



The Fisher Way: Curriculum



The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Drama
Year Group	Year 9
Intent	<p>The study of Drama will develop...</p> <p>Successful and resilient learners: who understand a wide range of theatrical styles, genres and practitioners through both a theoretical and practical lens, demonstrating an ability to perform and analyse relevant techniques, applying them to their chosen performative skill.</p>

	<p>Confident individuals: who can successfully collaborate with others, speak confidently in public and in group situations, and who can utilise appropriate vocal and physical skills to assist with their realisation of a character/stage persona. Learners will also be curious and confidently analyse, probe and interrogate situations and stimulus material.</p> <p>Responsible citizens: who are able to sensitively understand and explore subtext and context in text-based, performative <i>and</i> real life situations, harnessing a developed conscientiousness and moral compass. Learners will demonstrate empathy, enabling them to act with compassion and understanding in their lives, both on <i>and</i> off stage.</p>					
Narrative	<p>By the end of the year, learners will have a wealth of knowledge regarding a variety of theatre practitioners. Students will have gained an insight into how these practitioners make work and why, and will have had the opportunity to explore these ideas practically. Furthermore, they will be introduced to their 'set text' study utilising their play analysis skills from Y8 to assist them in their understanding. Students will also begin to gain confidence in making theatre performances using techniques from other practitioners, preparing them for their Component 1 GCSE exam.</p> <p>Their Y9 study draws on their prior knowledge of theatre practitioners and the study of a play. Furthermore, in Y8, students are encouraged to think about why theatre is made and for what purpose. This line of thinking and understanding is developed further in Y9 through their study of political theatre practitioner, Brecht.</p> <p>In Y10, the students are required to devise a piece of theatre in the style of a chosen practitioner. Therefore, their intensive study of various practitioners in Y9 sets them up well, providing them with key knowledge and a practical understanding. Additionally, students are expected to further develop their understanding of their set text study and an ability to analyse live theatre. Their work on their set text and watching of Steven Berkoff in Y9 provides key knowledge in order to tackle Y10.</p>					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Theatre Practitioner- Brecht	Theatre Practitioner - Brecht / Theatre in Education	Theatre Practitioner - Frantic Assembly.	Exploring the set text - Practical Exploration	Applying written practise and theatre review.	Theatre Practitioner - Berkoff

<p>Key skills</p>	<p>Explore the performance techniques of Bertolt Brecht. Apply this understanding of didactic theatre to a piece of text from Caucasian Chalk Circle. Students will gain a strong understanding of Brecht's Epic Theatre that is political. Students understand that the audience should always leave the theatre changed.</p>	<p>Explore how Theatre in Education (TIE) developed from Brecht Theatre. Students will develop performance skills and understanding in use of montage, direct address, the ruling idea, an active audience, theatre in the round, traverse, thrust staging, visible props, no exits or entrances, use of placards, breaking the fourth wall etc.</p>	<p>Explore a contemporary physical theatre practitioner; Frantic Assembly. Develop techniques in round-by-through, hymn hands, chairs duer, lifts, taking weight, counter balance etc. Students use these building blocks to create a physical piece of theatre. Students will then apply these techniques to a piece of text.</p>	<p>Study chosen set text from the WJEC EDUQAS specification. Choices are, Caucasian Chalk Circle, The Tempest, Hard to Swallow, DNA and Warhorse. Read the play and develop selected scenes practically.</p>	<p>Students will complete sample questions from past papers in preparation for the written examination. Students will watch and study Spendid's Production of Metamorphosis.</p>	<p>Explore the works of Steven Berkoff's Total Theatre. Students will explore the text Metamorphosis and develop key techniques within this expressionistic style.</p>
<p>Cultural capital</p>	<p>Didactic Theatre 1930-1960. How theatre was revolutionised by Brecht during WW2.</p>	<p>Theatre is a tool to educate and not just to be entertained by. Students consider target audiences and where possible perform their pieces to a live audience.</p>	<p>Contemporary Theatre 1994. Explore example works from contemporary theatre such as Westend's Curious Incident of the Dog in the Night Time and The Things I know to be True.</p>	<p>Study the themes and cultural influences of the chosen set text.</p>	<p>Live Performance- Perform sections of the set text at the Performing Arts Awards Evening. Watching recorded live theatre (theatre review).</p>	<p>Plays involving nightmares and entrapment in association with society making you conform to what is 'normal'. Characters are archetypes / status characters.</p>

Assessment	<p>Assessment of small scripted piece of Brechtian performance.</p> <p>Students also assessed on written analysis of Brecht.</p>	<p>Students devise their own piece based on the style of Brecht.</p> <p>Performance and process assessed.</p>	<p>Devised performance assessment.</p> <p>Students are assessed on their application of Frantic Assembly's physical theatre techniques.</p>	<p>Students assessed on small, performed section from set text.</p> <p>Students assessed on acting and design practice questions from GCSE paper.</p>	<p>Students assessed on a live theatre review of a performance that they have</p>	<p>Students assessed on scripted piece of theatre in the style of Berkoff.</p> <p>Use of Berkovian techniques examined.</p>
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