in some lessons can feel these things in Drama.

Going to the Theatre, experiencing the joy and excitement of live theatre will inspire and entertain students (and Parents/carers). **All students are issued with an IGNITE card at the start of their Drama course and instructions about how to use it. This gives them free tickets for performances at the Crucible and The Lyceum Theatres** in the city centre – they can take a friend/parent/sibling with them for only £5. Details about this scheme are to be found on the Sheffield Theatres website: <https://www.sheffieldtheatres.co.uk/news/ignite-a-new-scheme-offering-free-tickets-to-drama-students>

Encourage students to get involved in Y8 Drama Club in the Autumn term and the Lower School Play in the Spring and Summer term.

DRAMA Y7



Aims:

Y7 is all about introducing students to a range of theatre styles and techniques that they will build upon in later years. The course aims to develop performance, imaginative, analytical and collaborative skills as we encourage students to be as expressive and experimental as possible.

Topics Covered:

- Skills such as freeze-frame, mime, improvisation
- Use of masks, music, light and sound in performance
- Physical and Stylised Theatre work
- Introduction to naturalism and realism in performance,
- Devising and creating original Drama

Teaching Groups:

Each class represents an alphabetical slice of a form group – there is no tiering or setting. Working groups in lessons are initially self-selecting and then shaped by teachers to ensure a mix of skills and to foster the widest possible collaboration.

Assessment:

Assessment is continuous and ongoing as students are assessed on the work they do in class, on performances and on written evaluation and analysis of their own practical work. Assessment is based on the GCSE criteria and Grades 1 – 9 and rewards students' achievements in developing their analytical, evaluative, imaginative and collaborative skills and their ability to create and perform Drama.

How Parents and Carers can help:

Discussing their Drama work with parents will allow students to explain – and to show off – their imaginative and analytical skills. This conversation with a potential 'audience' will help to refine these ideas. It is often the case that students who do not feel a measure of personal success, involvement or ownership in some lessons can feel these things in Drama.

Going to the Theatre, experiencing the joy and excitement of live theatre will inspire and entertain students (and Parents/carers). **All students are issued with an IGNITE card at the start of their Drama course and instructions about how to use it. This gives them free tickets for performances at the Crucible and The Lyceum Theatres** in the city centre – they can take a friend/parent/sibling with them for only £5. Details about this scheme are to be found on the Sheffield Theatres website: <https://www.sheffieldtheatres.co.uk/news/ignite-a-new-scheme-offering-free-tickets-to-drama-students>

Encourage students to get involved in Y7 Drama Club in the Autumn term and the School Play in the Spring and Summer term.