

DRAMA

Curriculum Intent: In Drama at Bloxwich Academy we aim to raise pupils' confidence, grow creativity and provide opportunities for pupils to collaborate in a safe environment.

Curriculum Rationale: We believe that Drama provides pupils with opportunities to develop their soft skills and build positive relationships with their peers. Throughout key stage 3 pupils explore Drama through a range of techniques, skills and a variety of themes aiming for pupils to succeed and flourish regardless of previous experience or knowledge.

What makes the Bloxwich experience unique: You will study a variety of stimuli and explore famous directors, practitioners and musical theatre performances. You will also be encouraged to participate in extra-curricular activities, showcasing your talents and professionalism as a performer.

| | Rotation 1 | Rotation 2 | Rotation 3 |
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| 7 | <p><u>The 5 C's</u></p> <p>Pupils are introduced to 5 keywords that will help throughout their Drama education at Bloxwich Academy. This project helps pupils to build confidence and make new friends.</p> | <p><u>The Haunted Lift</u></p> <p>This project introduces the key skills required for a performance developing team building and exploration of the stimulus of The Haunted House.</p> | <p><u>Musical Theatre</u></p> <p>Pupils explore professional Musical theatre pieces, experiencing the role of a Musical theatre performer through workshops and performance.</p> |
| 8 | <p><u>Joyriding</u></p> <p>This project allows the pupils to devise whilst working alongside a stimulus. It also links to current themes regarding social media and popular factors.</p> | <p><u>Melodrama</u></p> <p>This project enhances the dramatic skills developing non-naturalistic style theatre. Pupils focus on the historical context of the genre primarily working with expression and gesture.</p> | <p><u>Soap Operas</u></p> <p>This project is designed to explore social skills and life events in a controlled way. Pupils will develop their understanding of stock characters and how to show emotions through characterisation.</p> |
| 9 | <p><u>Exploring Practitioners</u></p> <p>This project prepares pupils for KS4, exploring a variety of practitioners and their professional works. Pupils learn and explore these techniques and apply them to their own performances</p> | <p><u>Devising</u></p> <p>Students develop their skills in devising drama performances, considering mature themes, current world issues through the investigation of theatre styles.</p> | |
| 10 | <p><u>Year 10 BTEC Performing Arts (Dance)</u></p> <p>Component 1: Exploring the Performing Arts</p> <p>Students will study three professional practitioners and analyse how repertoire is created through a series of practical and theory lessons. They will design a research presentation which contains their findings.</p> <p><i>Assessment from January-April</i></p> | <p><u>Year 10 BTEC Performing Arts (Dance)</u></p> <p>Introduction to Component 2: Developing Skills and Techniques in the Performing Arts.</p> <p>Students will participate in a range of technique classes and learn a piece of repertoire. Students will reflect on their progress throughout the component.</p> | |
| 11 | <p><u>Year 11 BTEC Performing Arts (Dance)</u></p> <p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Students will participate in a range of workshops and recreate a piece of professional repertoire. Students will reflect on their progress throughout the component.</p> <p><i>Assessment from September- December</i></p> | <p><u>Year 11 BTEC Performing Arts (Dance)</u></p> <p>Component 3: Responding to a Brief</p> <p>Students will devise and perform in their own performance piece in line with a set brief provided by the examination board (Pearson).</p> <p><i>Assessment from January-May</i></p> | |