

Key Stage Three Curriculum Overview for Drama

Curriculum Intent

Know how performances are conducted in a professional way (announcing work, performing in front of an audience, applauding and evaluating work in a public discursive context). Be able to use subject specific vocabulary that links to other careers and power structures, as well as possess awareness of social skills that will benefit them in relationships and in vocations and jobs for life.

How does the KS3 curriculum build on that from KS2?

In previous learning, drama is not taught as a subject, but has often only been taught as 'school plays' with non-specialist staff leading them. There is enormous leap to be made simply in the sense of attending their first drama lesson. The practices of warm-ups, vocal and physical techniques, devising and performing to an audience are all new concepts in a serious sense. Students are also encouraged to attend the extra-curricular clubs on offer from the drama department (both for performers and technicians) and the notion of after-school rehearsals is again, a challenge for many who have not in any way experienced this before.

What do students do with their acquired knowledge and skills?

They act out devised and scripted performances, in groups and as solo artists;
They participate in warm-up, skills-based games and exercises
They demonstrate the ability to communicate with others in a formal and discursive setting;
They evaluate key moments of assessment in writing and in conversation/presentation.
Some go on to take GCSE Drama and then pursue further study in this area;
All transfer their communication skills and improved self-confidence to other aspects of the curriculum and in their daily lives.

How does the curriculum align to and go beyond the National Curriculum?

Drama comes under the spoken language section of the English NC: Students are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate As such, our curriculum goes above and beyond this statement and allow students to

participate in the act of creating drama, performing it and responding to it through a hybrid of styles and genres. Students also explore a range of work from influential theatre practitioners, engage in professional workshops and are taught by subject specialists who hold high level degree qualifications in Drama, Dance and Music

What new knowledge are students taught?			
Term	Year 7	Year 8	Year 9
Autumn	<p>An understanding of 'drama as conflict' and an appreciation of how character is created through emotion-driven intentions. Experience of scripting/devising a drama which combines comic and serious moments, and depicts characters that change in attitude.</p> <p>They go on to explore pantomime, influenced by the non-naturalistic elements and developing stock characters.</p>	<p>Exploring the use of physical theatre as a stylistic choice for storytelling. Students will develop their physical skills, learnt previously through mime, alongside spoken word to devise a short piece of physical theatre inspired by the practitioners Frantic Assembly to communicate conflict and tension.</p>	<p>Students develop their previous knowledge on social drama and theatre devices through a project based around youth culture. Students will deepen their understanding of verbatim, narration, role play and cross-cutting inspired from the National Connections play 'Mugged'.</p>
Spring	<p>An appreciation of mime as a form in which dramatic expression is silent, but speaks a universal language through the body. An understanding of how exaggeration, resistance and energy is required to succeed with this form.</p> <p>At counterpoint, an emerging understanding of how to motivate others through speech and further develop their knowledge of vocal skills.</p>	<p>Students move away from the exploration of traditional theatre and begin to explore social drama on the theme of young homelessness/ running away, incorporating a range of dramatic forms such as music (rap), mime and verbatim which have been used by the practitioner Brecht.</p> <p>At counterpoint students will spend the second half term focusing on Melodrama and developing their knowledge of stock characters and heightened drama.</p>	<p>Pupils will develop their ability to devise their own original drama from a range of stimuli including historical events, current news and issues, music and artwork. Students self-direct in small groups using a range drama techniques that they have explored throughout KS3. They develop the ability to research a topic and bring it to life for an audience, understanding how to communicate an artistic intention to an audience.</p>
Summer	<p>An exploration of popular forms of arts and entertainment, and of what a careers in musical theatre might involve. Students will understand the use of heightened drama and how song can be used to develop a story.</p>	<p>Students gage a deeper sense of Shakespeare in performance and explore the use of comedy and tragedy in Shakespeare's work through the plays 'Romeo and Juliet', 'Macbeth', 'A Midsummer Nights Dream', and 'The Tempest'. They practically explore tetrameter and other musical features of Shakespeare's language, before staging their own extract from one of the plays studied.</p>	<p>Students will explore the works of playwright John Godber discussing the social, cultural and historical context and debating whether we have made a positive change to the opportunities given to those who's social status may differ. Students will present an extract of observational comedy using devices, character building and design which they have learnt throughout their experience of KS3.</p>

How and where do students build knowledge through KS3?

Students develop their knowledge and understanding for drama not only through the scheme of work, but through extra curricular activities in all performing arts areas, school concerts and productions as well as theatre trips and live workshops. Resources, such as iPads, are used to help student reflect on their own work and evaluate, as well as having the opportunity to work with lighting, costume, props and staging to enhance their experience.