



PUTTING THE FUN BACK
INTO LEARNING!

Dear Parents and Guardians

Welcome to the Drama Studies Curriculum Guide,

This term the KS3 drama students are exploring Theatre through Time whilst KS2 study drama from around the world. We are travelling through a land of make believe, to New Zealand, Mexico, and Canada, back in time to the 5th century Ancient Greece, Ancient Rome, Shakespeare, the Victorian era and, Commedia dell-arte.

Grade 3

This term Grade three are learning a popular children's song and an associated dance routine to "Pick up a Book". This song encourages the children to pick up a book and read and takes them on an exciting adventure looking at characters such as Matilda and Peter Pan. They will have the opportunity to perform this on World Book day.

Grade 4

Grade four are taking a trip around the world exploring different countries such as Canada and Mexico. Practically, the students will have an opportunity to write and perform their own duologue based on a Canadian invention such as a basketball or telephone. They will be given a Mexican hat as a prop to encourage them to think about the different strategies advertisers use to sell a product. The students will be required then to create their own adverts in order to promote and advertise their Mexican hat.

Grade 5

This term grade five are exploring the country of New Zealand where they will learn about the Maori culture. They will learn and perform a traditional Maori dance called the Haka, which was originally performed by warriors before battle in New Zealand. Grade five will have the opportunity to design their own costumes by completing a mask with the Ta Moko markings which the indigenous New Zealand Maoris used to paint on their faces.

Grade 6

This term grade 6 will be exploring Ancient Greece and theatres through the 5th century. They will be learning about the structure of an amphitheatre and recreating famous characters from popular Greek myths and Legends such as Oedipus and the Sphinx. The students will use their voices and bodies to work in unison to create a chorus like the Ancient Greeks. For the theory side of drama class the student's will be evaluating themselves and their peers to establish what they have achieved in regards to their performance and how they can improve themselves in the future.

Grade 7

Grade seven will be discovering what it was like to live in the Roman era. They will explore the Roman theatres of the time including the famous Roman Coliseum and they will watch clips from the movie

Gladiator to witness what the Roman's believed to be entertainment. The students will be involved in costume design by creating their own Gladiator masks which they will wear in their final Roman performance which is a scripted piece about the King of Rome organising a banquet for his special guests. Grade seven will also be required to complete a written evaluation where they will analyse their attitude toward rehearsals and supporting their fellow peers.

Grade 8

This term, grade eight will be focussing on medieval theatre within the 13th century. They will explore morality themed role-plays as this was the main emphasis within plays of the medieval era. Practically, the students will have the opportunity to work in small groups to devise an improvisation with an emphasis on the main character being faced with a moral dilemma. They will be required to perform two contrasting scenes to show what the right or moral thing to do is as oppose to the wrong thing. Grade eight will be required to complete a written evaluation where they discuss what a morality play is and what makes a convincing argument.

Grade 9

The GCSE class will study a play called 'The Sandbox' over the next two months. It is an Absurdist play that focus on the 20th Century movement in Drama, the children will devise original drama and, most importantly, they will take part in performing pieces of drama. In some instances this work takes place individually, at other times it takes place as part of a group. Whether they take place individually or in groups, the activities of studying plays, devising drama and performing are interrelated and if the study of drama is to be meaningful to the learner, each of these three aspects needs to be balanced against the other.

The assessment objectives for the term is to create a poster for the play that is studied and to perform a duologue/scene.

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Please do not hesitate to contact us if you have any queries, we will do our best to respond as quickly as possible.

Thank you for your ongoing support,

Miss Natasha Horn & Miss Ronelle Markgraaff