

Drama Department - Key Stage 3 Curriculum Plan

Year 7						
<i>Term</i>	TITLE OF SCHEME	<i>Objective</i> <i>Students will learn...</i>	<i>Knowledge retrieval</i> <i>Students will demonstrate...</i>	<i>Assessment</i> <i>Evaluation of learning...</i>	<i>Knowledge, skills and understanding</i> <i>Demonstration and development of techniques...</i>	<i>Sequencing</i> <i>Connecting the learning by...</i>
<i>Autumn Term 1</i>	Introduction to Drama	Students will be introduced to a variety of core drama techniques and develop their use of stagecraft	<ul style="list-style-type: none"> • Prior Drama knowledge 	<ul style="list-style-type: none"> • Use of low Stake Quiz • Formative Assessment within lessons 	<ul style="list-style-type: none"> • Still image • Thought tracking • Role play • Performance evaluation • Analysis • Rehearsal techniques 	<ul style="list-style-type: none"> • Development of working with others • Core performance skills
<i>Autumn Term 2</i>	Darkwood Manor	A narrative base scheme that develops character and explores the use of tension (using technical theatre also)	<ul style="list-style-type: none"> • Stagecraft • Proxemics • Positioning • Still image • Role play • Characterisation • Lighting • Sound 	<ul style="list-style-type: none"> • Use of low Stake Quiz • Summative Assessment 	<ul style="list-style-type: none"> • Core techniques derived from theatre style learning and applied practically • Core performance techniques developed. • Development of character and 	<ul style="list-style-type: none"> • Practical application of performance styles

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					narrative.	
<i>Spring Term 1</i>	Improvisation & Storytelling	Exploring classic storytelling from around the world and developing the ability to plan improvisation work.	<ul style="list-style-type: none"> Sequencing skills Characterisation Improvisation Narration 	<ul style="list-style-type: none"> Use of low Stake Quiz Formative Assessment within lessons 	<ul style="list-style-type: none"> Core techniques developed through improvisation and applied practically Technical understanding – sound & lighting Development of characterisation and direct communication 	<ul style="list-style-type: none"> Practical application of performance narrative Development of the improvisation process
<i>Spring Term 2</i>	PRACTITIONER 'Stanislavski'	Exploration of 'Realism' in performance and developing empathy (both with actor and audience)	<ul style="list-style-type: none"> Recall and demonstrate previous drama techniques gained Advanced use of stagecraft 	<ul style="list-style-type: none"> Use of low Stake Quiz Formative Assessment within lessons 	<ul style="list-style-type: none"> Response to chosen stimuli Development and structuring a piece of Drama Build characterisation Semiotic Proxemics 	<ul style="list-style-type: none"> Embedding the principles and process of realism, progressing toward a final performance objective.
<i>Summer Term 1</i>	Physical Theatre	Using physical work and movement to convey narrative, relationship and character	<ul style="list-style-type: none"> Be able to identify similarities and contrast between physical work and realism 	<ul style="list-style-type: none"> Summative assessment 70% Theory assessment 30% Practical assessment 	<ul style="list-style-type: none"> Core techniques derived from theatre style and the practical application of physical theatre technique. 	<ul style="list-style-type: none"> Application of performance style Further development of individual artistic intentions through studied theatre style

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<p><i>Summer Term 2</i></p>	<p>PRACTITIONER 'Kneehigh'</p>	<p>Exploration of contemporary theatre company and understand how design elements impact performance work</p>	<ul style="list-style-type: none"> • Establish through line from previous practitioner and theatre style studied 	<ul style="list-style-type: none"> • Use of low Stake Quiz • Formative Assessment within lessons • Summative assessment 	<ul style="list-style-type: none"> • Awareness of design elements (set, lighting, sound, costume, make up etc.) • Key practitioner techniques developed. 	<ul style="list-style-type: none"> • Artistic intentions developed through design and demonstrated practitioner techniques.
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Year 8						
<i>Term</i>	TITLE OF SCHEME	<i>Objective</i> Students will learn...	<i>Knowledge retrieval</i> Students will demonstrate...	<i>Assessment</i> Evaluation of learning...	<i>Knowledge, skills and understanding</i> Demonstration and development of techniques...	<i>Sequencing</i> Connecting the learning by...
<i>Autumn Term 1</i>	PRACTITIONER 'Frantic Assembly'	Exploration of a contemporary physical theatre company and development of key 'Frantic' techniques	<ul style="list-style-type: none"> Sequencing physical movement and contact work. Movement within context. 	<ul style="list-style-type: none"> Use of low Stake Quiz Formative Assessment within lessons 	<ul style="list-style-type: none"> Core techniques derived from practitioner learning and demonstrated through weekly practical rehearsals 	<ul style="list-style-type: none"> Further development and awareness of different styles/approaches to creating theatre
<i>Autumn Term 2</i>	Devising Theatre	Creating performance pieces by incorporating the work of a previously studied practitioner	<ul style="list-style-type: none"> Be able to combine characterisation, movement technique and stagecraft. 	<ul style="list-style-type: none"> Summative assessment through final performance and logbook 	<ul style="list-style-type: none"> Core techniques derived from practitioner applied practically Technical – sound/lighting Development of characterisation, staging narrative structure 	<ul style="list-style-type: none"> Development of narrative and characterisation through extended performance work and incorporation of practitioner techniques Greater demands on stagecraft elements

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<i>Spring Term 1</i>	PRACTITIONER 'Brecht'	Exploration of Political/Epic theatre through the work of Practitioner Bertolt Brecht.	<ul style="list-style-type: none"> • Be able to identify similarities and contrasts between Practitioners previously studied (Stanislavski) 	<ul style="list-style-type: none"> • Techniques based assessments during lessons • Summative assessment 	<ul style="list-style-type: none"> • Core techniques derived from practitioner learning and applied practically 	<ul style="list-style-type: none"> • Further development and awareness of different styles/approaches to theatre making
<i>Spring Term 2</i>	PRACTITIONER 'Complicite'	Exploration of contemporary theatre Practitioner Complicite. Developing advanced storytelling technique.	<ul style="list-style-type: none"> • Recall and apply previous storytelling technique • Form connections to theatre styles and practitioners previously studied 	<ul style="list-style-type: none"> • Use of low Stake Quiz • Formative Assessment within lessons • Summative assessment 	<ul style="list-style-type: none"> • Implementation of studied practitioner techniques in a practical performance • Advanced storytelling technique demonstrated through performance 	<ul style="list-style-type: none"> • Previously gained storytelling skills built upon and further practitioner technique gained
<i>Summer Term 1</i>	Analysing Live Theatre 1	Use analytical and evaluative skills to deconstruct professional live performance	<ul style="list-style-type: none"> • Identify various aspects of performance and justify effectiveness of the different elements 	<ul style="list-style-type: none"> • Summative assessment- Live Theatre evaluation 	<ul style="list-style-type: none"> • Deconstructing professional work based on the concepts from prior learning (performance, stagecraft and design) 	<ul style="list-style-type: none"> • Previously developed own performances compared and contrasted with professional work • Development of individual analysis and evaluative skills

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<p><i>Summer Term 2</i></p>	<p>Theatre Creation 1</p>	<p>Create a performance piece by combining published text and Live Theatre elements</p>	<ul style="list-style-type: none"> • Use knowledge gained from study of devising drama • Use knowledge gained from live performance 	<ul style="list-style-type: none"> • Use of low Stake Quiz • Formative Assessment within lessons • Summative assessment 	<ul style="list-style-type: none"> • Accessing script-based extracts with focus on performance skills • Inclusion of subtext, semiotics and proxemics. 	<ul style="list-style-type: none"> • Prior learning (performance focused) and students to apply understanding of what creates effective performance work (derived from own experience and analysis of professional work)
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Year 9						
<i>Term</i>	<i>TITLE OF SCHEME</i>	<i>Objective</i> Students will learn...	<i>Knowledge retrieval</i> Students will demonstrate...	<i>Assessment</i> Evaluation of learning...	<i>Knowledge, skills and understanding</i> Demonstration and development of techniques...	<i>Sequencing</i> Connecting the learning by...
<i>Autumn Term 1</i>	Analysing and performing script 'Duologues'	<p>Pair work.</p> <p>Exploration of various script extracts.</p> <p>Interpret and perform a chosen script.</p>	<ul style="list-style-type: none"> Use knowledge gain from previous script work to inform duologue performance pieces. Use of characterisation (focus on vocal work) 	<ul style="list-style-type: none"> Use of low Stake Quiz Formative Assessment within lessons Summative assessment (practical) 	<ul style="list-style-type: none"> Accessing script with focus on performance skills, subtext, proxemics, semiotics & voice. Performance and design elements assessed (students can select either). 	<ul style="list-style-type: none"> Building on prior practical skills with a greater focus on the individual's ability to perform a sustained piece of text Characterisation skills further developed. Voice: Pitch, Pace, Tone, Volume and Intonation
<i>Autumn Term 2</i>	PRACTITIONER 'Artaud'	Explore and demonstrate the work of surrealist Practitioner, Antonin Artaud.	<ul style="list-style-type: none"> Be able to identify similarities and contrasts between previously studied 	<ul style="list-style-type: none"> Formative assessments within lessons Summative assessment (practical & theory) 	<ul style="list-style-type: none"> Core techniques derived from practitioner learning and applied practically Exploration and knowledge of 	<ul style="list-style-type: none"> Further development and awareness of different styles/approaches to theatre Stagecraft skills used to inform ideas on Total Theatre

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			Practitioners		surrealism.	
<i>Spring Term 1</i>	Genres & Conventions	<p>Explore and perform different genre styles and the conventions within each genre.</p> <p>Explore the practical and technical associations required to successfully convey the chosen genre.</p>	<ul style="list-style-type: none"> • Be able to identify similarities and differences between the genres studied and practitioners/theatre styles previously studied • Implement and demonstrate understanding of knowledge gained from previous design aspects studied 	<ul style="list-style-type: none"> • Use of low Stake Quiz • Formative Assessment within lessons • Practitioner/Theatre Style incorporated within work (independently chosen) 	<ul style="list-style-type: none"> • To apply drama techniques within a variety of genres and styles • Absurdist & Surrealism • Artaudian technique 	<ul style="list-style-type: none"> • Six bespoke lessons, exploring different approaches to performance style/technique to further develop understanding of each given genre and their conventions
<i>Spring Term 2</i>	Social Media & PRACTITIONER 'Paper Birds'	Explore the theme of social media through performance technique and contemporary Practitioner, Paper Birds.	<ul style="list-style-type: none"> • Advanced exploration into empathy and the impact of social media within the individual and society. 	<ul style="list-style-type: none"> • Summative assessment (practical). 	<ul style="list-style-type: none"> • Response (including social/personal context) to contemporary stimuli • Core performance and staging technique developed. • Key practitioner technique incorporated into performance work. 	<ul style="list-style-type: none"> • Re-introduction of a themed approach to devised work • Greater depth of exploration into empathy and its impact upon an audience • Further development and understanding of practitioner techniques

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<p><i>Summer Term 1</i></p>	<p>Theatre Creation 2</p>	<p>Explore a chosen practitioner style, techniques and design ideology with a devised theatre performance (student lead)</p>	<ul style="list-style-type: none"> • Accumulation of knowledge gained on practitioners, theatre styles, stagecraft and genres from Year 9 and the previous years. 	<ul style="list-style-type: none"> • Use of low Stake Quiz • Formative Assessment within lessons • Summative assessment (practical) • Evaluation of performance (theory) 	<ul style="list-style-type: none"> • Ability to evaluate the process of creating a piece of theatre, including the final performance. • Researching and developing key moments and analysing rehearsal techniques linked to chosen practitioner or theatre style. 	<ul style="list-style-type: none"> • Choice of practitioner or theatre style (and genre) to inform the creative process • Culmination of devising skills developed during Key Stage Three and demonstrating how to successfully document the process
<p><i>Summer Term 2</i></p>	<p>Analysing Live Theatre & Devising Theatre</p>	<p>Analysis and evaluation of a professional live performance.</p> <p>Deconstruct the performance in order to use key elements to create an original piece of theatre.</p>	<ul style="list-style-type: none"> • Use gained knowledge from Key Stage Three including: <p>Practitioner technique, Stagecraft, Storytelling, Characterisation, Technical elements (Lighting & Sound) etc.</p>	<ul style="list-style-type: none"> • Use of low Stake Quiz • Formative Assessment within lessons • Summative assessment (Live Theatre – Theory & Final performance – Practical) 	<ul style="list-style-type: none"> • Ability to analyse and evaluate Live Theatre, with a focus on performance and design aspects <p>Live Theatre:</p> <ul style="list-style-type: none"> • Antigone – Splendid and NT • Othello – Frantic Assembly and NT 	<ul style="list-style-type: none"> • Culmination of all Drama work/technique developed throughout Key Stage Three • Further demonstration of the ability to identify the influences of key practitioners, understand genre and conventions within performance and apply understanding to original practical work