



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 Y9 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

Scripted Drama – *Refugee Boy*:

Developing skills in these key areas of Drama:

- Narration - exploring how to tell the story effectively on stage
- Improvisation - thinking on your feet to create spontaneous Drama
- Rehearsing for performance - understanding that practice makes perfect
- Performing a scene – how to perform effectively on stage
- Status in performance – performing power and control on stage
- Hot Seating – asking and answering interesting questions to help learn more about your character
- Role on the Wall – creating a detailed profile for your character
- Marking the Moment – highlighting a key moment to your audience
- Building Tension – keeping the audience interested throughout your performance
- Use of Space – how does the way we move show emotion?

Assessment:

Assessment through a scripted performance in Autumn 2. Students will learn lines, rehearse, and perform in groups. This is recorded. There will be a short written task to assess key terminology from this unit and learning in Y7/8.

Spr

Advanced Physicality:

Developing skills in these key areas of Drama:

- Unison – moving as a chorus in perfect time with each other
- Rehearsing for performance - understanding that practice makes perfect
- Movement – exploring different ways to move around the space
- Symbolism - understanding that motifs and symbols can help an audience engage with themes in Drama
- Slow Motion – slowing down the action so that the audience see every precise detail
- Mime – using movement to make the audience believe you are in a specific situation
- Chair Duets – a style of performance using movement, developed by Frantic Assembly
- Balance – having control over your body and the way it moves on stage

Assessment:

Assessment is ongoing in this unit. Students will perform as individuals, a whole class and in small groups each lesson. Short videos and photographic evidence will be used to demonstrate progress.

Sum

Devising in different Theatrical Styles:

This term will be spent learning about and using these key practices from famous Drama practitioners:

Stanislavski:

- Magic 'if'
- Given Circumstances
- Imagination
- Improvisation

Frantic Assembly:

- Physical Theatre
- Chair Duets
- Round by Through
- Lifts in theatre
- Symbolism
- Movement

Brecht:

- Alienation
- Breaking the Fourth Wall
- Direct Address
- Using placards in performance
- Symbolism

Theatre in Education:

- Multi-role
- Narration
- Performing for a Target Audience

Assessment:

There is a final assessment in creating original theatre at KS3. This can be down in any of the styles studied over the Summer Term – there is therefore an opportunity for students to play to their strengths in this performance for an audience. The performance will be recorded. There is also a final written task, assessing key knowledge and understanding from across KS3.

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