



OVERVIEW

The aim in Drama is to provide students with the skills to think innovatively and develop empathy, teamwork skills and confidence. Most importantly, our curriculum is designed to inspire a lifelong appreciation of drama and theatre.

Creating, performing, and evaluating are key components of Drama at KS3. The Y7 curriculum is sequenced to support students' progression in these areas. Students will focus on the creation of their own artistic works, building to exciting and skilful performances through each unit of work. They will also focus on the development of ensemble skills as well as a love for creating original work.

Aut

Introduction to Drama – *Goodnight, Mister Tom*

Developing skills in these key areas of Drama:

- Freeze Frame – how to show emotion in a 'photograph' on stage
- Characterisation – creating and sustaining a realistic character in performance
- Tableaux – giving a Freeze Frame a 'heartbeat' – timing is key!
- Thought Tracking – stepping out of character to tell the audience your inner thoughts
- Rehearsing a script – understanding that practice makes perfect
- Learning lines – look, cover, recite, repeat
- Hot Seating – asking and answering interesting questions to help learn more about your character

Assessment:

Assessment through a scripted performance in Autumn 2. Students will learn lines, rehearse, and perform in groups. This is recorded.

Spr

Silent Movies – Learning to use our Physical skills

Developing skills in these key areas of Drama:

- Mime – using movement to make the audience believe you are in a specific situation
- Freeze Frame - how to show emotion in a 'photograph' on stage
- Characterisation - creating and sustaining a realistic character in performance
- Comic Timing – practicing how to pause, move and create tension in comedy
- Slapstick – exploring ways to fall, fight and chase using mime
- Exaggeration – bigger is better – using over the top movement to show emotion
- Slow Motion – slowing down and exaggerating action on stage
- Marking the Moment – choosing an important moment in a scene to highlight
- Using music in performance – how does music affect the mood of your piece?

Assessment:

Assessment through the performance of a 'Silent Movie' in Spring 2. Students will use music as a stimulus to devise, rehearse, and perform a piece of original theatre in groups. This is recorded.

Sum

Responding to a Stimulus – Mini Devising Unit

Developing skills in these key areas of Drama:

- Slow Motion - slowing down and exaggerating action on stage
- Flashback – using Drama to create memories on stage – this helps the audience to understand your piece!
- Choral Speech/Movement – moving/speaking as a group on stage
- Narration – exploring how to tell the story effectively on stage
- Marking the Moment - choosing an important moment in a scene to highlight

Assessment:

Assessment through the performance of an original piece in Summer 2. Students will use the stimulus of WAR to create an ensemble piece using dialogue, slow motion, and physicality. This is recorded.

Useful resources for supporting your child at home:

- Watching theatre is an important way to improve knowledge and understanding in Drama:

[Digital Theatre+ \(digitaltheatreplus.com\)](https://digitaltheatreplus.com)

Login details: login.13188

Password: extra@1320

Homework:

- Not given at KS3
- Independent rehearsals may be required in students' own time