























Drama Super Curriculum Year 7















 <p>Write a short monologue based on a character you have encountered so far this term in your drama lessons. Be as creative as you can. Don't forget to use your English skills.</p>	 <p>Get together in a group and create an advert for a brand new product. It needs to be clear what is being advertised and catchy enough for people to remember the product.</p>	 <p>Watch a performance at your local theatre and spend 15 minutes talking to someone about it. What did you like? Which actor/actress stood out? Why? What star rating would you give the show?</p>
 <p>Create a 'How To Act' leaflet for someone that has never done drama before. Write about working in groups, building confidence and performing.</p>	 <p>Use the website http://www.dialectsarchive.com/ to research an accent. Can you work to master this accent? Maybe you can think of a performance that you could incorporate it into.</p>	 <p>Answer the question: what does studying drama give you that other subjects may not? Reflect on your drama work so far and the skills you have learnt/used.</p>
 <p>Create a comedy mime inspired by the work of performer Charlie Chaplin. Think of the scenario and work on your comedy timing to get the slap stick element right.</p>	 <p>Perform a scene from a musical in a group or on your own. Which musical will you choose? Are you brave enough to sing too?</p>	 <p>Research what Drama skills are needed for employment in the future.</p>
 <p>Write a short script for a play called 'The Day It All Went Wrong'.</p>	 <p>Select a Roald Dhal story and perform a movie trailer for the film version of this. You can work in groups of 3-5. Use costume to enhance your performance.</p>	 <p>Watch a film (not animated) and evaluate the performance of the lead actor or actress. Be critical, honest and constructive.</p>









	Reading Task		Creative Task
	Research Task		Writing Task
	Watching Task		Student – Led Task
	Listening Task		Trip or Visit



Drama Super Curriculum Year 8















 <p>Write a two minute monologue based on a character you have encountered so far this term in your drama lessons. Be as creative as you can. Don't forget to use your English skills.</p>	 <p>Get together in a group and create a news show style performance linking to a story in the news this month. How will you work together to show the key facts of this story?</p>	 <p>Watch a performance at your local theatre and spend 15 minutes talking to someone about it. What did you like? Which actor/actress stood out? Why? What star rating would you give the show?</p>
 <p>Create a 'How To Act' leaflet for someone that has never done drama before. Think about the skills they will need to create a clear character.</p>	 <p>Use the website http://www.dialectsarchive.com/ to research an accent. Can you work to master this accent? Maybe you can think of a performance that you could incorporate it into.</p>	 <p>Find a song or a poem that means something to you and plan your ideas based on a performance linking to it. Include the story, the characters and the impact on the audience.</p>
 <p>Create a repeated patterns style movement sequence in a group of at least three. You may want to use synchronisation and cannon to add different dynamics to the performance.</p>	 <p>Ask for a scene from Lord of the Flies that you have not already studied. How can you show the character development and the savage nature of the boys later on in the play?</p>	 <p>Watch 'Romeo and Juliet', directed by Baz Luhrmann and evaluate the performance of the actor, Leonardo DiCaprio. How believable is his acting? Why?</p>
 <p>Write a short script involving the Seven Deadly Sins we have looked at in lesson. How can you show what the different sins represent to make an interesting performance?</p>	 <p>Write and perform a monologue as either Mickey or Eddie. Explain how you feel about not knowing you were twins until the end of the play. How does this make you feel?</p>	 <p>The work of Shakespeare is not relevant to the youth of today'. Discuss. Write your response to this in an essay or if you prefer display it in a mind map.</p>









	Reading Task		Creative Task
	Research Task		Writing Task
	Watching Task		Student – Led Task
	Listening Task		Trip or Visit



Drama Super Curriculum Year 9















 <p>Write a monologue based on a character from your Theatre in Education performance. Be as creative as you can. Don't forget to use your English skills.</p>	 <p>Get together in a group and create a performance based around one of the core values of the school. What does it mean/represent and how can we as a school community show the core value you have chosen?</p>	 <p>Watch a performance at your local theatre and spend 15 minutes talking to someone about it. What did you like? Which actor/actress stood out? Why? What star rating would you give the show?</p>
 <p>Write a guide for actors on how they can engage the audience during a performance – strong characters, interaction, clear story line, clear aim and intentions.</p>	 <p>Watch trailers of new theatre shows that are being performed in London and if you see something you like explain to the teacher what it is that stood out to you and makes you want to see the performance.</p>	 <p>Go to BBC Bitesize and read about Brecht and Stanislavski. What are the clear differences between the two styles of theatre?</p>
 <p>Write a short play with the title of 'Missing'. Who is missing? Do they get found? What happened? It's up to you.</p>	 <p>Find a painting that interests you can a group. What does it make you think about and how could those ideas be created into a five minute performance?</p>	 <p>Watch some videos on Physical Theatre and comment upon how the use of movement has created the narrative of the piece.</p>
 <p>Research a case in the media involving a youth crime. Create a mind map of this case and the details of the case.</p>	 <p>Watch this year's school production and see what acting techniques have been used to create the characters - would you do anything differently?</p>	 <p>Watch a film (not animated) and evaluate the performance of the lead actor or actress. Be critical, honest and constructive.</p>







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Drama Super Curriculum KS4















 <p>Write a four minute long monologue based on a character you have created in your Drama lessons using the techniques of Stanislavski. Be prepared to share the performance in front of an audience.</p>	 <p>Watch a Frantic Assembly video on the National Theatre's YouTube channel. What do you notice about the way that they work and the ideas that they have?</p>	 <p>Listen to the GCSE Podcast on the plot and characters of DNA. Make revision notes on everything you learn about them.</p>
 <p>Take a trip to your local theatre and watch a show. Before the show why not see if you can speak to someone about getting involved in future productions.</p>	 <p>Evaluate one of the rehearsals you have done in class. Look at what was successful and what you could improve on next time. Did you engage the audience? What acting skills did you use? How did you use your voice to create a character?</p>	 <p>Experiment with different staging. Use a performance that you are currently working on and perform it in different layouts – 1) Thrust 2) In-the-round 3) Proscenium 4) Traverse 5) Promenade. Identify and analyse the strengths and weaknesses of each stage space.</p>
 <p>Watch the A-Level Devised performances and make notes on their stimulus and how it links to the final product. Analyse the strengths and weaknesses and suggest ideas for improvement.</p>	 <p>Make yourself a revision pack with regards to all the different practitioners and theatre styles we have looked at explaining the main techniques of each.</p>	 <p>When out in your local area look at how people move around in their day to day lives. Take aspects of the characteristics you see and create a character that you could perform in class.</p>
 <p>Read a chapter of 'Stanislavski: An Actor Prepares'. This explores the fundamentals of naturalistic acting. Prepare a Stanislavski inspired rehearsal task to present to your group. The aim is to develop naturalistic acting skills.</p>	 <p>Choose, rehearse and perform a monologue or duologue from a play. Research the play and the character you are playing and use rehearsal techniques. How can you create impact on an audience?</p>	 <p>Interview members of the school production asking them what it is like to be part of the show and what it takes to be involved.</p>









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Drama Super Curriculum KS5



 <p>Read 'Frantic Assembly's Guide to Devising' and analyse and explore the different rehearsal and performance techniques. Can you use these to inspire a workshop?</p>	 <p>Make yourself a revision pack with regards to all the different practitioners and theatre companies we have looked at explaining the main techniques of each and how you could create a performance using them.</p>	 <p>Independently watch a production of your choice. Analyse and identify key strengths and weaknesses and be ready to explain these with justifications as to why you came to these conclusions.</p>
 <p>Use the link below to watch videos based on The Curious Incident of the Dog in the Night-Time and look at the specific way the stage is designed. https://www.youtube.com/user/curiouswestend/videos</p>	 <p>Use the website http://www.dialectsarchive.com/ to research an accent. Work to master this accent? Identify a monologue where this accent will be used and then rehearse and perform it to an audience.</p>	 <p>Use YouTube to search for different versions and interpretations of 'Accidental Death of an Anarchist'. Watch them and make notes. How do they influence your understanding of how the play can be brought to life?</p>
 <p>Carry out online research to further broaden your understanding of Devising original theatre. http://dramaresource.com/devisingtheatre/ Read 'The Director's Craft' by Katie Mitchell.</p>	 <p>Take part in the annual whole school production. This could be in an acting role or offering technical support as well as costume, hair and make-up. Attend rehearsals and the show nights.</p>	 <p>Use YouTube to search for different interpretations of 'Hedda Gabler'. Watch them and make notes. How do they influence your understanding of how the play can be brought to life?</p>
 <p>Research theatre companies 'KneeHigh' and 'Complicite' and use their ideas to inspire and formulate your own. Can you include or adopt any into your final piece?</p>	 <p>Support and direct the annual school production. Take responsibility of certain scenes, costume and props. Be available for rehearsals and the performance evenings.</p>	 <p>Read any plays written by Bertolt Brecht. For example: 'The Caucasian Chalk Circle', 'The Threepenny Opera', and 'Mother Courage and her Children.' Consider how Brechtian techniques are weaved into the plot.</p>

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