

Key Stage 3: Drama Curriculum Map 2022-23

Prior Learning:

At KS1 and 2 the aim was for students to:

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

- *Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.*
- *Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.*
- *In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.*
- *Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*

Curriculum Intent:

Our Drama Curriculum aims to give students the opportunity to try new genres and styles of drama. To grow and share their passion for theatre whether that is on stage or behind the scenes. Students are able to develop skills and confidence through lesson work and extra curricular clubs. Students are given time to be creative and develop ideas to devise theatre. Students will work with different people both students and external practitioners in the hope that this will push their confidence and team skills. Through weekly structured lessons and extra curricular clubs it is our aim to develop skills that not only support learning and development at KS4 but provide students with lifelong soer skills that support progress into college and the workplace and help improve social mobility.

SMSC: Students explore theatre practitioners and plays from various cultures and time periods. They will learn about the different themes from scenes and scripts. Students will discuss reflect and feedback on characters point of view as well as give feedback on practical peer performances. Students are encouraged to support their answers giving reason.

ORACY: Developing Oracy through Drama is key. This is our main tool to discuss and share ideas. Students are given roles to encourage everyone to actively participate in discussions.

LITERACY/NUMERACY/IT: IT is used to support research tasks and evaluations. Literacy is used in every lesson with marking in the moment and oracy tasks.

Year 7

	Autumn Term	Spring Term	Summer Term
Module Title	Introduction to Drama	Pantomime	Charlie and the Chocolate Factory

Learning Focus	<p>Students are introduced to basic Drama techniques used throughout the curriculum. Students will develop team building skills as well as oracy skills. Students will learn how to structure and edit a story using Freeze frames. They will develop the character and storyline around the theme of judging others. Students will perform and evaluate and give peer feedback.</p>	<p>Students are focusing on displaying emotion through the body. Students further develop their awareness of their physicality through their Pantomime roles/stock characters. Students are beginning to explore Stock Characters and the different use of body and voice.</p>	<p>Students will learn stage directions and rehearsal technique to develop their understanding on how to prepare for a scripted play. Students will use knowledge they have gained from the previous terms to create a character, design a costume and set and perform a short, scripted scene.</p>
Careers Focus	<p>Links to careers – How body language and posture are important when meeting or addressing others.</p>	<p>Students to work within groups to complete practical tasks. Students will have specific role and will need to reflect on how well they worked in that role and as part of a team.</p>	<p>Students will work towards deadlines. Students will look at the role of the Actor and Director. Links to creative thinking, speaking and listening, planning and leading and taking ownership over their working.</p>
Assessment	<p>Students can devise and implement freeze frames to convey storylines and meaning much like a storyboard of events.</p>	<p>Students can identify stock characters in pantomime and convey through appropriate physical skills.</p> <p>Students make clear physical and vocal choices in characterisation, and generally commit to these. Freeze frame is clear and include attributes of the pantomime genre. Students can project most of the time and are aware where your audience is.</p>	<p>Students can use vocal skills</p> <ul style="list-style-type: none"> • <i>accent</i> • <i>emphasis</i> • <i>pace and rhythm</i> • <i>pause</i> • <i>pitch</i> • <i>quality</i> • <i>resonance</i> • <i>tone</i> • <i>volume</i> <p>and physical skills</p> <ul style="list-style-type: none"> • movement, • body language, <ul style="list-style-type: none"> • posture, • gesture, • stillness,

			<ul style="list-style-type: none"> • facial expression; • eye contact, <p>to create character for scripted scenes.</p>
	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation

Year 8			
	Autumn Term	Spring Term	Summer Term
Module Title	Darkwood Manor	Superheroes	Devising
Learning Focus	<p>Students will explore the genre of horror. There will be a focus on Physical theatre and soundscapes to create atmosphere. Students will develop their physicality skills focusing on telling a story through the body.</p>	<p>Students will recall prior knowledge from year 7 and look at creating a narrative using basic. Drama skills such as freeze frame, thought track and proxemics. Students will select and edit freeze frames to create a narrative. Using their knowledge on stock characters they will create their own superhero and villain focusing on characterisation through voice and body language.</p>	<p>Students will use all prior learning of creative and dramatic techniques and implement them in a their own devised piece. Students will be given a stimulus to work through and production role. Students are given the opportunity to develop their creative. Oracy and Leadership skills through this scheme.</p>

Careers Focus	Links to careers – How body language and posture are important when meeting or addressing others.	Students to work within groups to complete practical tasks. Students will have specific role and will need to reflect on how well they worked in that role and as part of a team.	Students will work towards deadlines. Students will look at the role of the Actor and Director.
Assessment	Students can identify the genre horror. They can use vocal skills to create soundscapes and build tension.	Students can review and identify stock characters and create a narrative storyline using clear structure including flashbacks, flock dance and exaggeration to create moments of comedic relief.	Students will review physical and vocal skills and apply this to performance. Students will identify <ul style="list-style-type: none"> the ideas, themes and settings they have considered for the devised piece in response to the stimulus they chose their research findings their own dramatic aims and intentions the dramatic aims and intentions of the piece as a whole.
	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation

Year 9			
	Autumn Term	Spring Term	Summer Term
Module Title	Shakespeare	Trailer	Devising

<p>Learning Focus</p>	<p>Students will look at the script and themes of the play. They will look at approaching Shakespeare in a practical way making it less intimidating. Using physical language to help break down the barriers of Shakespearean language. Students will make links from the play to current day. This will also support GCSE English with how to approach Shakespeare.</p>	<p>Students will look at the difference between stage and film. Focus on scene selection to engage an audience. Students will create storyboards and look at design for costume. Students will look at comparing voice and physicality for stage and film.</p>	<p>Students will look at different theatre practitioners and link their prior knowledge of drama conventions to the practitioner. Students will create short scenes influenced by a chosen practitioner and theme. Students will learn how to use a practitioners influence to create a piece of theatre.</p>
<p>Careers Focus</p>	<p>Links to careers – How body language and posture are important when meeting or addressing others.</p>	<p>Students to work within groups to complete practical tasks. Students will have specific role and will need to reflect on how well they worked in that role and as part of a team.</p>	<p>Students will work as part of a team developing team building and leadership skills. Students will work towards a deadline. Students will approach sensitive themes and communicate these appropriately.</p>
<p>Assessment</p>	<p>Students will learn a practical approach to Shakespearean text using objectives to support character journey. Students will perform selected text to an audience.</p>	<p>Students can use cross cutting and soundscapes to create atmosphere. Students can identify the difference between performing on stage and on camera and how this impacts the devising process.</p>	<p>Students can devise a piece of theatre that links to a chosen practitioner and style of Drama.</p> <ul style="list-style-type: none"> • <i>theatre in education (TiE)</i> • <i>physical theatre</i> • <i>Epic theatre</i> • <i>political theatre</i> • <i>comedy</i> • <i>tragedy</i> • <i>melodrama</i> <p>Students will also select their performance space</p> <ul style="list-style-type: none"> • proscenium arch • end stage • site-sensitive (ie designed for non-theatre spaces) • in-the-round.

	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation	Practical performance, peer feedback and evaluation
--	--	--	--