



Reading in DRAMA

What does it mean to be a proficient reader in Drama at Broughton High School?

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

In Drama pupils read to interrogate literature as a starting point for performance, to gather and extend contextual understanding and to support and direct creative work.

DISTINCTIVE FEATURES

1. Script/ stimulus text – interpretation, analysis & reflection on how to convey it practically.
2. Gathering contextual research.
3. Questions which prompt reflective, critical thinking and writing.
4. Interpreting instructions & guidance for creative work.
5. Applying assessment criteria to creative work.

DEMANDS AND STRATEGIES

ARC

CLOSE READING, INFERRING Intensive, slow reading and re-reading to analyse detail, reflect on playwright intention and possible interpretations, consider how to bring the text to life.
VISUALISING, DETERMINING IMPORTANCE

SYNTHESISING, MAKING CONNECTION Using contextual research to make social, historical connections to further interpretation of text.

QUESTIONING, PREDICTION Hot seating, talking in role, forum theatre, conscience alley are all techniques used to develop performance that demand questioning and prediction to be used with a script/ stimulus text.

SCANNING Pinpointing stage directions, set changes, lighting/ sound cues within a text.

SUMMARISING Creating storyboards and running order lists for texts

Texts in Drama

Play scripts

Fiction

Poetry

News Articles

Media Transcripts

Interviews, opinion pieces and theatre reviews

Song lyrics

Project Power Points

Properties lists

Lighting and sound cue lists



DISCIPLINARY LITERACY



