

Eden Park High School

Cross Curricular Provision

DEPARTMENT NAME: DRAMA – KS4



Literacy:

Analysing use of language in scripts to convey characters and settings (e.g. 'DNA' by Dennis Kelly, variety of scripts explored for Component 2).

Writing own scripts for final performances.

Exploration of themes through script work (e.g. DNA' by Dennis Kelly, variety of scripts explored for Component 2).

Developing evaluation skills through use of Verbal Feedback.

Developing speaking and listening skills through performance.

Developing exam technique for final written exam in Component 3.

Numeracy

Developing problem solving skills when working in groups for performing (transferable from problem solving Maths equations).

Understanding use of space when performing on stage, as well as the relationship between the use of space and the characters.

Personal Development

SMSC (Spiritual, Moral, Social and Cultural): For Component 1 of the GCSE Drama course, students will be exploring various stimuli to create storylines relevant to today's modern audiences. Students will need to research the context of the stimuli and their own ideas, to ensure that their ideas are relevant and interesting, this research may lead students to explore various different cultures, faiths and issues within society.

Component 2 requires students to study their given play text and the context around this, to enable them to portray their performance to the audience effectively. The plays selected for students cover a variety of playwrights and time periods. Students will also be required to study a variety of different Drama Practitioners, which covers many different and challenging styles and genre of theatre, so that students are able to make educated decisions about how they interpret their play text for stage.

Component 3 of the GCSE Drama course requires students to analyse Dennis Kelly's play 'DNA' by looking at the social context of the characters and using their knowledge of theatre and different roles in theatre craft to write about different elements of preparing for a performance of the text. Students are also required to go out and see different professional live productions to review critically.

British Values: All topics covered and lessons promote democracy, the rule of the law, individual liberty and mutual respect for and tolerance for those with different faiths and beliefs. DNA explores the rule of law by looking at the consequences of committing a crime. Through the selection of plays for Component 2 we aim to cover a variety of faiths and cultures to promote respect and tolerance. Through devising in Component 1, students are able to exercise and explore the idea of democracy.

Citizenship: All topics covered at KS4 explore development of transferable skills, resilience and identify strengths and weaknesses with regards to performance skills. All lessons and topics promote diversity

within the classroom and the wider community. Plays studied explore themes such as prejudice, family links, relationships, stereotypes, peer pressure and friendship dynamics.

Independent Learning

Problem Solving/Team Building Skills.

Refinement and Development of Work.

Research Skills

Management of time for rehearsals in preparation for performance.

Links with other subject areas

Science: The Human Body (Movement and Gestation) links to the key Drama skills of Mime and Physical Theatre which both require an understanding of movement and gestures. The topic of Sound gives students an understanding of how to use sound/music in a performance to create an atmosphere and consider how Theatre Practitioners sound to enhance a performance.

Geography:

History:

P.E: Development of key skills used in each Sports discipline links to development of key skills in each theatre style/genre explored at KS4. Development of team building and leadership skills through each of the sporting disciplines again links to the same skills used for performance work. Developing resilience when playing in a match links to building resilience when performing on stage.

Creative Arts: Development of key skills used for each artistic style links to the development of key skills for each theatre style/genre explored. Exploring different Artists/Fashion Designers links to exploration of Theatre Practitioners Working to a brief in Textiles links to working to a performance brief in both Component 1 and 2. Also links to discovering and exploring different roles within the respective industry and the responsibilities of those roles.

Performing Arts: Development of key skills used for each Music and Dance style/genre links to the development of key skills for each theatre style/genre explored. Development of ensemble skills in Music and Dance link to development of ensemble skills in Drama. In Music students are introduced to Music Technology which links to students using the lighting and sound decks in Drama as a lighting director for a group that is performing, especially for students who have chosen the design pathway for Component 1 and Component 2. In both Dance and Drama courses, students must have an in depth understanding of practitioners and various styles, to enhance and inform their performances and coursework. In both Dance and Drama, students must also learn how to critical analyse professional works and also write about their creative process when devising their own work.
