























Drama Super Curriculum Year 7















 <p>Write a short monologue based on a character you have encountered so far this year 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 Dahl 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>Create a costume design for a character that you have played so far in KS3 Drama. Don't forget to add colour and label what the character is wearing and why you have chosen it.</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 of choral 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 a play that you have not already studied. Think about how you could perform the character by creating a character profile and running the lines – why not film the work you do?</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 Mystery topic 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 a Commedia character of your choice making sure you think about the character shaping and physicality in your performance.</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>









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	Research Task		Writing Task
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	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 or image that interests you. 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. What is the difference between this and dance performances?</p>
 <p>Research the way teenagers are viewed today and the struggles they go through. Link this to Brainstorm and how you want the world to understand you.</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. How have they created their characters?</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 talk from Benjamin Zephaniah and Lemn Sissay on the production of Refugee Boy and make notes about their process and why they believe the story is so important.</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



 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?	 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.	 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.
 Create your own 3D version of a stage design linking to one of the set texts we are studying. Create it as to scale as possible using a shoe box as your frame. Think about a particular scene and what it will visually look like with set and props taken into consideration	 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.	 Create a mood board with all your ideas that link to one of the set texts we are studying: Home, I'm Darling, Small Island or The Book of Dust. Look at colour schemes, quotes, images, materials and cut outs of anything that you feel links to the plays.
 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.	 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.	 Research a variety of actors from those who work on traditional plays to those who perform more modern pieces of theatre – what is the difference and what are their secrets?
 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?	 Support and direct the annual school production. Take responsibility of certain scenes, costume and props. Be available for rehearsals and the performance evenings.	 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.

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