

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 more mature plays and topics. In addition, pupils will learn about some of the production elements that go into theatre.

Autumn 1

Page to Stage

Developing the following key areas in drama:

- Further develop vocal and physical performance skills.
- Rehearsing a script – understanding that practice makes perfect
- Learning Lines – Reciting and rehearsing.
- Comedy
- Naturalism
- Status

Assessment:

Formal end of term group performance.

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

Autumn 2

Documentary Theatre – The Hillsborough Disaster

Developing the following key areas in drama:

- Further develop vocal and physical performance skills.
- Hot Seating – ask and answer interesting questions to develop characters.
- Flashbacks – take the audience back to key moments of the event.
- Role on the wall – develop a character, considering their internal and external factors.
- Split Staging – communicating multiple locations on stage.
- Script writing – transforming research into dialogue.

Assessment:

Formal end of term group performance.

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

Spring 1

Physical Theatre – The Curious Incident of the Dog in the Night Time

Developing the following key areas in drama:

- Further develop vocal and physical performance skills.
- Physical theatre – using your body to create meaning and tell stories.
- Body as Prop – Replacing physical props with the use of our bodies.
- Chair Duets – creating movement sequences to communicate meaning.
- Frantic Assembly – Exploring a practitioner.

Assessment:

Formal end of term group performance.

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

Spring 2

Semiotics

Developing the following key areas in drama:

- Further develop vocal and physical performance skills.
- Lighting design
- Sound design
- Costume design

Assessment:

Formal end of term group performance.

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

Summer 1

Live Theatre Review

Developing the following key areas in drama:

- Analysing and evaluating drama through writing
- Production elements
- Semiotics – how meaning is created or symbolised onstage.

Assessment:

Formal end of term group performance.

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

Devising with a Practitioner

Developing the following key areas in drama:

- Brecht – Exploring influential practitioner.
- Developing multi rolling skills.
- Exploring the use of placards in drama.
- Recapping and developing the role of a narrator.
- Devising – Creating a new performance from scratch.

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.