









# Introduction to Drama



## At Malbank we will

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the drama behaviour expectations</li> <li>• An understanding of key drama skills (conventions)</li> </ul>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>- Create a character</li> <li>• To be able to sustain and character and take the drama seriously</li> <li>• To work with different people in the group</li> <li>• To be able to implement the drama BFL procedures</li> </ul>
	 <ul style="list-style-type: none"> <li>- Exploration of key drama skills such as: Narration, Freeze-Frama, physical theatre and key drama terminology e.g: posture, facial expressions and proxemics</li> </ul>	
	<p><b>HEART - Personal Development</b></p>	
 <ul style="list-style-type: none"> <li>- To be able to work in a team and develop speaking and listening skills</li> <li>- To be able to reflect and evaluate their own work and the work of others</li> </ul>		
<p><b>HAND - Skills</b></p>	 <ul style="list-style-type: none"> <li>To understand the elements of a freeze picture</li> <li>To be able to use movement and physical theatre techniques in transition between two picture</li> <li>To use voice and movement appropriate to role</li> </ul>	

**At Malbank we will implement key drama techniques and skills and explore a range of drama genres, such as: Verbatim and Naturalistic and Non-Naturalistic theatre**




Prior Knowledge		Current	Future	
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the drama behaviour expectations</li> <li>• An understanding of key drama skills (conventions)</li> <li>• To be able to create a freeze picture and strong facial expressions</li> <li>• To be able to work collaboratively in a group</li> </ul>	  	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>- Create a character</li> <li>• To be able to sustain and character and take the drama seriously</li> <li>• To understand the elements of animated tableaux</li> <li>• To be able to implement the drama BFL procedures</li> <li>• To be able to evaluate their own work and the work of others</li> </ul>	
		<p>To be able to explore the concept of fear and its impact on a community To be able to direct and shape a piece of performance, by implementing physical theatre</p>		
		<p><b>HEART - Personal Development</b></p>		
<ul style="list-style-type: none"> <li>- To be able to work in a team and develop speaking and listening skills</li> <li>- To be able to reflect and evaluate their own work and the work of others</li> <li>- To be able to develop a pretext, by creating a piece of creative writing</li> </ul>				
<p><b>HAND - Skills</b></p>				
<p>To understand the elements of an animated tableaux To be able to use movement and physical theatre techniques To use voice and movement appropriate to role To be able to write a diary entry and bring the text to life using Narration and music</p>				



# The Amazing Maze



At Malbank we will implement key drama techniques and skills and explore a range of drama genres, such as: Verbatim and Naturalistic and Non-Naturalistic theatre




Prior Knowledge		Current	Future	
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the drama behaviour expectations</li> <li>• An understanding of key drama skills (conventions)</li> <li>• To be able to create a freeze picture and strong facial expressions</li> <li>• To be able to work collaboratively in a group</li> </ul>	  	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>- Create a character</li> <li>• To be able to sustain and character and take the drama seriously</li> <li>• To understand the elements of a polished improvisation</li> <li>• To be able to implement the drama BFL procedures</li> <li>• To be able to evaluate their own work and the work of others</li> <li>• To be able to give and receive feedback</li> </ul>	
		<p>To be able to create a character and be able to sustain a role            To create a design and develop a presentation            To understand the importance of using questions when developing an improvisation</p>		
		<p><b>HEART - Personal Development</b></p>		
<ul style="list-style-type: none"> <li>- To be able to work in a team and develop speaking and listening skills</li> <li>- To be able to reflect and evaluate their own work and the work of others</li> <li>- To be able to develop create a character and perform a presentation in front of an audience</li> </ul>				
<p><b>HAND - Skills</b></p>				
<p>To understand the elements of a polished improvisation            To be able to use movement and physical theatre techniques            To use voice and movement appropriate to role            To be able to create a character and stay in role            To understand the term 'whole group in role'</p>				



# Live Theatre Review-



**At Malbank we will implement key drama techniques and skills and explore a range of drama genres, such as: Verbatim and Naturalistic and Non-Naturalistic theatre**




Prior Knowledge		Current	Future	
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the drama behaviour expectations</li> <li>• An understanding of the elements of a polished improvisation</li> <li>• To be able to create a character and stay in role</li> <li>• To be able to work collaboratively in a group</li> </ul>	  	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>- Create a character</li> <li>• To explore the elements of conflict within the context of Romeo and Juliet</li> <li>• To convey conflict through character, movement and voice</li> <li>• To be able to implement the drama BFL procedures</li> <li>• To be able to evaluate their own work and the work of others</li> <li>• To be able to give and receive feedback</li> </ul>	
		<ul style="list-style-type: none"> <li>To be able to explore a live theatre performance</li> <li>To be able to write a review using drama elements</li> <li>To understand the importance of lighting and sound as a method of creating dramatic tension</li> </ul>		
		<p><b>HEART - Personal Development</b></p>		
<ul style="list-style-type: none"> <li>- To be able to work in a team and develop speaking and listening skills</li> <li>- To be able to reflect and evaluate their own work and the work of others</li> <li>- To be able to understand the elements of a live theatre review</li> </ul>				
<p><b>HAND - Skills</b></p>				
<ul style="list-style-type: none"> <li>To understand the structure of a live review</li> <li>To be able to articulate their ideas using drama elements</li> <li>To use voice and movement appropriate to role</li> </ul>				



# Introduction to Devising-



At Malbank we will implement key drama techniques and skills and explore a range of drama genres, such as: Verbatim and Naturalistic and Non-Naturalistic theatre

Prior Knowledge		Current	Future	
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the drama behaviour expectations</li> <li>• An understanding of the elements of a polished improvisation</li> <li>• To be able to create a character and stay in role</li> <li>• To be able to work collaboratively in a group</li> </ul>	  	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>- Theatre in Education</li> <li>• To explore TIE themes and issues</li> <li>• To use elements of 'epic' theatre to educate and challenge an audience</li> <li>• To be able to implement the drama BFL procedures</li> <li>• To be able to evaluate their own work and the work of others</li> <li>• To be able to give and receive feedback</li> </ul>	
		<ul style="list-style-type: none"> <li>• To be able to create a piece of performance, using the story of Treasure Island as a starting-point</li> <li>• To be able to take ownership of their own learning and incorporate several drama conventions in their performance</li> </ul>		<p><b>HEART - Personal Development</b></p>
		<ul style="list-style-type: none"> <li>- To be able to work in a team and develop speaking and listening skills</li> <li>- To be able to reflect and evaluate their own work and the work of others</li> <li>- To be able to understand the elements of a live theatre review</li> <li>- To be able to use specific drama conventions to shape and develop their work</li> </ul>		<p><b>HAND - Skills</b></p>
		<p>To understand the structure of a plot          To be able to articulate their ideas using drama elements          To use voice and movement appropriate to role</p>		