

LEIGH DRAMA DEPARTMENT

Drama is just an entertaining way of learning communication skills.

There are no plays without people, so essentially Drama is the study of people. We explore speech patterns, body language, gesture, facial expressions, eye contact, movement, relationships and character. If I could rebrand the word 'Drama' (and I have tried with some success), I would call it 'Communication Skills' to clearly explain the skills gained from the subject. The training I did at Drama School and in Acting was the same as the training I did 10 years later for Media Sales at ITV, Mirror Group and Virgin Radio. This is why I feel so strongly that 'drama' is, today, the most important subject on the curriculum, even though the Government do not agree. We teach interpersonal communication skills which are imperative to balance the current technological generation. I have noticed over the past 10 years of teaching how listening skills, eye contact and 'people reading' skills have degenerated, and I believe this is a direct result of the rise in technology.

As a department we can offer extensive subject knowledge and a broad and tailored curriculum for all Drama students at The Leigh. This has led to four students under my training to gain places at accredited Drama Schools as young as 18 (Rose Bruford, Central, LAMDA and East 15), and with our results classified as the top 10 % in the UK for Performing Arts I am proud to say that the passion we have for the subject has transferred to the students with 90% of them going on to specialise in some aspect of Performing Arts i.e.: Acting, Theatre Studies, Production, Technical Theatre, Community Theatre, European Theatre, Teaching etc. Others have used the skills learnt to progress into Law, Politics, Public Services and Media, as they all require interpersonal skills and/or public speaking.

Take a look at each year group and see what we teach.



Helen Wilson
Head of Drama



Hayley Hannam
Teacher of Drama

Key Stage 4 (Year 9,10, 11)

Students choose their options in Year 8 to start in year 9. We currently run the Btec Tech Award in Performing Arts with results consistently at a minimum of 95% A*- C. This is a vocational route where students learn the skills and techniques needed to become a professional performer. The course is divided into THREE components.

In terms of evidencing the work, each lesson is filmed. Students produce logbooks for each lesson in a choice of formats, depending on their learning style ie: blogs, video diaries, written logbooks, prezi etc.

Component 1

INTERNALLY MARKED

Learning Aims

A: Examine professional practitioners' performance work

B: Explore the interrelationships between constituent features of existing performance material.

The students explore, through theory and practical work, THREE different practitioner's repertoire.

They examine live and recorded performances in order to develop understanding of practitioners' work with reference to influences, outcomes and purpose with a focus on thematic interpretation of particular issues and how artists communicate their ideas to an audience.

They analyse the creative intentions of the works: Theme, issue, response to stimuli, style, genre, contextual influences, collaboration with other practitioners, influences by other practitioners.

They study acting styles and genres such as: absurdism, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.

They interview and investigate the roles and responsibilities in a theatre company, producer, actor, choreographer, artistic director, lighting designer, costume designer etc

Component 2

INTERNALLY MARKED

Learning Aims

A Develop skills and techniques for performance

B Apply skills and techniques in rehearsal and performance

C Review own development and performance.

Students are assessed in 4 areas:

1. Workshops/development of skills
2. Rehearsals
3. Performance
4. Log books/drama diaries/target setting etc

Learning aim A:

- A collection of workshops in which students can develop their own skills in acting in the style of ONE practitioner eg: Berkoff, Brecht, Stanislavski, Kneehigh, Frantic Assembly, Punch Drunk etc
- Some tasks involve team work so students can demonstrate and improve on cooperation and negotiation.

Learning aim B:

- Students will learn and rehearse an existing extract from a script.
- Students must learn and memorise the piece.
- The piece should be a minimum of two minutes per student.
- They will take part in a performance to gain audience feedback to respond and improve further.
- They will perform in a final performance.

Learning aim C:

- Students must document/evident their progress of this unit (of the development of their skills and techniques)
- Students will reflect on their learning and development of skills through diaries, target settings, evaluations, skills audits etc.

Component 3

EXTERNALLY MARKED

Students are given a brief by the exam board and have 12 weeks to devise and create their own piece of theatre in groups. This is where they use all the knowledge gained in Component 1 and 2 to create a unique performance of their own lasting 15 minutes. This is filmed and sent to the exam board. It is supported by FOUR logbook entries monitoring their progress and development.

The students are marked on the following areas:

AO1 Understand how to respond to a brief

AO2 Select and develop skills and techniques in response to a brief

AO3 Apply skills and techniques in a workshop performance in response to a brief

AO4 Evaluate the development process and outcome in response to a brief

Structure of Key Stage 4

Module	Year 9	Year 10	Year 11
1	Expectations and introduction to skills to build group trust and rapport.	Component 1 Specialise in THREE practitioners based on assessments in year 9. Indepth analysis of THREE practitioners work Practitioner 1	Component 3 Workshops in devising techniques using various stimuli
2	Page to stage – all elements of rehearsal techniques using a variety of mini scripts and styles.	Practitioner 2	Techniques in structuring devised piece pf theatre
3	Exploration and introduction to: 1. Naturalism 2. Political theatre	Practitioner 3	Exam brief released. Explore and develop ideas and apply structure and techniques.
4	3. Verbatim Theatre 4. Forum Theatre	Component 2 Select ONE Practitioner for rehearsal and performance Worshops in techniques	Develop, rehearse and perform As soon as coursework complete Students can be released to focus on core subjects.
5	5. Neutral Masks 6. Half masks 7. Full masks	Apply techniques to rehearsal of script extract	All coursework submitted by May 15 th Students released to focus on other exams
6	8. Physical Theatre - range of approaches	Perform scripted piece in given style	