



Drama

The Super Curriculum

The Super Curriculum

Super curricular activities are those that take your regular curriculum *further*. They take the subjects you study in the classroom *beyond* that which your teacher has taught you or what you've done for home learning. For example, you may go into more depth on something you picked up in the classroom, or learn about a new topic altogether.

These activities are normally in the form of extra reading but they can take many other forms, like watching videos online, downloading podcasts, attending lectures, visiting museums or entering academic competitions.

Engaging in super curricular activities will help you develop a love for your favourite subject or subjects. In this booklet, there are a range of activities, suggested by your teachers. They are by no means exhaustive lists but should get you started. I would encourage you to share ideas and opportunities you come across with your teachers so that, over time, the recommended activities in this booklet can grow.

In the future, employers or universities will be interested to hear about what super curricular activities you have engaged in; they will be interested in what you have learnt and impressed by your efforts.

I wish you well in your pursuit of super curricular activities!

Dr Caroline Creaby
Deputy Headteacher: Curriculum

Super Curriculum – Year 7
Subject: DRAMA

 Write a 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.	 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?	 Watch a performance at The Sandpit 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?
 Create a 'How To Act' leaflet for someone that has never done drama before. Write about GEMS, working in groups and performing.	 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.	 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.
 Create a comedy mime inspired by the work of performer Charlie Chaplin. Think of a scenario and funny even that happens during the mime and don't forget to use GEMS as creatively as you can.	 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?	 Look on the digital theatre app on the Sandringham VLE and select a play to review. Write a theatre critic style review on the play, acting, set and costume.
 Write a short script for a play called 'The Day It All Went Wrong'.	 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 iMovie and costume to enhance your performance.	 Watch a film (not animated) and evaluate the performance of the lead actor or actress. Be critical, honest and constructive.



Reading task



Listening task



Research task



Creative task



Writing task



Watching task



Trip or visit



Student-led task

Super Curriculum – Year 8
Subject: DRAMA

 <p>Write a 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 The Sandpit Theatre and send 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 GEMS, working in groups 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 repeated patterns style movement sequence in a group of at least three. Take inspiration from the ones you worked on in the scheme of learning at the start of the year.</p>	 <p>Perform a scene from Romeo and Juliet that you have not already looked at in class. Which scene will you chose? How can you show the relationship between the lovers?</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 scene that focuses on two lovers that cannot be together. This should be set in modern society.</p>	 <p>Perform a monologue as either Romeo or Juliet. Explain how you feel about not being able to be with your true love. How does this make you feel? What do you plan to do?</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>



Reading task



Writing task



Listening task



Watching task



Research task



Trip or visit



Creative task



Student-led task

Super Curriculum – Year 9

Subject: DRAMA

 <p>Write a 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 The Sandpit Theatre and send 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 GEMS, working in groups 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 subject may not? Reflect on your drama work so far and the skills you have learnt/used.</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>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>Look on the digital theatre app on the Sandringham VLE and select a play to review. Write a theatre critic style review on the play, acting, set and costume.</p>
 <p>Research a case in the media involving a youth crime. Create a mind map of this case and the details of the case.</p>	 <p>Perform a monologue as a character from the play, 'DNA'. Explain how you feel about the situation and what happened in the woods.</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



Listening task



Research task



Creative task



Writing task



Watching task



Trip or visit



Student-led task

Super Curriculum – Year 10 & 11
Subject: DRAMA

C1/2: Devising Drama	C3: Presenting and Performing Texts	C4: Drama: Performance and Response
 <p>Write a monologue based on a character you have created in your Drama lessons. Be prepared to share the performance in front of an audience.</p>	 <p>Use the Digital Theatre app to watch and analyse 2 performances of a different style. For example a Frantic Assembly and a Shakespeare. What are the key stylistic differences? Identify features that you would adopt for your final performance.</p>	 <p>Watch a live production of Blood Brothers by Willy Russell. The production is on tour. Identify and make notes on how technical elements and acting skills were used to create impact on an audience.</p>
 <p>Direct a performance or take the lead in a Drama piece for House Performing Arts. Ensure that the script allows every student to perform and incorporate techniques to add depth.</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>Experiment with different staging. Use a performance that you are currently working on and perform it in different layouts – 1) End-on 2) In-the-round 3) Apron 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>Take part in extra-curricular opportunities in Drama:</p> <ul style="list-style-type: none"> • Direct a year 7 group in the Young Actors Company in preparation for their tour. • Support or take part in the Lower School Production in June (if you are in Year 10) • Take the lead in the Sandringham Actors Company for half a term. 	 <p>Go to the Sandpit Theatre and offer them your assistance when they need it. Independently fulfil that role and reflect on how your knowledge of how a professional theatre runs.</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>Go and speak to Mr Downs in the Sandpit Theatre and interview him about his role. Make notes and be ready to present your findings to your Drama teacher.</p>



Reading task



Writing task



Listening task



Watching task



Research task



Trip or visit



Creative task



Student-led task

Super Curriculum – Year 12 & 13
Subject: DRAMA

C1: Devising	C2: Text in Performance	C3: Theatre Makers in Practice
 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?	 Take part in the 'Young Actors Company' in the role of a Director. Assist the teacher in the organisation and running of extra-curricular rehearsals. Attend and support the primary school tour.	 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.
 Use the digital theatre app and watch 'Love Song' and 'Things I know to be true'. Review both performances and draw on them for inspiration.	 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.	 Use YouTube to search for different versions and interpretations of Equus. Watch them and make notes. How do they influence your understanding of how the play can be brought to life.
 Carry out online research to further broaden your understanding of Devising original theatre. http://dramaresource.com/devising-theatre/ Read 'The Director's Craft' by Katie Mitchell.	 Take part in the annual whole school production of Guys and Dolls. This could be in an acting role or offering technical support to the Sandpit Theatre. Attend rehearsals and the show nights.	 Use YouTube to search for different interpretations of 'Lysistrata'. Watch them and make notes. How do they influence your understanding of how the play can be brought to life.
 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 lower 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.



Reading task



Writing task



Listening task



Watching task



Research task



Trip or visit



Creative task



Student-led task



Sandringham School

'Everybody can be Somebody'