



PUTTING THE FUN BACK
INTO LEARNING!

Dear Parents and Guardians

Welcome to the Drama Studies Curriculum Guide,

This month the drama students are still exploring Theatre through time. We are travelling back in time to the Medieval times where the students will devise modern morality plays and recreate a famous Shakespeare soap opera. We will then discover theatres across the globe and end the term with musical ensemble work. It has been a very successful term and we look forward to even more growth after the holidays.

Grade 3

This month Grade 3 are learning about morals and values in and outside the Drama classroom, in a fun interactive way. This scheme of work encourages the children to show respect and have integrity. Posters have been made and displayed, confidence shields have been presented and letters of gratitude written and handed out to people in class and in the community. It is wonderful seeing these children grow and develop, not only their voices and physically but also their thinking.

Grade 4

Grade four are still taking a trip around the world exploring different countries such as South Africa and China. These classes are drawing differences and similarities between fairytales and fables, identifying themes and symbols in stories and solving riddles. In class time the children are taught how to write fables and how to structure stories on storyboards.

Grade 5

This month grade five are exploring the cultural traditions of Australia and Antartica. They will learn more about indigenous storytelling and still images. They will demonstrate the ability to learn and sing a given song to melody and work together as an ensemble to create stories for performance. Grade five will have many design opportunities and will investigate the art of hot seating.

Grade 6

This term grade six will continue to explore theatres through the 5th century. They will be learning about the differences and similarities of different theatre spaces and recreate famous characters from popular moral scenarios. The students will use their voices and physical presence to work in unison to create convincing arguments. The start of comedy as we know it today will be investigated in a practical nature, Commedia dell Arte, stock characters and lazzi's will be assessed in a quiz. Practical experiments about comedy will be completed. 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 rediscovering Elizabethan theatre, England in the 1600's and will role play Shakespeare's most famous work. They will explore the thought tracking and still images to express meaning and devise new work according to guidance given in class. Most work is group work, thus ensemble, problem solving and critical thinking forms an integral part for this subject. Grade seven will also be required to complete written self-evaluations where they will analyse their attitude toward rehearsals and supporting their peers.

Grade 8

This term, grade eight will be focussing on Restoration theatre within the 16th century. They will explore gestures and role-plays as this was the main emphasis within plays of the Restoration era. Practically, the students will have the opportunity to work in small groups to devise a performance centred on given props of the time. They will be required to perform multiple scenes to show a wide variety of techniques and new insight. Grade eight will be required to complete a written evaluation where they discuss what key words of the theory and time mean and work on development of expressions for effect and reaction.

Grade 9

This term the GCSE class have looked at Drama around the world and the development of theatre through time, they are yet to study prescribed plays by analysing and interpreting it theoretically. We will end the term with Absurdism as they devise original drama and, most importantly take part in a devising process. 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 complete self-evaluation rubrics and a written assessment about all the work we have done this term.

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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