KS3 Drama

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Aim:

We aim to give the students the opportunity, the skills and the confidence to use drama techniques to create and rehearse performances. We focus on collaboration and oracy and promote a culture in which drama is shared and evaluated in a positive and constructive manner. Students will develop the practical skills and knowledge to perform and evaluate a range of theatrical forms and genres. Students will explore how to create a performance from a script, as well as how to work collaboratively to devise from their own imagination. We use a range of stimuli designed to encourage students to question and engage with the world around them as well as their place within it. Each KS3 Scheme of Learning is designed to introduce key skills, practitioners, and styles, and techniques to students that will be vital for GCSE and A Level Drama study. We will embed theatrical terminology into our class discussions from Year 7, and students will become performers, directors, designers, and audience members analysing and evaluating theatre.

KS3 Drama	Year 7	Year 8	Year 9
Lessons per two week cycle	2	2	2
Assessment	Students are assessed through both formative and summative assessment. Students will participate in a new topic every half term. Students are assessed through observation and questioning each lesson where they are provided feedback through self, peer and teacher assessment. At the end of each topic students will receive some written feedback from their class teacher regarding something they have achieved and something they can work on. Most of the assessments will be on practical Drama, there will be one written baseline assessment for Year 7 and a written assessment in Year 8 about 'The Curious Incident of the Dog in the Night-time'.		
Home learning	Home learning is set once per half term depending on the cycle of lessons so that the home learning is beneficial and supports / enhances the classroom activities. Students can be asked to further their knowledge with preparatory research that they will need to bring with them to the lesson or to evaluate their practical work.		
Remote learning	If a student is working from home, tasks will be set by their class teacher on Teams (although the task may have to be adapted from the classroom lesson, as many of the lessons are collaborative group tasks). Students can message their teacher on Teams if they are working remotely.		

Useful resources and enrichment:

Students are encouraged to participate in the extra-curricular school production of '9 to 5'.

Watch/do:
Any opportunity to see live theatre is advantageous for Drama students. Students can then analyse and evaluate the acting, directing, set design, lighting, sound, and costume design.
Read:
Reviews of live theatre and play texts.

Research:
Students can get ahead and look at some of the resources available online to support GCSE Drama students such as key theatrical terminology, practitioners, and techniques.

https://www.bbc.co.uk/bitesize/examspecs/zbpwd6f

Year 7	Scheme of Learning	Key Skills & Assessment Tasks
Autumn Term	**Introduction to Drama** Students are introduced to each other and work together on fundamental Drama techniques. We emphasise collaborating, sharing ideas, and building a foundation of performing skills. **'Emilia'** Students deconstruct extracts from the play 'Emilia' and bring it to life from 'Page to Stage'. Four hundred years ago, Emilia Bassano wanted her voice to be heard. It wasn't. Could she have been the 'Dark Lady' of Shakespeare's sonnets? What of her own poetry? Why was her story erased from history? Students will explore the answers to these questions and consider what life was like for Emilia and her contemporaries.	**Key skills:** Group work, still images, thought-track, split-scene, how to be an audience member, verbal analysis and evaluation. **Baseline Testing:** Identifying the key components of a still image and justifying what meaning would be created using drama performance techniques. **Key skills** Students work with scripts and perform extracts of the play to consider how to portray status (and lack of). Students will also perform their own duologue as well as writing in role as Emilia Bassano. There is a continued celebration of and emphasis on oracy sills and students are encouraged to verbally evaluate each other's work.
Spring Term	**'Wonder.land'** This term students will be watching, analysing, and evaluating extracts of a contemporary musical inspired by Lewis Carroll's iconic story. Wonder.land is a coming-of-age adventure that explores the blurred boundaries between our online and offline lives. **Supernatural Shakespeare - 'Macbeth'** Students will develop performances from extracts of 'Macbeth' using imagination and interpretation to create a fantastical experience for the audience. Students will explore the characters of the witches, as well as the complex relationship	**Key skills:** Costume design, analysing and evaluating creative choices made by the Theatre Makers of the production. Students are required to analyse and evaluate a production they have watched as part of GCSE Drama, so it is vital to establish these skills from Year 7. **Key skills:** Performing using complex Shakespearean language. Collaborating in a group and justifying creative decisions. Evaluating staging choices.

Summer Term	between Macbeth and Lady Macbeth. Students collaborate to stage a key scene from the play, considering how to use their performance skills to create atmosphere for the audience. **Introduction to Practitioners** In preparation for the 'Devising Drama' unit, students will be introduced to a range of theatrical styles, theatre companies and practitioners including Brecht, Frantic Assembly and Stanislavski. Students will experiment with the techniques of these practitioners and adopt their methods in practical work. This is an excellent introduction into knowledge and skills they will need for GCSE and A Level Drama. **Devising Drama** In this final unit of Year 7, students combine all the practical skills they have learned in Year 7 Drama. Students work in groups and devise their own drama performance based on a stimulus. Students will record and explain creative decisions, justifying ideas and artistic intentions.	**Key Skills** Learn about a range of theatrical styles and key practitioners. Experiment with their methods in practical work. Collaborate effectively with peers. **Key skills** Students work on their own response to a choice of stimulus from a previous GCSE paper. They collaborate to create their own performance and characters. As Devising Drama is a key part of GCSE Drama (30% of the overall grade), this is an excellent opportunity to develop collaborative skills and understand the expectations of this part of the GCSE course.

Year 8	Scheme of Learning	Key skills & assessment tasks
Autumn Term	**Physical Comedy** This practical unit is an essential skill - we lay the foundations to help students to have the confidence to improvise in live performance. Students use exaggerated physicality and movement to create comedic performances exploring Slapstick Comedy, Melodrama, and Improvisation. Students learn to explore and trust their own creativity and appreciate and trust the creativity of others. By the end of the unit students should be able to accept and add to other student's ideas in rehearsal and in on-the-spot improvisation. Students will have explored a variety of stimuli and gained understanding of the wider role that improvisation and Physical Comedy plays in Drama in the development of character. **Inspirational Women** Students will research an inspirational woman of their choice independently and then share their ideas in groups, incorporating their research into a performance telling the story of their chosen inspirational woman. Students will consider why the achievements and accomplishments of women can be overshadowed and identifying who we admire and our reasons why. We will explicitly look at what makes an impressive speaker and build on and refine oracy and performance skills.	**Key skills:** Adopting exaggerated physicality, facial expressions, and movement to create comedic performances. Using stimuli such as the 'Keystone Cops', 'The Perils of Pauline' and 'Shock-Headed Peter' to collaborate to create comedic performances. Saying 'yes' when improvising and accepting offers, performing with no script or prior rehearsal, incorporating the 7 levels of tension into performance, avoiding blocking and sabotage, using props, performing using constraints. **Key skills** Conducting independent research, collaboration, justifying and presenting ideas, giving constructive peer feedback.
Spring Term	**Dystopia and Utopia** Students will learn how to use a range of drama strategies and techniques to explore and present some of the highly challenging themes raised by the Dystopian novel 'The Hunger Games'. Students will then work in groups and devise drama that depicts their own unique version of an imagined dystopia. We then consider what a utopia would look like and what would need to happen for a fair and equal future society.	**Key skills** Discussion and listening, interpreting stage directions, considering and portraying a character's objectives, working with script, improvising off text.

	Physical Theatre In this unit, students will explore how to tell a story through Physical Theatre. Physical Theatre uses the human body as the primary tool for storytelling, making movement, gesture, and physical expression more important than spoken dialogue. They will conduct research about leading practitioners and theatre companies such as Frantic Assembly, DV8, and Gecko, that create Physical Theatre work and practically explore a range of their techniques and exercises. They will then collaborate to devise their own Physical Theatre adaptation of a story.	**Key skills** Learning about leading Physical Theatre companies and adopting their techniques to create choreography and tell stories through movement, facial expressions, and gesture.
Summer Term	**'Curious Incident of the Dog in the Night-Time' Act 1** In this unit, students will explore Simon Stephens' 2012 adaptation for the stage of Mark Haddon's popular novel following the story of 15-year-old Christopher. As well as exploring the themes that the play raises, students will develop performing skills to present the play's complex characters and relationships. Students will be invited to consider the concept of empathy and use their imagination to present the world from Christopher's perspective. The play will be explored practically, through Frantic Assembly's Physical Theatre techniques, as well as extracts of script, and students will develop understanding of the roles of contemporary theatre makers.	**Key skills** Building on their knowledge about theatre company Frantic Assembly and their methodologies to stage moments of the text creatively through Physical Theatre. In a written examination, students will demonstrate their understanding of the use of semiotics, the development of character and skills an actor might use to communicate a role. This will introduce students to the exam-style writing required as part of the GCSE Drama course.
	'Romeo and Juliet' This unit will complement the work students are doing in their English lessons and help to practically explore the different elements of the play and key themes. We will explore staging in the presentational performance style of Shakespeare's day, how to portray and interpret the characters and relationships, how to use stage combat to depict a fight sequence, and how to interpret the play from a modern perspective. We will also take on the perspective of costume designers, inspired by GCSE exam questions.	**Key Skills** Performing using asides, realising and portraying comedy in the script, devising a modern interpretation inspired by key themes of a text, representing status and control using symbolic meaning and proxemics, interpreting complex Shakespearean language. Take on the role of a Costume Designer.

Year 9	Scheme of Learning	Key skills & assessment tasks
Autumn Term	**<u>Noughts and Crosses</u>** We will begin Year 9 Drama exploring the challenging play 'Noughts and Crosses', an adaptation of Malorie Blackman's bestselling novel. We will read extracts from the play and discuss the complex, divided world. We will stage key moments of the play, analysing the themes and relationships. We will then devise our own additional scenes inspired by key themes and characters in the play. **<u>Verbatim Theatre and The Paper Birds</u>** The Paper Birds is a devising theatre company with a vision to provoke change, and be 'quiet rebels', amplifying the voices of everyday people. The theatre company interview people and use their words (verbatim) to create theatre and performance. They spend time in communities, listening to personal experiences. The words of the people they meet form the backbone of their shows, giving voice to the voiceless, painting powerful and very human alternative social commentaries. Their desire to listen, to understand and then 'give voice' means not only making space for the under-represented and the misunderstood but also shows that explore voices from all walks of life. Students will be using some of the theatre company's techniques alongside other key practitioners and companies who work with Verbatim theatre to create their own Verbatim performances exploring what 'home' means to them.	**<u>Key skills</u>** Analyse and evaluate the production we watched at Regent's Park Open Air Theatre. Analyse key moments and characters from the play text. Stage extracts using proxemics and performance skills. **<u>Key Skills</u>** Learning about The Paper Birds Theatre Company and their methodologies. Conducting interviews, interpreting text. Building on prior knowledge of the theatre practitioner Bertolt Brecht from Year 7 and applying his distancing techniques to performance.
Spring Term	**<u>Ancient Greek Tragedy</u>** Students will learn the fundamental elements of Ancient Greek Theatre and explore the challenging tragedies 'Antigone' and 'Medea'. We will watch extracts from the 2012 National Theatre production of 'Antigone' and discuss how the text can be adapted for a modern audience. We will stage extracts from 'Antigone', focusing on the relationships between Antigone and Ismene, and Antigone and Creon. This is also a unit that develops the skills necessary to create and perform a monologue to an audience effectively. We will look at a range of monologues and consider how to present meaning using performance skills. This unit will give students a taste of working collaboratively, but also independently to have creative	**<u>Key skills</u>** Understanding the conventions and style of Ancient Greek Theatre and how to apply these techniques to performance. Research, writing, rehearsing and performing monologues, duologues, and chorus scenes. Understanding how and why to use explorative strategies to develop a unique character. Developing written explanations of artistic intentions for performance.

	control. After looking at a range of professionally written and performed monologues, students will then be given greater responsibility for the content of writing and developing a monologue of their own. Students will support each other to rehearse and build towards a monologue performance.	
Summer Term	**'Girls Like That'** 'Girls Like That' is an explosive contemporary play developed through work with young people that explores the pressures facing young women today in the wake of advancing technology. As well as being modern and urgent, the style and form of the play call on Ancient Greek theatrical conventions and students will build on their knowledge about the role and performance style of the Chorus within the Ancient Greek Amphitheatre. This unit is an important introduction to some of the key requirements of the GCSE Drama course. **Introduction to GCSE Drama** Students who choose GCSE Drama will be introduced to a variety of styles, genres and practitioners. From Brecht, to Stanislavski, to Frantic Assembly, the students will build on their performance and collaborative skills from Year 7 and 8 to take on a short devising project inspired by a stimulus culminating in a performance to Year 7 students. Last year's cohort created a performance inspired by the themes in Kereen Getten's novel 'When Life Gives You Mangoes'.	**Key Skills** Students will debate and discuss the social issues that influenced the writing of the play. They will work practically and experimentally to bring the play to life, considering the complexities of Naturalism vs Non-Naturalism and different staging configurations. Taking on the role of the director / actor in communicating meaning for an audience. Working with a script to allocate roles and collaborating to come up with artistic intentions for performance. **Key Skills** Building on knowledge of important practitioners and their methodologies. Understanding the requirements of the GCSE Drama course and honing devising and collaborating skills to create a performance for a younger audience.