

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 teamwork, 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.

Students will learn skills that enable them access to the rest of the current KS3 curriculum, alongside skills required in preparation for the GCSE Course.

- group work
- leadership / directing
- active listening
- using drama terminology when creating or evaluating work
- audience awareness
- verbal analysis
- communication with an audience using eye contact and projection
- staying in role

Formative Assessment Opportunities

Each lesson in each unit is designed to use formative assessment feedback from teacher or peers, for every student, using verbal, non-verbal, written, visual, and auditory feedback.

Summative Assessments

Each unit leads up to a summative assessment allowing students to demonstrate and apply their skills acquired throughout the unit using three subgenres: creating, performing, and evaluating. Every unit in KS3 has a summative assessment once a half term in which students are asked to perform in front of their classmates and evaluate their role in each section of the performance criteria.

TERM BY TERM BREAKDOWN – Knowledge acquired, and skills developed:

Year	Year 7 Course Outline	Year 8 Course Outline	Year 9 Course Outline	Opportunities beyond the classroom
Autumn Term	<p><u>Knowledge:</u> <u>Introduction to Drama – Term 1:1 – 1:2</u> Students are introduced to the following techniques in order to develop skills required for the KS3 & KS4 Curriculum: Vocal and physical skills. Narration Role play Improvisation Split stage Characterisation Physical theatre Mime Cross Cutting Flashback/Flashforward Hot Seating Natural & Non-natural acting Vocal and physical skills used to create characters. Rehearse short role plays and improvisations Perform role plays and improvisation Apply and use some drama techniques in the performances.</p> <p><u>Key Skills:</u> Learning the basic techniques of the drama curriculum to build on their skills into KS3 & KS4 To introduce students to a range of key drama skills such as still image, role play, physical theatre, vocal skills and performance skills.</p>	<p><u>Knowledge:</u> <u>Fairy Stories Gone Wrong – Term 1:1</u> <u>Pantomimes – Term 1:2</u> To explore a stimulus to develop a creative response and creative role plays. To use a stimulus of a fairy story to develop a detailed and creative interpretation of a fairy tale, using inspiration from the tales from The Brothers Grimm, challenging the stereotypes we see in these stories. To create characters that are well developed and inspired from a stimulus. To select and apply a range of drama techniques to develop a devised/scripted performance. To create an effective response to a devised or scripted stimulus. To explore the stimulus of a well-known fairy tale/pantomime. Use the stimulus to explore characterisations and a range of drama techniques.</p> <p><u>Key Skills:</u> To devise, rehearse, develop, and perform a short performance. To understand how performance is structured and performed. To apply learn skills from the previous year to this unit and to use three techniques within your performance: Slow motion, Freeze Frame, Narration, Multi-role,</p>	<p><u>Knowledge:</u> <u>Blood Brothers – Term 1:1 – 1:2</u> To understand the key concepts of Blood Brothers, nature v nurture, motherhood and social class. To understand the key characters of Mickey, Eddie, Mrs Johnstone and Mrs Lyons. To understand how the brother relationship, friendship develops and changes. To perform engaging and creative extracts from the play. To evaluate and reflect on performances of extracts of text. To demonstrate knowledge of how design of lights, costume, sound and set can be used in the play to enhance the production. To understand how to perform and direct each character in key extracts. To understand the playwright’s intentions behind the play about how rigid class systems were in the 1960s, and how your upbringing determined your opportunities in life.</p> <p><u>Key Skills:</u> To use vocal skills of tone, intonation, pitch, accent and pace to perform a developed and detailed character of extracts of script. To use physical skills of gestures, body language, facial expressions and movement to develop a detailed and creative character interpretation of the characters.</p>	<ul style="list-style-type: none"> • Drama Clubs (in school and outside of school) • LAMDA exams • National theatre online resources • V&A Theatre and performance collections • BFI • Encouragement to join amateur dramatics societies outside of school • Watching theatre performances outside of school • The school play • Singing Club • Dance Club

	<p>To explore facial expressions, body language and gestures to develop successful characters and still images.</p> <p>To use vocal skills to develop and explore successful characters and role plays.</p> <p>To rehearse effectively in a group to create a group performance.</p>	<p>Gestures, Physical Theatre, Flashbacks, Circular Narrative</p> <p>To explore a range of fairy tale stories and create an engaging, alternative view of a well-known fairy tale - imaginative interpretations of the key scenes in the fairy stories</p> <p>Develop effective characterisations of key characters of the Fairy Tale, exploring vocal skills like tone, intonation and pitch to develop an effective character.</p> <p>Explore physical skills of facial expression, gestures and body language to develop an effective character.</p>	<p>To cooperate and collaborate with peers for duologues and group work.</p> <p>To rehearse and refine performances and extracts of script.</p> <p>To develop knowledge of the characters, play and plot and able to explain this through their performances, written work, both in their understanding of the text, and also in their evaluations of their pieces.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term</p>	<p><u>Knowledge:</u></p> <p><u>Term 1:1 – Evacuees</u></p> <p><u>Term 2:2 – Darkwood Manor</u></p> <p>To explore tension as a drama skill.</p> <p>Devise creative characters that visit the haunted house of Darkwood manor.</p> <p>To use hot seating and role play to develop interpretations to a haunted house scene.</p> <p>To explore the use of still images to develop an understanding of life as an evacuee.</p> <p>To explore use of hot seating to develop an understanding of an evacuee/a Darkwood manor character and the characters associated with the life of an evacuee.</p> <p>To explore the use of role play to develop understanding of an evacuee and billeting officer/Darkwood manor character.</p> <p>Student can understand a cliff hanger ending and perform a cliff hanger ending scene, alongside creating suspense and tension in their pieces.</p> <p><u>Key Skills:</u></p>	<p><u>Knowledge:</u></p> <p><u>Term 2:1 - Face</u></p> <p><u>Term 2:1 – Adverts</u></p> <p>To communicate effectively by listening and speaking.</p> <p>To demonstrate a positive attitude toward themselves and others in relation to challenging negative stereotypes around body image.</p> <p>To express their feelings of wonder and curiosity about the world and explore them in a safe and supportive environment.</p> <p>To identify feelings and emotions and express them in acceptable ways.</p> <p>To demonstrate respect for others in group situations and work co-operatively with others.</p> <p>communicate ideas (thoughts, feelings, experiences) for specific purposes when devising/</p> <p>To demonstrate the ability to move and control their bodies in space and time (e.g., by creating tableaux in small groups).</p> <p>To defend a point of view through speaking and writing in role.</p>	<p><u>Knowledge:</u></p> <p><u>Term 2:1 – Craig & Bentley – Miscarriage of Justice</u></p> <p><u>Term 2:2 – Blackout</u></p> <p>To explore a stimulus to develop a creative response and creative role plays.</p> <p>To use a stimulus to develop a detailed and refined performance.</p> <p>To create characters that are well developed and inspired from a stimulus.</p> <p>To select and apply a range of drama techniques to develop a devised performance.</p> <p>To create effective response to a devised stimulus.</p> <p>To explore the stimulus of the story of Craig and Bentley, alongside other famous miscarriages of justice, and use them to recreate, or devise a performance highlighting a miscarriage of justice, with Theatre In Education being the focus.</p> <p>Use the stimulus to explore characterisations and a range of drama techniques.</p> <p>Students can use movement as well as physical theatre, mime and narration to explore the challenges that key</p>	

<p>To develop an interesting an engaging character for Darkwood manor and use this successfully in role plays and performances.</p> <p>To explore the use of a tension walk to create suspense in their work.</p> <p>To work co-operatively with others and demonstrate respect for others in group situations.</p> <p>To express their feelings of wonder and curiosity about the world in a safe, supportive environment.</p> <p>To use facial expressions and body language to develop effective characters and build tension and suspense in performances.</p> <p>To cooperate and collaborate in group work to develop effective improvisations and role plays that build on genre of thriller and respond creatively to the topic of Pirates.</p> <p>To learn lines, rehearse, develop and perform a short performance from the play Ernie's incredible Illucinations.</p> <p>Develop effective characterisations of key characters of Ernie, Mum and Dad and other characters.</p> <p>Explore vocal skills like tone, intonation and pitch to develop an effective character.</p> <p>Explore physical skills of facial expression, gestures and body language to develop an effective character.</p> <p>To explore the use of space and staging to develop a performance from the play 'Ernie's Incredible Illucinations'.</p>	<p>To use flash back, split stage and role play to explore how Martin feels after suffering from a facial disfigurement.</p> <p>To understand how by judging a person by the way they look can be damaging to someone's mental well-being.</p> <p>To question their ideas of our perception of appearance and challenge their thinking.</p> <p>Key Skills:</p> <p>To demonstrate an understanding of a character's point of view through writing and speaking in role and use this in their performances.</p> <p>To demonstrate the ability to concentrate while in role in drama (e.g., during an improvisation).</p> <p>To communicate ideas and information for specific purposes and to specific audiences, both written and verbally.</p> <p>To use multimedia when creating an engaging, comical, advert that sort identify an issues that needs fixing, solve the problem, and make decisions on how to gauge an audience to need your chosen product.</p> <p>To organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details.</p> <p>To explore different dramatic styles as a performance technique and to understand the use of stylised, symbolic and comedy as genres and styles of drama.</p> <p>To use forum theatre to develop responses to improvisations and explore possible outcomes and consequences to these improvisations.</p> <p>To develop a crime watch style news report on the case.</p> <p>To explore and develop performance skills and apply to apply to a range of difference performance styles and dramatic techniques.</p>	<p>characters face in their chosen stories displaying a miscarriage of justice.</p> <p>Key Skills:</p> <p>To develop an effective response to a stimulus.</p> <p>To use still image, role plays, narration and split stage to develop an effective, respectful, and educational performance that informs and engages the audience.</p> <p>To explore devising using non-naturalistic techniques to explore abstract theatre.</p> <p>To explore vocal and physical skills to create imaginative and appropriate characters for their chosen stories.</p> <p>Explore stimulus related to the Craig and Bentley case.</p> <p>Understand what an injustice is, and how that has been presented in the media.</p> <p>Exploring how to portray a known story and turn it into a devised piece.</p> <p>Exploring the works of Antonin Artaud and Bertolt Brecht to effectively bring the case studies to life.</p> <p>Create an interpretation and role play using drama techniques to explore stimulus of an injustice, using physical theatre, choral movement, multirole and representational theatre to interpret key characters through an effective use of physical and vocal skills.</p> <p>To effectively produce a meaningful, effective and moving piece of theatre that highlights a case of injustice.</p> <p>To apply stylistic conventions of theatre to create and perform a stylised, dynamic, and engaging performance of selected scenes from the play 'Blackout' by Davey Anderson inspired by the work of Brecht.</p>
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Summer Term	<p>Knowledge: <u>Term 3:1: Ernie’s Incredible Illucinations</u> <u>Term 3:2: Pirates</u> To introduce stylised and exaggerated characters to develop response, To use movements and physical skills to develop stylised characters To introduce students to a script. Understand key elements of a play – dialogue, structure and stage directions To explore the reality – fantasy – reality structure of the play. To understand the structure of ‘Ernie's Incredible Illucinations’ and how to stage an extract of the play. To explore the origins of pirates, including the history behind sea shanties – how any why they were created.</p> <p>Key Skills: To perform a rehearsed and creative extract of Ernie's incredible Illucinations 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 to a stimulus and devise a performance that is engaging, dynamic, comical, and well-rehearsed. Creativity in group work and able to respond appropriately to a stimulus. Performance of appropriate styles and skills required to a performance.</p>	<p>Knowledge: <u>Term 3:1: Physical Theatre</u> <u>Term 3:2: Joy Riding</u> To respond creatively to forum theatre and the improvisations of the characters and the joy riding scenes. 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. To explore the origins of theatre and the role that it has played in society over time. To explore Theatrical conventions of a range of different styles of theatre.</p> <p>Key Skills: To develop an understanding of how to interpret a play for performance. To collaborate in group work and as a performer, suggesting ideas and effectively building on said ideas to produce an engaging, dynamic performance. To apply and explore a range of drama techniques to develop understanding of different styles and genres and history of performance. Learners will explore and develop physical theatre forms and techniques, applying them in a performance to an audience. To use and combine many techniques; to express themselves, not solely through acting or dance, but through a diverse range of art forms.</p>	<p>Knowledge: <u>Term 3:1: Too Much Punch For Judy</u> <u>Term 3:2: Scripts and Devising</u> To rehearse and prepare an extract of the play for performance. To explore the genre of ‘Theatre in Education’ and understand and apply this technique in their performance. To explore comic timing, multi rolling and stock stylised characters. To explore the development of a devised piece, from start to finish and to be able to accurately reflect on crucial stages of development. To demonstrate an understanding of a character’s point of view through writing and speaking in role and use this in their performances. To explore different dramatic styles as a performance technique and to understand the use of stylised, symbolic and comedy as genres and styles of drama.</p> <p>Key Skills: 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 communicate ideas and information for specific purposes and to specific audiences, both written and verbally. 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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	To communicate ideas and information for specific purposes and to specific audiences, both written and verbally.	To communicate ideas and information for specific purposes and to specific audiences, both written and verbally. To explore a multi-layered genre that includes movement, mime, acrobatics, and clowning, as well as more traditional forms of acting, and put them into a performance piece.	To learn lines, rehearse, develop and perform a short performance from the play Too Much Punch For Judy. Develop effective characterisations of key characters of Ernie, Mum and Dad and other characters. To perform a devised or scripted piece whilst exploring vocal and physical skills to create imaginative and appropriate characters for their chosen stories.
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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. 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 https://www.nationaltheatre.org.uk/ https://www.rsc.org.uk/ https://www.franticassembly.co.uk/ https://www.chickenshed.org.uk/ www.anglepd.co.uk/vtol www.dv8.co.uk www.iainfisher.com/berkoff www.surrey.ac.uk/NRCD www.vam.ac.uk/collections www.vincentdt.com www.volcanothatre.co.uk</p>	<p>KS3:</p> <ul style="list-style-type: none"> • The Curious Incident of the Dog in the Night time by Mark Haddon • The Diary of A Young Girl by Anne Frank • Noughts and Crosses by Malorie Blackman • Refugee Boy by Benjamin Zephaniah • National Theatre: All About Theatre by National Theatre • Blood Brothers by Willie Russell • Face by Benjamin Zephaniah • Grimm Tales: For Young and Old by Philip Pullman