

KS3 Curriculum

CURRICULUM INTENT?

What does Drama help young people achieve at KS3? Why have you made these curriculum choices?

Drama is a subject in which students will learn how to collaborate with one another to make and perform both scripted and original drama. This subject develops skills in creativity, communication and collaboration. Drama also supports the delivery of the wider curriculum, reinforcing and exploring the themes, topics and texts and interpreting them for a theatrical context. Drama will allow students to explore a range of scripts, characters, stimulus, themes and topics from which they rehearse, refine and perform scripted and original performances. Students develop team work, collaboration and communication skills throughout the curriculum.

These curriculum choices have been made to provide students with a board curriculum that will engage all students and introduce them to devising their own work and provide the opportunity to study and perform scripts. Links with drama and the theatre profession and industry are also touched upon in the curriculum.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 7 Course Outline	Year 8 Course Outline	Year 9 Course Outline	Opportunities beyond the classroom
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<p style="text-align: center;">Autumn Term</p>	<p><i>Key Skills:</i> <i>To introduce students to a range of key drama skills such as still image, role play, physical theatre, vocal skills and performance skills.</i> <i>To explore facial expressions, body language and gestures to develop successful characters and still images.</i> <i>To use vocal skills to develop and explore successful characters and role plays.</i> <i>To rehearse effectively in a group to create a group performance.</i></p> <p><i>To create clear and engaging characters of Billy and his family and peers.</i> <i>To use vocal and physical skills to cooperate and direct role plays and improvisations to respond to Billy character and create appropriate performances.</i> <i>To use more drama techniques like still image, split stage, flash backs and movement in your performances</i></p> <p><i>Knowledge:</i> <i>Students can work effectively at creating imaginative still images through levels, space, facial expressions, body language and gestures.</i> <i>Can begin to use narration to develop a performance.</i> <i>Can use a split stage in a performance and show different scene, locations and characters.</i></p>	<p><i>Knowledge:</i> <i>To create and perform an extract of a play text.</i> <i>To explore an extract of a play and perform it creatively.</i></p> <p><i>To understand how a play is structured and performed.</i> <i>To understand and explore the characterisation of the key characters.</i> <i>To understand the key themes of the play.</i></p> <p><i>To explore a range of fairy tale stories.</i> <i>To create creative interpretations of the key scenes in the fairy stories.</i></p> <p><i>Key Skills:</i></p> <p><i>To learn lines, rehearse, develop and perform a short performance from the play.</i> <i>Develop effective characterisations of key characters of the extract.</i> <i>Explore vocal skills like tone, intonation and pitch to develop an effective character.</i> <i>Explore physical skills of facial expression, gestures and body language to develop an effective character.</i></p> <p><i>To use still images highlight key moments from the fairy stories.</i></p>	<p><i>Knowledge:</i> <i>To understand the key concepts of Blood Brothers, nature v nurture, motherhood and social class.</i> <i>To understand the key characters of Mickey, Eddie, Mrs Johnstone and Mrs Lyons.</i> <i>To understand how the brother relationship, friendship develops and changes.</i> <i>To perform engaging and creative extracts from the play.</i> <i>To evaluate and reflect on performances of extracts of text.</i> <i>To demonstrate knowledge of how design of lights, costume, sound and set can be used in the play to enhance the production.</i> <i>To understand how to perform and direct each character in key extracts.</i></p> <p><i>Key Skills:</i></p> <p><i>To use vocal skills of tone, intonation, pitch, accent and pace to perform a developed and detailed character of extracts of script.</i> <i>To use physical skills of gestures, body language, facial expressions and movement to develop a detailed and creative character interpretation of the characters.</i> <i>To cooperate and collaborate with peers for duologues and group work.</i> <i>To rehearse and refine performances and extracts of script.</i></p>	<p>Drama Clubs (in school and outside of school) LAMDA National theatre onlines, resources V&A Theatre and performance collections BFI</p>
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	<p><i>Students can use hot seating to introduce, explore and develop knowledge of key characters.</i></p> <p><i>Students can respond to the stimulus of Billy the Bully and develop performances based around his character.</i></p> <p><i>To use still images, role plays and improvisations to explore the causes and effects of Billy's bullying on people.</i></p>		<p><i>To develop knowledge of the characters, play and plot and able to explain this written work.</i></p>	
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<p style="text-align: center;">Spring Term</p>	<p><i>Knowledge:</i> <i>To explore tension as a drama skill.</i> <i>Devise creative characters that visit the haunted house of Darkwood manor.</i> <i>To use hot seating and role play to develop interpretations to a haunted house scene.</i></p> <p><i>To introduce students to a script.</i> <i>Understand key elements of a play – dialogue, structure and stage directions</i> <i>To explore the reality – fantasy – reality structure of the play.</i> <i>To understand the structure of Ernie's incredible illucinations</i> <i>To perform a rehearsed and creative extract of Ernie's incredible illucinations</i></p> <p><i>Key Skills:</i> <i>To develop an interesting an engaging character for Darkwood manor and use this successfully in role plays and performances.</i></p> <p><i>To explore the use of a tension walk to create suspense in your work.</i></p> <p><i>To use facial expressions and body language to develop effective characters and build tension and suspense in performances.</i></p> <p><i>To cooperate and collaborate in group work to develop effective improvisations and role plays that build on genre of</i></p>	<p><i>Knowledge:</i></p> <p>To understand and explore forum theatre as a drama technique and style of theatre. To explore the use of a spect-actors to help develop directing and acting to respond and develop specific scenes and role plays. To create effective characters that respond creatively to the role plays. To explore imaginative use of role play and forum to develop effective responses to the 4 characters and the joy riding scene.</p> <p>To explore different dramatic styles as a performance technique. To understand the use of stylised, symbolic and comedy as genres and styles of drama.</p> <p><i>Key Skills:</i> To respond creatively to forum theatre and the improvisations of the characters and the joy riding scenes.</p> <p>To use forum theatre to develop responses to improvisations and explore possible outcomes and consequences to these improvisations. To develop a crime watch style news report on the case.</p>	<p><i>Knowledge:</i> <i>To explore a stimulus to develop a creative response and creative role plays.</i> <i>To use a stimulus to develop a detailed and refined performance.</i> <i>To create characters that are well developed and inspired from a stimulus.</i> <i>To select and apply a range of drama techniques to develop a devised performance.</i> <i>To create effective response to a devised stimulus.</i> <i>To explore the stimulus of the song oh Stacey.</i> <i>Use the stimulus to explore characterisations and a range of drama techniques.</i></p> <p><i>To use flash back, split stage and role play to explore how Stacey character became a troubled teenager and how she affected Dad.</i></p> <p><i>To explore the stimulus of Billy the hero and look at the stimulus to develop clear characters and interpretations of Billy's life.</i></p> <p><i>Students can use movement as well as physical theatre, mime and narration to explore the challenges and Billy and his family face while he is on the front line.</i></p>	
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	<p><i>thriller and respond creatively to haunted house topic.</i></p> <p><i>To learn lines, rehearse, develop and perform a short performance from the play Ernie's incredible illucinations. Develop effective characterisations of key characters of Ernie, Mum and Dad and other characters.</i></p> <p><i>Explore vocal skills like tone, intonation and pitch to develop an effective character.</i></p> <p><i>Explore physical skills of facial expression, gestures and body language to develop an effective character.</i></p> <p><i>To explore the use of space and staging to develop a performances from the play Ernie's incredible illucinations.</i></p>	<p>To explore different dramatic styles of drama and apply</p> <p>To explore and develop performance skills and apply to apply to a range of difference performance styles and dramatic techniques.</p>	<p><i>Key Skills:</i></p> <p><i>To develop an effective response to a stimulus.</i></p> <p><i>To use still image, role plays, narration and split stage to develop</i></p> <p><i>To explore vocal and physical skills to create imaginative and appropriate characters.</i></p>	
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<p style="text-align: center;">Summer Term</p>	<p><i>Knowledge:</i> To introduce stylised and exaggerated characters to develop response, To use movements and physical skills to develop stylised characters like ‘Doctors who don’t’.</p> <p>To explore the use of still images to develop an understanding of life as an evacuee. To explore use of hot seating to develop an understanding of an evacuee and the characters associated with the life of an evacuee. To explore the use of role play to develop understanding of an evacuee and billeting officer. Student can understand a cliff hanger ending and perform a cliff hanger ending scene.</p> <p><i>Key Skills:</i> Collaboration in group work and as a performer. Communication as a performer and able to create engaging characters. To explore the use of stylised movements and characters as a performance style and genre. To create role plays that Interpretation of performance and able to respond Creativity in group work and able to respond appr</p>	<p><i>Knowledge:</i> To explore the origins of Theatre and the role that it has played in society over time. Theatrical conventions of a range of different styles of theatre. To develop an understanding of how to interpret a play for performance.</p> <p><i>Key Skills:</i> Collaboration in group work and as a performer. To apply and explore a range of drama techniques to develop understanding of different styles and genres and history of performance.</p>	<p><i>Knowledge:</i> To explore the play Teechers and its style of performance. To rehearse and prepare an extract of the play for performance. To explore comic timing, multi rolling and stock stylised characters.</p> <p><i>Key Skills:</i> To develop and apply theatrical skills to live performance of a script / extract of a script. To create engaging multi rolling characters through effective use of voice and physical skills. To explore vocal and physical skills to create stock characters. To explore comedy as a performance skill. To actively engage in theatre practice and develop key skills in collaboration, creativity, communication, empathy, problem solving, analysis, independence and divergent thinking.</p>	
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	Performance of appropriate styles and skills required to a performance.			
Key Independent Learning Resources			GREAT READS	
<p>The best way to learn about theatre is to take part in live performances, such as joining school drama clubs and productions and outside Drama clubs.</p> <p>Try to see as much live theatre as possible. NT Live broadcasts a number of productions to cinemas throughout the year.</p> <p>https://www.vam.ac.uk/collections/theatre-performance</p> <p>https://www.nationaltheatre.org.uk/</p> <p>https://www.rsc.org.uk/</p> <p>https://www.franticassembly.co.uk/</p> <p>https://www.chickenshed.org.uk/</p>			<p>National Theatre connections plays</p> <p>Stanislavski an actor prepares</p> <p>Brecht on theatre</p> <p>Peter Brook an empty space</p> <p>Shakespeare plays such as Romeo and Juliet, A Midsummer Night Dream, Macbeth and Hamlet.</p>	