

OHA Drama Department

Preface:

The Drama Department forms an integral part of life at OHA. We focus on developing on both subject specific performance skills, and wider functional skills. Students learn to be creative, expressive and confident through a range of carefully designed schemes of work.

The Curriculum

Drama is taught to all students in Years 7 & 8 once a week, and to Key Stage Four students twice a week. Schemes of work are designed to introduce students to a range of key Drama skills and vocabulary whilst focussing on the three components of Drama: appreciation, performance and devising. The curriculum is designed to develop students' knowledge and understanding of Drama and Performance throughout Key Stage Three through exploration of a variety of topics.

There are many cross-curricular links made in Drama, specifically to PSHE. Year 7 students will cover schemes of work linked to Bullying, World War One and Cultural Drama (Commedia Dell'Arte), whilst Year 8 students explore Peer Pressure and Historical Drama (Grimm Tales). Students also have the opportunity to spend a term studying a wide range of Dance topics, from Street Dance to Stage Combat. Schemes of work are designed to challenge students' thoughts and perceptions about themselves, and of others. Students work collaboratively: developing important teamwork, resilience and independent skills along the way.

In Key Stage Four, students can choose two tailored paths of study: Drama and Dance (both AQA). Students are lucky enough at Ormiston Horizon Academy to be able to choose both subjects if they so wish, and are not limited to one or the other. Dance is a relatively new subject at GCSE level, and is already creating a name for excellence within the academy, and throughout Stoke-on-Trent.

The Drama Departments' aims and objectives are:

1. For students to develop a range of theatrical skills and apply them to a variety of performance situations
2. For students to work collaboratively to generate, develop and communicate ideas
3. To develop creative, effective, independent and reflective students who are able to make informed choices in process and performance
4. For students to contribute as an individual to a theatrical performance
5. For students to reflect on and evaluate their own work and that of others

To achieve this we have developed a programme of learning that supports students' academic and practical growth, as well as giving them a strong foundation in the Creative Arts.

Key Stage Three: Drama Course Information

Drama at OHA is lucky enough to not be constricted by a specific curriculum plan, or outline of what should be taught. This has meant that teachers are able to create schemes of work that tailored to the needs of our students, and can link content directly to the GCSE courses delivered in Key Stage Four.

How can I help my child with their Drama work?

- The school library has access to the internet as well as books, students are encouraged to use the facilities on offer.
- We are also more than willing for students to stay after school, in order for them to complete homework or if they require any assistance with a particular piece of work.
- Encourage them to take advantage of the rich variety of extra-curricular opportunities offered at OHA. Please see the enrichment page for more information.
- If you do require any more information regarding your child's course, content or any aspect of the Drama programme, then please contact Miss Randall using the contact information under 'meet the staff'.

What do students study at Key Stage Three?

Term	Year 7 Drama	Year 8 Drama
T1	Bullying	Peer Pressure
T2	Storytelling	Pantomime
T3	Street Dance	Stage Combat
T4	Alice in Wonderland	Swansong
T5	Commedia Dell'Arte	Grimm Tales
T6	Departure	Performance Project

Key Stage Four: Course Information

Subject: Drama

The course runs over three years and sets out the essential content for the qualification of GCSE Drama. It represents a comprehensive and creative scheme that allows students to gain relevant skills, knowledge and understanding of Drama that can be applied to the required work in the assessment units.

The course is designed to cover all the main requirements that contribute to the Drama form and allows students to appreciate what is needed to communicate meaning through Drama.

Assessment Information:

Examinations are taken in Year 10 and Year 11 to give students sufficient time to develop and hone their skills, and achieve the best possible outcome. Historically, students do incredibly well in all practical elements of the course.

Component 1: Understanding Drama 40% of GCSE

Component 1 is assessed through a 1 hour 45 minute written exam taken at the end of Year 11. It tests the knowledge of two performance works: Blood Brothers and Peter Pan. Students will apply their own practical understanding of developing and performing Drama to theoretical performance situations relating to Blood Brothers. Students will also complete a Live Theatre Review of Peter Pan, demonstrating their understanding of how meaning can be communicated through Drama, and the impact this can have on an audience. Students develop skills in describing, evaluating and analysing, which is supported by (and supports) learning in other subjects, specifically English.

Component 2: Devising Drama 40% of GCSE

This component requires students to explore and develop an original piece of Drama from a stimulus, work collaboratively and create their own devised drama. Students will develop research and independence skills, as well as directing and performance skills. Component 2 is assessed in two ways: by a portfolio of evidence tracking the development and refinement of their piece; and a final performance of their devised work.

Component 3: Texts in Practice

20% of GCSE

Texts in Practice requires students to develop and apply theatrical skills in acting by presenting a showcase of two extracts from a performance text. Previously students have performed: The 100; Teachers; The Boy in the Striped Pyjamas; The Curious Incident of the Dog in the Night-time; Girls Like That; Bouncers. Students take on a role within their chosen play, and work with their group to bring selected extracts to life, incorporating production elements such as sound, lighting and costume to aid their realisation.

How is this taught?

Examination periods are highlighted in purple.

Term	Year 9 Drama	Year 10 Drama	Year 11 Drama
T1	Introduction to Drama Skills	Live Theatre Review - Peter Pan	Component 3: Texts in Practice
T2	Page to Stage		
T3	Performance Styles	Component 1 Blood Brothers	Live Theatre Review Revision
T4	Introduction to Devising	Devising Workshops	Component 1 Revision Component 1 EXAM
T5	Blood Brothers	Component 2: Devising	
T6	Mock Component 3		

Key Stage Four: Course Information

Subject: Dance

The course runs over three years and sets out the essential content for the qualification of GCSE Dance. It represents a well-structured, and comprehensive scheme that enables students to learn and develop the essential skills needed to succeed within Dance.

The course is designed to cover all the main elements that contribute to Dance: appreciation, performance and Choreography.

Assessment Information:

Examinations are taken in Year 10 and Year 11 to give students sufficient time to develop and hone their skills, and achieve the best possible outcome. OHA is developing a reputation for creating outstanding dancers and choreographers, and we intend to build on this reputation in the coming years.

Component 1: Performance and Choreography

60% of GCSE

Performance (30% of GCSE)

The performance element of the course is split into two assessments, and is assessed in Year 10:

- Performance of two set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography (30% of GCSE)

The choreography element of the course is assessed in Year 11.

- Independent solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2: Dance Appreciation

40% of GCSE

Component 2 is assessed through a 1 hour 30 minute written exam taken at the end of Year 11.

Students will apply their knowledge of performance skills, choreographic processes and professional works to a variety of questions relating to their own performance experience and their appreciation of others' work. Students will develop skills in analysing, appreciating and comparing professional works, as well as reflecting on their own skills as a choreographer and performer. The exam paper gives students the opportunity to analyse six professional works from a variety of backgrounds, cultures and dance styles.

There is no coursework for GCSE Dance.

How is this taught?

Examination periods are highlighted in purple. Professional works are highlighted in red. As the course develops, the curriculum plan for Year 10 will be added.

Term	Year 9 Dance	Year 10 Dance
T1	Intro to Dance Skills	Emancipation of Expressionism & Teacher Choreography
T2	Expressive Skills	Artificial Things & Group Choreo
T3	Dance Styles & Technical Skills	Within Her Eyes & Trio Choreography
T4	Choreography	Component 1: Trio Performance
T5	Contemporary Dance Performance	Infra & Solo Composition
T6	Performance Project	Component 1: Solo Set Phrases

