

NLT LEARNING JOURNEY – Drama and Performing Arts



Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>What is Drama? Students will learn the 5 elements of Drama. through teacher modelling and visual examples students will explore and develop a broad range of techniques including Freeze frames, Mime, Body Prop along with developing basic stage skills. Students will engage in teamwork tasks and small group performances.</p>	<p>What are the skills and techniques of a Pantomime/Melodrama? Students will understand the importance of analysing characters before they are played. Through workshopping students will work as a whole class to refine performances by considering the history and complexities of stock character. Students will learn basic script reading. Identifying Dialogue and directions</p>	<p>Physical Theatre Part 1 – How do we use movement to make impact on stage? Students will develop their understanding of abstract theatre through exploration of techniques from PT companies. They will use previous techniques to develop different ways to express scenes within a play. From ‘Curious Incident of a Dog in the Night-time’ students will devise their own version of some scenes to be performed in an abstract way including narration. Dance link - (Carol-Anne Duffy) (Matthew Bourne)</p>	<p>Who was Shakespeare and what techniques Drama did he develop? Students will explore a Shakespeare play. They will begin to understand the basic mechanicals of Shakespeare, inc, phrasing of language and the general format of a Shakespeare play Students will begin to learn how to understand the ‘stage’ exits and entrances, stage positioning and directive instructions on stage. Effectively using all of these to perform as a class and as part of a small group. Phrasing, vocal projection, characterisation,</p>	<p>What is Devising and how can Improvisation help to develop ideas? Students will learn how to make material up on the spot (Improvisation). They will take part in workshops led through teacher modelling and visual examples. Students will Devise scenes from the Darkwood Manor story They will engage in teamwork tasks and small group performances.</p>	<p>The Stage Part 1 - How does we rehearse for a Musical Theatre performance? Students will explore Musical Theatre plays looking at the structure of plays such as character references and Directions. Students will learn basic choreography and singing skills. They will create a showcase of 1. A particular play 2. Extracts from numerous plays They will learn about moment to music vocal skills, timing and accents. Matilda Annie Jr Shrek Jr</p>

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				<p>Shakespearean language. Mid-Summer Night's Dream</p>		
<p>Year 8</p>	<p><u>What is a Stimulus and how do we use it to devise a scene?</u> Students will understand what a Stimulus is. They will learn to think of and communicate ideas to small groups. They will learn to compromise and establish leadership roles. Through analysis of different forms of Stimulus each week, they will devise their own short scenes. (Sean Tan – The Arrival)</p>	<p><u>Why is it important to analyse and explore characters during a production?</u> Students will understand the importance of analysing characters before they are played. Through techniques such as Hot seating and monologues students refine performances by considering the history and complexities of each character. Through extracts of poems and stories past and present.</p>	<p><u>How does Theatre in Education help a community?</u> Students will analyse the need and stylistic qualities of TIE. They will devise a piece of TIE which models elements of British Values and has a strong moral message. (Non-fiction: Inspirational Voices) They will take part in Verbatim theatre and analyse specific artifacts based on (‘Issues within our communities’)</p>	<p><u>How do we interpret and communicate the language of Shakespeare on the stage?</u> Students will explore a Shakespeare play. They will begin to understand the phrasing of language and the general format of a Shakespeare play As well as ‘characters’ on the stage. By using the previous understanding of melodrama students will effectively use all of these skills to perform as a class and to create a dramatic film trailer as part of a small group.</p>	<p><u>Theatre From Around the World?</u> Students will watch examples from Attraction and Chinese and Indian fables to devise a scene to music. They will develop the storyline, characters and set the piece to music. Students will either act themselves in the form of Shadow theatre, recognising the skills needed such as stage positioning and movement or create a story through puppetry or symbolic performance (sand art, drawing) Esop Fables Kabubi Greek Chorus</p>	<p><u>The Stage Part 2</u> <u>What is the audition process and why does characterisation/expression help to secure a part?</u> Students will explore advanced Musical Theatre plays looking at the structure of plays such as character references and Directions. Students will learn more detailed choreography and singing skills. They will create a showcase of scenes within the play. They will learn about moment to music vocal skills, timing and accents, mask making, design and costume. Lion King Charlie and the Chocolate Factory Wizard of Oz Wicked</p>

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				Phrasing, vocal projection, characterisation, (Othello) (Macbeth)		
Year 9	<p>Practitioners’ Style (Musical) True Stories Students will explore The cultural and historical nature of Musical plays. They will begin to analyse the main practitioners’ styles, work and learn technical dialogue. Students will learn technical choreography and singing skills. Choice of extracts Cabaret Blood Brothers Six Newsies Hamlet Dance link Fosse Andy Blancbeuhler -Hip – Hop</p>	<p>Physical Theatre Part 2 – Dreams/Minimalistic acting Contemporary - Students will devise their own performance through minimalistic stage acting. As a group they will work as a production team to develop the staging of the event. They will start by looking at their own and interpretations of ‘Dreams’ Students will then decide how many actors they need and the rest of the team will allocate roles in costume, hair and makeup/prosthetics/masks/lighting and sound. Dance Link (Dance - Martha Graham)</p>	<p>Practitioners’ Style (Comedy) Godber Students will explore The cultural and historical nature of the practitioner and the link between his plays. They will begin to analyse the main practitioners’ styles, work and learn technical dialogue. Stereotypical/Multi-role/Choral Movement & speaking/monologue Cannon</p>	<p>Physical Theatre Part 2 Students will be introduced to the fundamental features of Romeo and Juliet but will perform in an abstract way. They will develop performance skills in their voice, facial expressions, characterisation, gesture and movement. Students will analyse features of theatre and acting before applying this to their own performances. Students will develop confidence in their own performing skills through exploratory workshops. (Romeo and Juliet)</p>	<p>Practitioners’ Style Stanislavski/Brecht Mother courage and Ask Me Anything By using the concept of Breaking 4th Wall/TIE - Students will build up a repertoire of workshop experience that develops these skills so that they are aware of how to approach ideologies and characterisation. Method - Students will explore historical figures and famous speeches and work on the delivery of them.</p>	<p>The Stage Part 3 How do we put on a Musical showcase? Students will explore advanced Musical Theatre plays looking at the structure of plays such as character references and Directions. They will explore the cultural and historical nature of the plays. Students will learn basic choreography and singing skills. They will create a showcase of They will learn about moment to music vocal skills, timing and accents. Hairspray WWRY LSOH</p>

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	Christopher Gattelli – Street/Ballet			Stage combat – Capoeira		
Year 10	Component 1: Explore the Performing Arts Students will explore different roles and responsibilities in Performing Arts and explore different genres and their stylistic qualities. This work will involve practical exploration work including performance material, as well as research and analysing interviews with professionals who take on many different roles in the industry.			Component 2: Developing Skills and Techniques in the Performing Arts Students will learn and develop advanced performance related skills in order to develop their overall performance ability. Students will learn how to plan effective rehearsal time, review their own performances, development and refine effective methods of improvement.		
Year 11	Component 3: Responding to a Brief Students will learn to create performance work in a manner similar to that in the professional industry, through responding to a brief. This will have certain criteria and requirements to meet, and students must consider the target audience, purpose and genre of the performance material. Over time they will refine this and, working as a small ensemble, perform it.					
Year 12	Unit 2: Developing Performance Skills for Solo Performance Students develop an advanced understanding of individual performances. Students will develop effective practice routines to develop a wide range of performance related skills. Students will learn a wide range of audience engagement skills. Students will develop a repertoire consisting of a wide range of genres and contrasting pieces. Students will learn how to do this through structured and effective long term and short-term rehearsing.			Unit 3: Group Workshop Performance Student will build on the skills they developed in Component 3 in Year 11 and plan a more detailed and thorough workshop performance. This time they will start with an initial stimulus and will conduct their own research, development and refinement of a whole script and performances too. Students will be expected to show how they can effectively plan, work with others and conduct their own research to support their work.		
Year 13	Unit 1: Investigating Practitioners Students will learn about different practitioners and organisations from the Performing Arts industry. This will include practical exploration of their styles as well as building an understanding of their lives and decisions and influences. This will lead to completing an exam on the topics.			Unit x: Unit TBC This unit will depend on the cohort and their strengths. In the past this has included creating a Variety Show, Contemporary Dance, Healthy Dancer and Improvisation skills.		