



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 responding 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.

Autumn

Introduction to Scripted Drama – *Stones*

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:

There will be a baseline assessment task to assess key terminology in Autumn 1. Assessment through a scripted performance in Autumn 2. Students will learn lines, rehearse, and perform in groups. This is recorded.

Spring

Melodrama and Silent Movies

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 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.

Summer

African Theatre: Storytelling

Developing skills in these key areas of Drama:

- Unison – moving as one on stage
- Cannon – moving in a sequence in performance
- 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
- Still image – how to show emotion in a key moment of your piece
- Mime – using movement to make the audience believe you are in a specific situation
- Call and Response – an African performance technique of 'following the leader'

Assessment:

Assessment through the performance of a traditional African Story in Summer 2. Students are given a traditional African story to work from and will perform for an audience. There is also a short, written task that assesses key knowledge from across the year.

Useful resources for supporting your child at home:

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

Your access details: <https://www.dramaonlinelibrary.com>

Username: 9Do*3UE(x)

Password: 8Ssf3Ec#s+

Homework:

- Guidance will be provided for students to rehearse and prepare for performances.