

KS3 Curriculum Overview: Drama Y7

“Learning to explore ideas and growing a love of Drama whilst understanding what the body and voice can do in a space”

Rationale: In Y7 we endeavour to introduce the values of Drama as a subject to be enjoyed but also present that its use extends beyond solely being used for a school production or role play and begin to craft performance choices. We embed expectations of **confidence and kindness** for each other and **resilience** as students will see Drama as a tool for expression and exploration, to instil confidence in sharing their opinions through dialogue.

Students will look at this via our assessment framework which is rooted in the skills we have identified as at the heart of Drama learning for all. The “Drama Skills for life” of **Collaboration, Imagination, Creation and Reflection** which show an evolution from solely “creating performing and responding” and instead nurture and respect that drama harbours skills for any future.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Reading	Key vocab	Knowledge/Skills End Points
SOL 1 7 Lessons	<p><u>An introduction to Drama performance, creation and reflection</u></p> <p>Students will be introduced and explore the 4 skills (Collaboration, Imagination, creation and reflection) that are part of Drama skills for life we have allocated as core to our curriculum as well as being introduced to some skills for performance and rehearsal</p>	<p>Progress check in form of DIRT sheet for students to document self reflection from the self, teacher and peer verbal feedback they have received and set their next steps priorities. This is not marked but a self reflection</p>	<p>3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity</p>	<p>Available on the R Drive for staff</p> <p>Any required resources for students loaded onto Class Charts</p>	<p>Clear instruction</p> <p>Modelling reading</p> <p>Breaking up and turn taking through Shakespeare script. (The Tempest A1 S1)</p> <p>Repetition will encourage reflection on vocal practice and impact to the audience</p> <p>Sentence stems to encourage reflection</p>	<p>Collaboration, Imagination, creation and reflection</p> <p>Script, voice</p>	<p>Threshold concepts:</p> <p>Learn the importance and significance of collaboration, imagination creation and reflection</p>

SOL2 7 Lessons	<p><u>Essential skills in Drama</u></p> <p>Students will look at drama rehearsal and performance techniques to enhance naturalistic and non-naturalistic drama</p>	<p>At the end of this scheme students and staff will peer, self and teacher assess and feedback as to whether they are: "standing", (3) "walking", (2) "running"(2 or 1) or "flying" (1) in: Collaboration, Imagination, creation and reflection.</p> <p>This is recorded and will be averaged to state whether they are 1- above, 2- in line or 3- below expectation.</p>	3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity	<p>Available on the R Drive for staff</p> <p>Any required resources for students loaded onto Class Charts</p>	<p>Pre-teaching of tier 2 and tier 3 vocabulary</p> <p>Glossary that is embedded into lessons</p>	<p>Tableau/x or frozen picture, thought tracking, proxemics , body language, facial expressions, stereotypes</p>	<p>Threshold concepts:</p> <p>-Students should collaborate and know some devising and rehearsal techniques for scripted and creating devised Drama</p> <p>-Students will reflect on how techniques make them feel as an audience member</p>
SOL 3 6 Lessons	<p><u>Comical characters</u></p> <p>-Students will look at physical skills of comedy through different forms but the priority of focus will be on body communication</p>	<p>Progress check in form of DIRT sheet for students to document self reflection from the self, teacher and peer verbal feedback they have received and set their next steps priorities. This is not marked but a self reflection</p>	3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity	<p>Available on the R Drive for staff</p> <p>Any required resources for students loaded onto Class Charts</p>	<p>Modelling</p> <p>WAGOLLS</p> <p>Shared analysis and Socratic dialogue</p>	<p>Levels, characterisation, exaggeration, body language, status, Gait, mime, levels, space, facial expression</p>	<p>Threshold concepts:</p> <p>- To work collaboratively in the devising process and performance of a chosen story/character</p> <p>-To imagine characters and how they can be portrayed physically</p> <p>-To create characters that show status and exaggeration</p> <p>-To reflect on how we use physicality</p>
SOL 4 (7 lessons)	<p><u>Theatre History</u></p> <p>Students will sample a selection of a timeline of theatre history and see how theatre differed in the audience experience up to modern day.</p>	<p>At the end of this scheme students and staff will peer, self and teacher assess and feedback as to whether they are: "standing", (3) "walking", (2) "running"(2 or 1) or "flying" (1) in: Collaboration, Imagination, creation and reflection.</p>	3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity	<p>Available on the R Drive for staff</p> <p>Any required resources for students loaded onto Class Charts</p>	<p>Pre-teaching terminology with phonetic spell outs of challenging language</p>	<p>Tragedy, comedy, genre, audience</p>	<p>Threshold concepts:</p> <p>-Students will collaborate and create scenes from a script in a range of periods or style</p> <p>-Students will imagine how it would be to perform in a specific period or style</p>

		This is recorded and will be averaged to state whether they are 1- above, 2- in line or 3- below expectation.					-Students will reflect on their ability to show different styles and periods of acting and their impact on the audience
SOL 5 6 Lessons	<u>War Horse</u> We look at Michael Morpurgo's tale of a relationship between a boy and his horse. We also look how this is conveyed on stage from the page. We research and explore the backdrop and context which affects the characters lives in the script.	At the end of this scheme students and staff will peer, self and teacher assess and feedback as to whether they are: "standing", (3) "walking", (2) "running"(2 or 1) or "flying" (1) in: Collaboration, Imagination, creation and reflection. This is recorded and will be averaged to state whether they are 1- above, 2- in line or 3- below expectation.	3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity	Available on the R Drive for staff Any required resources for students loaded onto Class Charts	Modelled read through and highlighting of text Modelled reflection responses (Oracy) to practical work	Marking the moment, context, soundscapes	Threshold concepts: -Students will reflect on historical contexts. -Students will use contexts to imagine how characters will think, feel and behave -Students will collaborate to use these contexts in creating thoughtful scenes from the page to the stage
SOL 6 5 lessons	<u>Zombies</u> Students construct characters and a storyline conforming to a dramatic structure	Progress check in form of DIRT sheet for students to document self reflection from the self, teacher and peer verbal feedback they have received and set their next steps priorities. This is not marked but a self reflection	3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity	Available on the R Drive for staff Any required resources for students loaded onto Class Charts	Pre-teaching terminology Diagrams to explain	Structure, characterisation plot	Threshold concepts: -Students will collaborate to create a story in a specific genre in the devised form -Students will create well developed characterisation -Students will imagine scenarios in a genre conforming to a structure -Students will reflect on their process and progress

KS3 Curriculum Overview: Drama Y8

“Building on basic Characterisation to see what else theatre can look like”

Rationale: In Y8 we **continue to instil a love of creativity in expression**. We will refresh the key skills previously learnt in **voice and physical skills** and see how these combine together to build impact through other forms of Drama after Y7 and incorporate newer devices at a higher level again observing the interaction between vocal and physical skill.

Students will look at this via our assessment framework which is rooted in the skills we have identified as at the heart of Drama learning for all. The “Drama skills for life” of **Collaboration, Imagination, creation and reflection**.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Reading	Key vocab	Knowledge/Skills End Points
Y8 Term 1A 6 lessons	<u>“Horror school”</u> Students will look at the genre of horror and learn more about how to craft stories for particular aims such as atmosphere and tension	Progress check in form of DIRT sheet for students to document self reflection from the self, teacher and peer verbal feedback they have received and set their next steps priorities. This is not marked but a self reflection	3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity	Available on the R Drive for staff Any required resources for students loaded onto Class Charts	Scaffolded tasks with frames and WAGOLL Key words explained	Atmosphere, Devising, improvisation, narration, emphasis, Tone, pause	Threshold concepts: - Collaborate to make an engaging story - Imagining characters and story lines that fit into a genre - Creation of characters that add to the story telling - Reflection on impact and if we create the desired intent
Y8 Term 1B 7 lessons	<u>Comedy characters and storylines “The Heist”</u> This SOL aims to widen the perspective on how we create comedy and examine the physicality of comedy narratives	At the end of this scheme students and staff will peer, self and teacher assess and feedback as to whether they are: “standing”, (3) “walking”, (2) “running”(2 or 1) or “flying” (1) in: Collaboration, Imagination, creation and reflection. This is recorded and will be averaged to state whether they are 1-	3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity	Available on the R Drive for staff Any required resources for students loaded onto Class Charts	Diagrams WAGOLLs	Status, physicality, Characterisation, structure, stereotypes, improvisation	Threshold concepts: - Create work with identified audience intentions - Imagine fictional storylines and characters - Reflect on impact of narrative choices - Collaborate to use physical skills to make impact

		above, 2- in line or 3- below expectation.					
Y8 Term 2A 9 lessons	<p><u>Theatre is not just acting</u></p> <p>Students will study and watch a production and hone in on other design elements involved in theatre making</p>	<p>Progress check in form of DIRT sheet for students to document self reflection from the self, teacher and peer verbal feedback they have received and set their next steps priorities. This is not marked but a self reflection</p>	<p>3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity</p>	<p>Available on the R Drive for staff</p> <p>Any required resources for students loaded onto Class Charts</p>	<p>Annotation</p> <p>Modelling</p>	<p>Symbolism, choices/ intentions</p>	<p>Threshold concepts:</p> <p>-Reflect on impact of narrative choices</p> <p>-Look at how theatre makers Collaborate to make theatre</p>
Y8 Term 2B 4 lessons	<p><u>Brecht and moral theatre</u></p> <p>We look at some of the techniques of Brecht's theatre and how it affected the audience using specific strategies.</p>	<p>At the end of this scheme students and staff will peer, self and teacher assess and feedback as to whether they are: "standing", (3) "walking", (2) "running"(2 or 1) or "flying" (1) in: Collaboration, Imagination, creation and reflection.</p> <p>This is recorded and will be averaged to state whether they are 1- above, 2- in line or 3- below expectation.</p>	<p>3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity</p>	<p>Available on the R Drive for staff</p> <p>Any required resources for students loaded onto Class Charts</p>	<p>Modelling</p> <p>Pre taught/ demonstrated vocabulary</p> <p>Use of analogy and familiarisation</p>	<p>Symbolism, choices/ intentions, placard, narration, breaking the 4th wall, stereotypes, tone</p>	<p>Threshold concepts:</p> <p>-Create characters and narratives with a moral/ didactic purpose</p> <p>-Imagine Non-natural characters and how their choices reflect a purpose</p> <p>-Reflect on impact of choices</p> <p>- Collaborate to make non-naturalistic theatre that narrates a message</p>

Y8 Term 3A and B 11 lessons	<p><u>Noughts and Crosses</u></p> <p>We look at the play text and examine human behaviour as documented by Malorie Blackman and how these characterisations are portrayed. Students will transfer all they have learned to transfer the text from the page to the stage.</p>	<p>DIRT reflection at midway.</p> <p>At the end of this scheme students and staff will peer, self and teacher assess and feedback as to whether they are: "standing", (3) "walking", (2) "running"(2 or 1) or "flying" (1) in: Collaboration, Imagination, creation and reflection.</p> <p>This is recorded and will be averaged to state whether they are 1- above, 2- in line or 3- below expectation.</p>	<p>3* Flipped learning tasks to aid reconnection in next lessons Ri5 activity</p> <p>-Line learning</p>	<p>Available on the R Drive for staff</p> <p>Any required resources for students loaded onto Class Charts</p>	<p>Analysis of imagery to create similarities/ comparisons</p> <p>Key words explained with synonyms</p> <p>Key parts of the text modelled and deep read</p>	<p>Prejudice, discrimination, status, rehearsal, proxemics</p>	<p>Threshold concepts:</p> <p>-Imagine alternate cultures and realities -create worlds which generate discussion on society -Reflect on the impact of actions -Collaborate to create moods and atmospheres for audiences</p>
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