

# KS3 Drama

# Curriculum Overview

## Curriculum Intent

In drama the skills, discipline and confidence students will learn will last a lifetime.

Drama is a unique, powerful subject that blends artistic practice with physical and mental activity. Drama has an affirmative impact on young people's education and offers opportunities for all young people to gain knowledge and skills in performance, creative and analytical skills. The topics studied within drama enable students to understand the world they live in, develop their own cultural capital as well as develop and raise their own aspirations and the overall culture of the school.

Drama cultivates a passion of lifelong learning and enjoyment as well as establishes key life skills along the way. These skills include soft skills such as public speaking, working under pressure and to a short deadline and group skills. It also includes performance skills such as acting skills, creating a role, understanding devising techniques and evaluating and analysing texts

Students learn a variety of different drama genres, from Shakespeare to slapstick and we align much of our curriculum with the English department to ensure the skills and knowledge are fully embedded.

## How is this curriculum assessed at THA?

Assessment is on-going within class as well as a formal assessment at the end of the term. This end of term performance allows the students to demonstrate the skills they have learnt across the unit. We assess the following areas

- Making: How students work together and interact as a group/giving ideas
- Performing: Students perform work to class peers/invited audiences.
- Responding: Being able to feedback on the work of others as well as self-assess.

## Cross Curricular Links

Music, Dance, English and History

## How this prepares students for their next stage of education/employment

**Drama is an invaluable tool that enables students to access the next stage of their career. This includes:**

- Public speaking/oracy**
- Leadership skills**
- Evaluative skills**
- Time management**
- Working under pressure/to a deadline**
- Creative thinking**
- Articulation**
- Group skills**



		<ul style="list-style-type: none"><li>-Presenting work &amp; ideas</li><li>-Analytical skills</li><li>-Exploring the world we live in</li><li>-Expression</li></ul>
	<b>Enrichment Opportunities</b>	<b>Resources/Materials to Support Learning</b>
	<p>Students have the opportunity to take part in after school drama clubs including a school production. We also organise trips to the theatre as well as inviting guest speakers/artists who provide workshops and sessions. Year 9 students work with local primary schools and deliver Shakespeare project which includes leading drama activities with year 5.</p>	<p>The following maybe used to support learning at KS3:</p> <ul style="list-style-type: none"><li>• Trestle masks</li><li>• Play texts</li><li>• Music</li><li>• Props</li><li>• Shakespeare short texts</li><li>• National theatre online</li><li>• Visits</li><li>• TV and Theatre</li></ul>



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<b>Topic: WW2 - Devised</b>	<b>Topic: A Christmas Carol</b>	<b>Topic: Lord of the flies</b>	<b>Topic: Macbeth</b>	<b>Topic: Trestle Mask</b>	<b>Topic: The Kings New Clothes</b>
	<b>Key Knowledge:</b>  Devising techniques <ul style="list-style-type: none"> <li>Flash back/forward</li> <li>Marking the moment (slow motion)</li> <li>Mirroring (chorus)</li> <li>Counterpointing</li> </ul> Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character objective, status, actor objective</li> </ul>	<b>Key Knowledge:</b>  Devising techniques <ul style="list-style-type: none"> <li>Freeze frames</li> <li>Status and power</li> <li>Marking the moment</li> <li>Counterpointing</li> </ul> Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character objective, status, actor objective</li> </ul> Text and Performance Analysis-more detailed as Shakespeare <ul style="list-style-type: none"> <li>reading a script</li> <li>evaluating performance</li> <li>interpreting character</li> <li>performing character</li> <li>evaluating character</li> </ul>	<b>Key Knowledge:</b>  Devising techniques <ul style="list-style-type: none"> <li>Freeze frame</li> <li>Status</li> <li>Counterpointing</li> </ul> Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character objective, status, actor objective</li> </ul> Text and Performance Analysis-more detailed as Shakespeare <ul style="list-style-type: none"> <li>reading a script</li> <li>evaluating performance</li> <li>interpreting character</li> <li>performing character</li> <li>evaluating character</li> </ul>	<b>Key Knowledge:</b>  Devising techniques <ul style="list-style-type: none"> <li>Freeze frames</li> <li>Chorus</li> <li>Slow motion</li> <li>Soundscape</li> </ul> Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character objective, status, actor objective</li> </ul> Text and Performance Analysis-more detailed as Shakespeare <ul style="list-style-type: none"> <li>reading a script</li> <li>evaluating performance</li> <li>interpreting character</li> <li>performing character</li> <li>evaluating character</li> </ul>	<b>Key Knowledge:</b>  Devising techniques <ul style="list-style-type: none"> <li>Narration</li> <li>Flashback/forward</li> <li>physical theatre</li> <li>Clocking the audience</li> <li>Narration</li> </ul> Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character objective, status, actor objective</li> </ul>	<b>Key Knowledge:</b>  Devising techniques <ul style="list-style-type: none"> <li>Chorus</li> <li>Freeze</li> <li>Physical Theatre</li> <li>Soundscape</li> <li>Slo-mo</li> </ul> Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character objective, status, actor objective</li> </ul> Text and Performance Analysis-more detailed as Shakespeare <ul style="list-style-type: none"> <li>reading a script</li> <li>evaluating performance</li> <li>interpreting character</li> <li>performing character</li> <li>evaluating character</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Key Skills:</b> Secondary skills <ul style="list-style-type: none"> <li>Oracy</li> <li>Confidence</li> <li>Resilience</li> <li>Independence</li> <li>Creativity</li> <li>Group work</li> <li>Working to at time limit</li> <li>Working under pressure</li> </ul>	<b>Key Skills:</b> Secondary skills <ul style="list-style-type: none"> <li>Oracy</li> <li>Confidence</li> <li>Resilience</li> <li>Independence</li> <li>Creativity</li> <li>Group work</li> <li>Working to at time limit</li> <li>Working under pressure</li> </ul>	<b>Key Skills:</b> Secondary skills <ul style="list-style-type: none"> <li>Oracy</li> <li>Confidence</li> <li>Resilience</li> <li>Independence</li> <li>Creativity</li> <li>Group work</li> <li>Working to at time limit</li> <li>Working under pressure</li> </ul>	<b>Key Skills:</b> Secondary skills <ul style="list-style-type: none"> <li>Oracy</li> <li>Confidence</li> <li>Resilience</li> <li>Independence</li> <li>Creativity</li> <li>Group work</li> <li>Working to at time limit</li> <li>Working under pressure</li> </ul>	<b>Key Skills:</b> Secondary skills <ul style="list-style-type: none"> <li>Oracy</li> <li>Confidence</li> <li>Resilience</li> <li>Independence</li> <li>Creativity</li> <li>Group work</li> <li>Working to at time limit</li> <li>Working under pressure</li> </ul>	<b>Key Skills:</b> Secondary skills <ul style="list-style-type: none"> <li>Oracy</li> <li>Confidence</li> <li>Resilience</li> <li>Independence</li> <li>Creativity</li> <li>Group work</li> <li>Working to at time limit</li> <li>Working under pressure</li> </ul>
	<b>Topic:</b> <b>Drama skills, Duologue and Perform to Invited Audience</b>	<b>Topic:</b> <b>Physical Theatre, Commedia Dell'Arte, Mask, Stage Fighting, Tension States</b>	<b>Topic:</b> <b>Devising Work, Social Media and Identity</b>	<b>Topic:</b> <b>Text work - Kill Jill or Choice to suit the group. Looking at work of Mark Wheeler to see how devising skills are incorporated into text.</b>	<b>Topic:</b> <b>Primary school project: Shakespeare WHOOSH</b>	
Year 9	<b>Key Knowledge:</b> Re-Cap of all core and secondary skills  Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character objective, status, actor objective</li> </ul> Text and Performance Analysis-more detailed as Shakespeare	<b>Key Knowledge:</b> Devising techniques <ul style="list-style-type: none"> <li>Physical theatre</li> <li>Chorus</li> <li>Repetition</li> </ul> Echo <ul style="list-style-type: none"> <li>Building on these to develop new ones with focus on developing physicality skills.</li> </ul> Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> </ul>	<b>Key Knowledge:</b> All the Devising techniques to be covered  Focus on performing and evaluating the work of others  Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character objective, status, actor objective.</li> </ul>	<b>Key Knowledge:</b> All the Devising techniques to be covered plus more complex ones from the text. Devising a role via off text improvisations  Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character objective, status, actor objective.</li> </ul>	<b>Key Knowledge:</b> All devising skills learnt now put to a final piece to present  Analysing text and evaluating the work of others  Creating a role <ul style="list-style-type: none"> <li>Voice</li> <li>Face</li> <li>Body</li> <li>Gesture</li> <li>All other aspects such as subtext, character</li> </ul>	<b>Key Knowledge:</b> As per Term 5 as well as developing the skill of performing to large audience and teaching devising, creating a role, and text and performance analysis to others.

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