

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 Y7 Drama curriculum is sequenced to continually support and develop pupils' drama skills and techniques through different stories and themes. They will learn how to develop characterisation and communicate meaning, emotion and atmosphere within a range of different performance both scripted and devised.

Autumn 1

Introduction to Skills and Techniques in Drama

Developing the following key areas in drama:

- Vocal and physical performance skills.
- Freeze Frame - The three rules of a successful freeze frame.
- Narration – Setting the scene through description and direct address.
- Thought Tracking – stepping out of character to tell the audience your inner thoughts
- Flashbacks – Taking your audience to a key moment to further develop your narrative.

Assessment:

Formal end of term group performance.

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

Autumn 2

Simon's Story – Friendships and Bullying

Developing the following key areas in drama:

- Further developing vocal and physical performance skills.
- Further developing freeze frames and thought tracking - Highlight key moments of a story.
- Hot Seating – asking and answering questions to further develop characters.
- Script writing – Understanding the structures of a script.

Assessment:

Formal end of term group performance.

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

Spring 1

Stage Conflict

Developing the following key areas in drama:

- Further developing vocal and physical performance skills.
- Stage combat – How to safely and effectively create fighting scenes.
- Further developing script writing.
- Learning Lines – Reciting and rehearsing.

Assessment:

Formal end of term group performance.

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

Spring 2

Pantomime

Developing the following key areas in drama:

- Further developing vocal and physical performance skills.
- Exaggeration – Using over the top skills to emphasise emotion and create comedy.
- Rehearsing a script – understanding that practice makes perfect
- Learning Lines – Reciting and rehearsing.
- Stock characters – Learning about how to develop a stereotypical character who belongs to pantomime.

Assessment:

Formal end of term group performance.

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

Summer 1

Greek Theatre – Pandora's Box

Developing the following key areas in drama:

- Further developing vocal and physical performance skills.
- Choral Speech – Speaking in synchronisation.
- Ensemble – Performing together as a group.
- Hot Seating - asking and answering interesting questions to further develop character.
- Conscience Alley – Exploring a character's feelings/actions through contrasting views.

Assessment:

Formal end of term group performance.

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

Introduction to Devising

Developing the following key areas in drama:

- Further developing vocal and physical performance skills.
- Improvisation – Being able to react on the spot in different situations.
- Devising – Creating an individual performance from scratch.
- Choral Movement – Moving with synchronisation.
- Choral Speech - Speaking in synchronisation.

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.