**The Wider Earth: National Curriculum links for Drama**

**The Wider Earth offers links to the National Drama Curriculum for Key Stages 3-5.**

**Dramatic Styles**

* Heightened realism
* Multi-disciplinary storytelling
* Visual theatre
* Puppetry

**Conventions**

* Multi-role
* Narration
* Ensemble movement

**Elements of Production**

* **Set** - End-on staging with abstract revolving set that portray changes in time and place
* **Lighting** – colour, angle intensity to portray atmosphere, place, time and tension
* **Sound** – non-diegetic sound effects of animals and places. Diegetic sound and music for atmosphere and tension. Voice-over narration.
* **Multimedia** **projections**–The illustrations projected onto the set and as the backdrop are based on the style of the Beagle’s artist- Conrad Martens.
* **Costumes** – reflective of 1800s England and the Georgian era
* **Puppetry** – a vast array of direct manipulation puppets made of wood are operated by the actors to bring to life the many animals encountered by Darwin on his journey

**Dramatic Meaning and audience effect**

The set, lighting, sound and projections work together to create strong moments of **dramatic meaning**, enabling the audience to **think** about Darwin’s life and theories and the long-lasting impact of his voyage. Audiences are immersed in Darwin’s journey of discovery and are made to **feel** the same emotions and sense of wonderment as the story unfolds and his journey around the world comes to life before their eyes.

**Knowledge and Understanding**

* Genre, form and style
* Social cultural and historical context of 1800s England and thinking around science, religion, the earth and how these things can live together in harmony
* Characterisation
* Actor voice, movement and interaction
* Language, motivation, sub-text
* The creation of mood and atmosphere
* The building of dramatic tension, climax and resolution
* Performance space and actors use of space

**Curriculum Links KS3 Drama**

Viewing live theatre is an important part of every child’s education as it expands students’ understanding of the world, people, places and ideas. Drama is a statutory part of English in the National Curriculum for England (2013). At Key Stage 3, this is realised in the expectations of the spoken language and reading components of the English curriculum. Viewing live theatre avails students with the opportunity to listen as an audience member and speak about the production in a reflective and analytical manner.

**Spoken language**

* The national curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically.
* Spoken language underpins the development of reading and writing.
* The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills.
* Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.
* All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.
* They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

**Reading**

* develop an appreciation and love of reading, and read increasingly challenging material independently. This includes plays.
* understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

**Curriculum Links KS4 GCSE Drama and KS5 A-Level Drama**

* AO1: Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice.
* AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
* AO4: Analyse and evaluate their own work and the work of others.