

OVERVIEW

The aim of Drama and KS3 level is to develop pupils' physical, mental and social learning through a range of learning scopes and approaches. Our curriculum is designed to introduce pupils to a range of different styles, genres and plays within the drama world, whilst continuously developing their drama skills and techniques within performances.

The Y8 Drama curriculum is sequenced to continually support and develop pupils' drama skills and techniques, whilst exposing them to different genres and plays. They will learn how to transform their skills in different ways to suit particular plays and genres. Their work will be in the form of both scripted and devised.

Autumn 1

Status and Power in Drama

Developing the following key areas in drama:

- Recap and further develop vocal and physical performance skills.
- Spatial Skills – Use of proxemics to show relationships and power.
- Rehearsing a script – understanding that practice makes perfect
- Learning Lines – Reciting and rehearsing.

Assessment:

Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Autumn 2

Soap Opera

Developing the following key areas in drama:

- Further develop vocal and physical performance skills.
- Stock characters – Learning about how to develop characters that are commonly seen in soaps.
- Cliff hangers – creating tension and suspense in drama.
- Hooks – Developing interesting and engaging storylines.

Assessment:

Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Spring 1

Blood Brothers

Developing the following key areas in drama:

- Further develop vocal and physical performance skills.
- Status – communicating levels of status through characterisation.
- Rehearsing a script – understanding that practice makes perfect
- Learning Lines – Reciting and rehearsing.
- Naturalism – Creating theatre that is realistic and believable.

Assessment:

Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Spring 2

Physicality in Drama

Developing the following key areas in drama:

- Physical theatre – using your body to create meaning and tell stories.
- Body as Prop – Replacing physical props with the use of our bodies.
- Mime – using movement to make the audience believe you are in a specific situation.
- Slow Motion – slowing down and exaggerating action on stage

Assessment:

Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Summer 1

Horror – The Woman in Black

Developing the following key areas in drama:

- Further develop vocal and physical performance skills.
- Develop tension and suspense in drama.
- Use of sound/music to create atmosphere.
- Developing sound effects using the body and everyday objects.
- Mime – using movement to make the audience believe you are in a specific situation.

Assessment:

Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Devising and Theatre in Education

Developing the following key areas in drama:

- Further develop vocal and physical performance skills.
- Devising – Creating an individual performance from scratch.
- Direct Address – informing the audience through your performance.
- Stage Combat – Recapping and improving stage fighting skills.
- Further developing flashbacks – Taking the audience back to develop narrative.

Assessment:

Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Useful resources for supporting your child at home:

- <https://www.bbc.co.uk/bitesize/topics/z9bwjsg/articles/zd4np4j>

Homework:

- Not given at KS3
- Independent rehearsals or learning lines may be required at home.