Welcome to the Drama Curriculum

"Art is not a mirror held up to reality, but a hammer with which to shape it"
Bertolt Brecht

Studying drama offers our students opportunities to explore and engage with a variety of dramatic forms and allows them to examine the society in which they live through the arts, improving their understanding of the world around them.

Students of Drama benefit greatly by developing a broad range of employability skills including communication, creativity and team work. Our drama curriculum at South Hunsley aims to help shape students into successful, responsible and empathetic citizens who engage with the communities around them and appreciate the value in exposing themselves to a range of cultural experiences.

LEARNING — Learning not only for purpose but for its own sake

POTENTIAL — Limitless potential of people, always striving for distinction and high achievement

COMMUNITY — Strong community, taking collective responsibility for ourselves and others

Drama at South Hunsley School

The drama curriculum has been designed to develop a basic knowledge of dramatic forms and conventions that may have not been explored during the primary curriculum in addition to building on any pre-existing knowledge from previous key stages whilst simultaneously preparing students for the next level of their drama education.

Linking key concepts to the world in which students live fosters curiosity and critical analysis of our society outside of our lessons. Using discussion as a tool to help students share their thoughts and opinions in a safe space helps us engage with topics and ideas explored in different contexts.

Lessons rely on varied group work, building understanding of the value of working with others. As students progress through the curriculum, they undertake tasks as an ensemble which teaches active participation and equality within a community. The structure of the majority of lessons offers students opportunities to share their work with their peers which results in them striving to create high quality work that they can share with pride. Building time for students to watch professional performances and work created and performed by older students allows them to see how far their potential may extend.

Drama - South Hunsley Curriculum Map

Curriculum Map: This is the overview of the long-term plans which maps a student's journey through school, from Year 7 to Year 11 or 13; showing the units/topic studied in each year. Detailed end-points are included in LTPs, with more granular knowledge and skills in MTPs.

Year 7	Year 8	Year 9	Year 10	Year 11
Discovering Drama Through Explorative Strategies - Science Fiction Developing Explorative Strategies - Mechanical Minds Building Character and Exploring Text – 'Tuesday' Exploring a Script – 'Tuesday' An Introduction to Practitioners - Kneehigh Theatre	Exploring Theatre Practitioners – Forum Theatre Discovering Drama Styles and Genres – Antonin Artaud and Grand Guignol Interpreting Text – Theatre of the Absurd Working from a Stimulus – Devising Discovering Drama Styles and Genres - Silent Movies	Exploring a Script – 'Zero for the Young Dudes' Devising from a Stimulus - The Riots Exploring Drama Styles and Genres - Verbatim Theatre	**Component 1:** **Devising Theatre** Practitioner/stylistic knowledge Group devising skills Interpreting a stimulus Knowledge of explorative strategies and techniques Reflection on the creative process Analysing and evaluating own work Rehearsing a performance **Component 2:** **Performing from a Text** Interpreting a text for performance Conveying meaning in performance Communicating character intentions Character building How performance texts are constructed **Component 3:** **Interpreting Theatre** Interpreting a text for performance Understanding SHCP Conveying meaning in performance Communicating character intention Staging styles and communicating meaning through design Analysing and evaluating the work of others Rehearsing a performance How performance texts are constructed	**Component 1:** **Devising Theatre** Practitioner/stylistic knowledge Group devising skills Interpreting a stimulus Knowledge of explorative strategies and techniques Reflection on the creative process Analysing and evaluating own work Rehearsing a performance **Component 2:** **Performing from a Text** Interpreting a text for performance Conveying meaning in performance Communicating character intentions Character building How performance texts are constructed **Component 3:** **Interpreting Theatre** Interpreting a text for performance Understanding SHCP Conveying meaning in performance Communicating character intention Staging styles and communicating meaning through design Analysing and evaluating the work of others Rehearsing a performance How performance texts are constructed