



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

Othello – Shakespeare and Script Work

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
- Slow Motion - slowing down and exaggerating action on stage
- Writing a script – using basic conventions of script to create Drama
- Rehearsing for performance - understanding that practice makes perfect
- Speaking in Iambic Pentameter – performing and understanding Shakespeare
- Performing a monologue – how to perform effectively alone on stage
- Mime - using movement to make the audience believe you are in a specific situation
- Hot Seating – asking and answering interesting questions to help learn more about your character
- Thought Tracking - stepping out of character to tell the audience your inner thoughts

Assessment:

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

Spr

Greek Theatre

Developing skills in these key areas of Drama:

- Choral work - moving/speaking as a group on stage
- Unison – moving as a chorus in perfect time with each other
- Tableaux - giving a Freeze Frame a 'heartbeat' – timing is key!
- Writing a script - using basic conventions of script to create Drama
- Rehearsing for performance - understanding that practice makes perfect
- Movement – exploring different ways to move around the space
- Learning lines - look, cover, recite, repeat
- Considering staging as a design element
- Symbolism - understanding that motifs and symbols can help an audience engage with themes in Drama
- Narration - exploring how to tell the story effectively on stage

Assessment:

Assessment through the performance of a choral piece in Spring 2. Students will use choral speech and movement, script, and symbolism to perform the story of Medea. This is recorded.

Sum

Devising in the style of Practitioners:

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

Artaud:

- Theatre of Cruelty
- Physicality
- Movement
- Using sound in performance
- Using symbols in performance
- Exaggeration and extreme imagination

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

Assessment:

There are three key assessments in the Summer Term – Brecht, Paper Birds and Artaud. These assessments happen every other lesson and will assess students on their utilisation of devising techniques from these practitioners. They will workshop skills one lesson and use those skills to create and perform in the next. One of these performances will be 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