

The Current Drama Curriculum

Year 7 The Evacuees

Year 7 have been exploring the evacuees of world war two.

w/c 16-3/20

Students have been looking at the journey that students have been making by train from the big cities to the countryside.

w/c 23-3-20

Students will be looking at the moment when the evacuees arrive in the countryside and the people that they were sent to live with. Some with nice people and some with not so nice people.

w/c 30-3-20

Students will be looking at the end of the war when the evacuees returned home and what they returned home to. Cities that had been heavily bombed and people that may have died.

Year 8 Bullying

Year 8 have been looking at the different situations and people involved in a bullying situation.

w/c 16-3-20

Mr Sandy and Mrs Duheny's class have been looking at the victim of bullying and what they can do about the situation they find themselves in.

Mrs Maynard's classes have been looking at a poem about bullying and creating a performance based on sections of the poem.

w/c 23-3-20 and w/c 30-3-20

Students will be looking at bringing all the work they have done together into one performance to show the contrast between scenes. The scenes being:

- Why a bully is a bully
 - The impact on the victim
 - What is done to stop the bullying
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Year 9 The Gates of Roshamon

w/c 16-3-20

Learners will have looked at the story in terms of the fight between Watanabi and the demon Iberakki and creating the fight scene around it. The fight ends with Watanabi cutting off Iberakki's arm and putting his colours on the gates of Roshamon without having killed the monster as promised.

In the second lesson the learners look at the perspective of the villagers and their reaction to being given this all clear sign from the person who is caring for them being the Samurai. Pupils then learn

that the Samurai has placed the arm in a locked box with a small window where the arm can be seen as another sign of trust.

w/c 23-3-20

Learners will have looked at creating a scene in which the villagers see the arm in the locked box and will recreate the fight scene but in a way that is biased to Watanabi. – If students are away from school they write a story that will be written about Watanabi's battle with Iberakki in a way that makes Watanabi seem even more greater and powerful.

Learners will consider the idea of dreams and nightmares as Watanabi struggles to remain calm to what he has done lying about not killing the demon. Students will have discussed what they consider to be nightmarish and what things spring to mind when thinking about fears. Pupils will have created a scene exploring Watanabi's nightmare using physical theatre. - If students are away they should make a collage of images that are nightmarish, then write a diary entry as Watanabi describing the horrors he sees within his dreams

w/c 30-3-20

Learners are approaching the end of the story, they learn that one day an old lady comes to view the arm late at night saying it would help her sleep, the old lady is in fact Iberakki who after the case opens reattaches his arm and slices off Watanabi's arm, now he can no longer lie about Iberakki's death. Students will have created a scene in which they show the old lady begging to see the arm, the case being opened and a physical theatre sequence of the arm being reattached to the monster and Watanabi's arm being chopped off. – If students are away they are to write a plan as Iberakki as to how he intended to reclaim his arm students can write about the method just described or can write their own method if they wish to do so.

Learners will be preparing for their assessment at this point, they now have the character of Watanabi with only one arm. Pupils will decide where the story heads next in terms of Watanabi's actions, does he own up and ask for the Samurai's help, does he go to the lord of Roshamon to return the items lost to Iberakki or does he take an alternate route to the ones suggested? - If students are away they will write a letter to the other Samurai saying that Watanabi has decided to chase the demon and kill it once and for all leaving behind a goodbye message that may contain some words of wisdom for the next generation.

year 10 Component 1 of GCSE drama

The students have been given a starting point called "Jake's Story". Working in groups of between 3 and 6 they have been creating their own performance based on this starting point. Most groups have created three scenes with some examples being the central character at home, at school and with their friends.

If away from school students can use the internet to research around the story that they have created. For example, what help is given to young runaways.

Students can also use this time to begin to answer the four questions about the process of their work which will form part of their written coursework for GCSE drama.

Year 11 Component 3 GCSE Drama

Students are now in the final part of the GCSE and are preparing for the written exam on Monday 18th May.

The exam requires students to answer three sets of questions on the set text of *The Crucible*. Two questions on how they would perform characters, two questions on how they would direct the play and one question on how they would design (stage, lighting, sound etc..) the play.

The exam then has a second section with two questions about a performance that they have seen. If they have not seen one at the theatre it could be about the performances, they saw on the 17th March for their exam. The two questions ask about how one of the performers used their voice, movement or characterisation in performance and how a design element, lighting, sound or staging, was used in performance.

Students should now be revising in preparation for the exam. Going over their notes, rereading the text and working on past papers.