

### Curriculum Intent

Fortismere Drama is dedicated to nurturing imagination and creativity within our students. We are an outstanding, high-achieving, creative and forward thinking department. Our varied provision spans beyond the curriculum, celebrating Drama, Theatre and the arts in all aspects of school life.

We are not bound by the constrictions of the National Curriculum; our curriculum is fluid and adaptable to meet the ever-changing needs of our young people. Students are provided with a rich and dynamic extra-curricular Drama provision often beyond the confines of the school site. Each term students are taught topics that cover Theatre styles (including theatre history), Playtexts, Issue based Drama (sometimes including specific texts and stimuli and Theatre Practitioners. Each scheme has a knowledge and skill focus. The focus is on providing contemporary, industry-standard opportunities enriching the cultural capital of our students, staff and wider community. Students can take part in workshops, specialist training, cultural visits and practitioner-led seminars on a regular basis. We celebrate diversity through our Drama provision and seek to narrow-the-gap and raise attainment of those with additional needs. All opportunities are inclusive and specialist provision is accommodated for where necessary.

Our students are creative, innovative thinkers and are encouraged to apply this skill across the curriculum. Innovation is at the heart of what we do in Drama; we believe our students deserve the right to ignite and nurture their talent, confidence and Arts awareness.

We believe that Drama can improve social tolerance, create positive social change, foster emotional intelligence. The narrative of performances can bring to life the most dramatic yet distressing issues that humans experience. By studying these topics in a safe environment, students can access unfamiliar emotions, even more effectively than when reading stories. The study of Drama ultimately leads to documented improved academic performance for all of our students in every other subject (Jægar, M. M., & Møllegarrd, S. 2017). Co-operative learning practices underpin all we do within the Drama department; we believe that the self-awareness, confidence and analytical approach these practices foster, impacts across the curriculum and students' lives.

We provide innovative, engaging and challenging programmes of study for all students, across a range of abilities, at every Key Stage. We assess the students within a variety of different ways; both practically and theoretically. We track their progress all the way through the key stages using a dialogic feedback system and embedded assessment objectives that remain throughout the different stages. We have committed, highly trained staff, many of whom are still engaged professionally within their discipline. Our staff are actively engaged with the Arts and are committed to offering our students up-to-date experiences which reflect UK and Global Arts development. We are developing innovative cultural leaders of the future.

We have embedded the principles of personalised learning taxonomies (Blooms) throughout the curriculum, focusing on pupils' specific needs. We encourage autonomy throughout Drama, encouraging students to be proactive, responsible and creative leaders.

**Knowledge** – We ensure our students are engaging with Drama praxis based on strong contemporary and historical understanding. Our students are academically challenged through Arts theory and practice.

**Comprehension** – Our practice embodies co-operative learning strategies allowing students to share with their peers regularly to ensure comprehension of task and topic

**Application** – Every element of our Drama curriculum celebrates praxis; applying theory, practice and creativity in order to bring about development.

**Analysis** – We encourage students to analyse their own, peer and practitioner practice and theory at every stage across KS3, 4 & 5.

**Synthesis** – We challenge our students through encouraging and making synthesis accessible through application of skills in public and private forums.

**Evaluation** – All students are expected to evaluate their and others work through the use of 'What Went Well' and 'Even Better If' at KS3. At KS4 and 5 students evaluate through verbal and written forms both informally and formally throughout their chosen courses.

Students' life aspirations are raised through confidence in their ability, specialist support and access to London's cultural offering. We believe that all students should be able to access, engage and create within a safe and exceptional Drama curriculum.

Yr7 (KS3)	Topic Area	Knowledge/Skills that are taught	Resources/support at home
Autumn 1	<p>Baseline 2 Weeks / Introduction to Drama 6 weeks</p> <p>A 6 week scheme of work which introduces the students to drama lessons and carries out a baseline test through learning a monologue and introduce basic mime, improvisation and text work skills</p>	<p>Communication communicating a text Vocabulary: Using text and improvisation to create character Knowledge Basic mime skills and sustaining a character Skill using text effectively independently and as a group.</p>	<p>learn script for monologue learn oranges script watch Mime comedy eg Mr Bean</p>
Autumn 2	<p><b>Theatre Style:</b> Horror A six week scheme of work exploring the creation of tension in drama with whole class in role scenes and creating and sustaining a character throughout the six lessons.</p>	<p>Knowledge- Understanding dramatic tension and how this can be applied to a text or a theatre performance. Darkwood Manor/creating tension/character</p> <p>Skill- using Dorothy Heathcote's Mantle of the expert style we consider</p> <p>Links to Other Subjects: English Gothic texts</p>	<p>watch Films using horror (age appropriate)</p>

<p>Spring 1</p>	<p><b>Issue:</b> Helping Max- Approaching issue based Drama</p> <p>A six week scheme of work which combines the issue of bullying with the exploration of theatre skills such as transitions, news reports and split stage.</p>	<p>Knowledge- exploring the issue of bullying and family issues through a story and a series of scenes developing the plot of a boy in year 5 going missing.</p> <p>Skill- transitions discussion of issues role acting still image split stage news report</p>	<p>research news articles and the issue of bullying</p>
<p>Spring 2</p>	<p><b>Theatre Style:</b> Greek Theatre a six week scheme of work exploring the history of Greek theatre and the skills associated with greek Theatre such as chorus and political theatre combined with text work.</p>	<p>Knowledge- understanding the history of Greek theatre and transferring it to text work.</p> <p>Skill- chorus, political theatre in history, text work analysis and performance</p>	<p>Research Greek Theatre and history. Learn text</p>
<p>Summer 1</p>	<p><b>Theatre Style:</b> Commedia Dell' Arte</p> <p>A six week scheme of work Exploring the history of Commedia Dell-Arte stock characters and their practical application and importance throughout the history of comedy and also in modern comedy.</p>	<p>Knowledge- The exploration of Commedia Dell- Arte history and stock characters using " John Rudlin book on Commedia Dell- Arte as a reference</p> <p>Skills- Lazzi stock characters Gromalot character walks masks</p>	<p>research commedia characters and learn text work.</p>

Summer 2	<p><b>Theatre Style:</b> Medieval Theatre a six week scheme of work exploring medieval theatre exploring the different plays associated with medieval Theatre</p>	<p>Knowledge- Mystery plays- plays about the mysterious working of God eg- Adam and Eve</p> <p>Moral plays- plays about an 'Every man' –representing <i>every human</i> fighting the temptation of evil</p> <p>Miracle plays- plays about the saints of God (eg Mary) focussing on how they perform miracles of God</p> <p>Skill- working as a medieval theatre troupe</p>	<p>Research medieval theatre and research religious stories to utilise in their plays.</p>
<b>Yr8 (KS3)</b>	<b>Topic Area</b>	<b>Knowledge/Skills that are taught</b>	<b>Resources/support at home</b>
Autumn 1	<p><b>Theatre Style:</b> Mask A six week scheme of work exploring Trestle theatre techniques practically.</p>	<p>Knowledge- Exploring the rules of the mask and understanding the use of body language and proxemics combined with basic mime skills (revisited from year 7)</p> <p>Skill- mime, proxemics, mask work, improvisation</p>	<p>Research mask and the creation of their own mask</p>
Autumn 2	<p><b>Issue:</b> Issue based drama: London Riots  a six week exploration of the issue of the London Riots through the use of in role acting and a variety of drama techniques.</p>	<p>Knowledge- An exploration of the reasons behind the London Riots in 2012 and an exploration of different perspectives and creating a balance of opinion through practical work and research.</p> <p>Skill- documentary, interview hot seating, split stage research news report</p>	<p>research of the news and views around the riots and the creation of their own documentary or scenes.</p>

Spring 1	<p><b>Theatre Style:</b> Melodrama/Silent movies</p> <p>a six week scheme of work exploring the history of Melodrama and /or silent movies and the techniques required to communicate them, with reference to modern use of melodrama in soap opera and TV drama</p>	<p>Knowledge- an exploration of the history of melodrama and its distinctive skills and techniques and the connection to modern soap opera and dramas</p> <p>Skill- body language, asides, dramatic pause, cliff hangers, stock characters Hero, clown, villain, Damsel in distress.</p>	<p>research of Melodrama and modern melodrama and creation of own text or performance.</p>
Spring 2	<p><b>Practitioner:</b> Physical Theatre - Frantic</p>	<p>Knowledge</p> <p>Skill</p>	
Summer 1	<p><b>Issue:</b> Celebrity/Gender</p> <p>A six week exploration of the issue of celebrity and gender inspired and utilising the text "Totally over you" by Mark Ravenhill</p>	<p>Knowledge- an exploration of the issue of celebrity and gender stereotypes through both improvisation and text based work</p> <p>Skill- text work in groups, class discussion, interview, hot-seating, social media analysis</p>	<p>research celebrity and learn lines for text work in performance.</p>
Summer 2	<p><b>Playtext:</b> Mugged: Text</p> <p>A six week exploration of the text Mugged by Andrew Payne using text and improvisation techniques</p>	<p>Knowledge- Exploration of the text Mugged and the issues within the text regarding knife crime, loss, grief, guilt</p> <p>Skill- non verbal communication, stereotypical characters, text work and rehearsal, exploration of themes.</p>	<p>research knife crime and learn lines for text based practical assessment</p>
<b>Yr9 (KS3)</b>	<b>Topic Area</b>	<b>Knowledge/Skills that are taught</b>	<b>Resources/support at home</b>
Autumn 1	<p><b>Playtext:</b> Macbeth</p>	<p>Knowledge- Understanding the Shakespearean text and Iambic Pentameter, 11th</p>	<p>Films - Watch Macbeth on Film, notable versions Orsen Welles</p>

	<p>A 6 Week Scheme that introduces one of Shakespeare’s greatest Tragedies. Students will read and perform part of the playtext and understand the motives behind the character’s decisions.</p>	<p>century Scottish History,</p> <p>Skill- Learning Stage Combat Techniques, Performing a duologue,</p>	<p>1948, 1971 Roman Polanski version or 2015 Justin Kurzel version with Michael Fassbender (although rated 15).</p> <p>Visit The Globe</p>
Autumn 2	<p><b><u>Issue / Playtext:</u></b> Black Out</p> <p>A 6 Week Scheme where students read and perform a non-naturalistic ensemble style text. This issue-based Drama is a GCSE style text which gives students a chance to experience GCSE work and also is a mature and complex subject matter.</p>	<p><b><u>Knowledge-</u></b> Develop constructive thoughts and arguments within adverse conditions Understand issues - domestic violence, abuse, addiction,</p> <p><b><u>Skill-</u></b> Learn to perform as an ensemble</p>	<p>Visit the theatre, any physical theatre or ensemble based work would support this play text study.</p>
Spring 1	<p><b><u>Theatre Style:</u></b> Comedy / Satire</p> <p>A 6 Week Scheme where students rediscover the art of ‘play’ and create comedy, learning clowning, slapstick and learn about satire. Pupils will work in a variety of styles to develop physical coordination, awareness of style and audience. 2 Schemes of work one based on Slapstick / one on Frantic Assembly. Teacher chooses appropriately for their group.</p>	<p><b><u>Knowledge-</u></b> Understand what a Stoooge is Explore Absurdism Understand purpose of Satire</p> <p><b><u>Skill-</u></b> Physical Comedy Clowning Script-writing</p>	<p>Watching any satirical comedy, tv series (Little Britain) or film (</p> <p>Watching comedy in the theatre - any Mischief theatre production <a href="https://mischiefcomedy.com/">https://mischiefcomedy.com/</a></p>

# fortismere

## Drama Department – KS3 Curriculum Map 2020-21

Spring 2	<p><b>Practitioner:</b> 20th Century Practitioners</p> <p>A 8 Week Scheme where students learn about key 20th Century theatre practitioners that support the GCSE and Alevel curriculum</p>	<p><b>Knowledge-</b> Understand 20th Century Theatre Practitioners - Stanislavski, Brecht, Artaud, Absurdism, Frantic Assembly etc</p>	<p>Watching any 19th Century Naturalism in the Theatre; Ibsen, Chekov, Strindberg etc.</p>
Summer 1	<p><b>Theatre Style:</b> Genre/Film Project - An Independent Learning Project</p> <p>A 14-16 Week Scheme where students study different TV/Film genres. Students then are encouraged to work independently in groups to write, film and edit their own short films. There are several lessons on filmmaking guidance, pre-production activities such as scriptwriting and storyboarding, to film production itself, including camera shots, lighting and sound effects, to postproduction, editing.</p>	<p><b>Knowledge-</b> Understanding Different Theatrical and TV / Film Genres Introduction to filming techniques Story development and How to storyboard an idea Understanding the language of Film Learn about camera angles and different types of shots How to edit a film</p> <p><b>Skill-</b> Different Acting styles for each genre Defining Genre in your work How to act for camera How to plan and create a group project</p>	<p>Watch a variety of different genres of film - not forgetting Foreign Language, Animation, Western to name a few.</p> <p>Go to the BFI. <a href="https://www.bfi.org.uk/">https://www.bfi.org.uk/</a></p> <p>Go to London Film Museum in Covent Garden. <a href="http://londonfilmmuseum.com/">http://londonfilmmuseum.com/</a></p> <p>Go to the Phoenix Cinema in East Finchley <a href="https://phoenixcinema.co.uk/PhoenixCinema.dll/Home">https://phoenixcinema.co.uk/PhoenixCinema.dll/Home</a></p>
Summer 2	As above		