

## Key Stage Three Curriculum Overview for Drama

### Curriculum Intent

Know how performances are conducted in a professional way (announcing work, performing in front of an audience, applauding and evaluating work in a public discursive context). Be able to use subject specific vocabulary that links to other careers and power structures, as well as possess awareness of social skills that will benefit them in relationships and in vocations and jobs for life.

### How does the KS3 curriculum build on that from KS2?

*In previous learning, drama is not taught as a subject, but has often only been taught as 'school plays' with non-specialist staff leading them. There is enormous leap to be made simply in the sense of attending their first drama lesson. The practices of warm-ups, vocal and physical techniques, devising and performing to an audience are all new concepts in a serious sense. Students are also encouraged to attend the extra-curricular clubs on offer from the drama department (both for performers and technicians) and the notion of after-school rehearsals is again, a challenge for many who have not in any way experienced this before.*

### What do students do with their acquired knowledge and skills?

They act out devised and scripted performances, in groups and as solo artists;  
They participate in warm-up, skills-based games and exercises  
They demonstrate the ability to communicate with others in a formal and discursive setting;  
They evaluate key moments of assessment in writing and in conversation/presentation.  
Some go on to take GCSE Drama and then pursue further study in this area;  
All transfer their communication skills and improved self-confidence to other aspects of the curriculum and in their daily lives.

### How does the curriculum align to and go beyond the National Curriculum?

Drama comes under the spoken language section of the English NC: Students are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate As such, our curriculum goes above and beyond this statement and allow students to participate in the act of creating drama, performing it and responding to it through a hybrid of styles and genres. Students also explore a range of work from influential theatre practitioners, engage in professional workshops and are taught by subject specialists who hold high level degree qualifications in Drama, Dance and Music

## What new knowledge are students taught?

Term	Year 7	Year 8	Year 9
Autumn	<p>An understanding of 'drama as conflict' and an appreciation of how character is created through emotion-driven intentions. Experience of scripting/devising a drama which combines comic and serious moments, and depicts characters that change in attitude.</p> <p>They go on to create their own pantomimes, influenced by the non-naturalistic elements and developing stock characters.</p>	<p>Working with play texts studied at GCSE level (by Enda Walsh, Alan Bennett and J B Priestley) students consider innovative ways of staging these texts, using devices such as telephones and conventions such as a missing screen. They experience the process of learning complex dialogue off by heart.</p>	<p>Continuing from the end of Year 8, students create dramas on the theme of young homelessness/ running away, incorporating research and a range of dramatic forms (including rap) into a group devised performance influenced by the musical 'YoHo'. They self-direct, influenced by teacher-directed stimuli.</p>
Spring	<p>An appreciation of mime as a form in which dramatic expression is silent, but speaks a universal language through the body. An understanding of how exaggeration, resistance and energy is required to succeed with this form.</p> <p>At counterpoint, an emerging understanding of how to motivate others through speech and further develop their knowledge of vocal skills.</p>	<p>Students gage a deeper sense of Shakespeare in performance and experiment with how to design the more supernatural elements of his drama, as well as how 21<sup>st</sup> century theatre practice requires publicity that is creative and dramatic. They practically explore tetrameter and other musical features of Shakespeare's language, before participating in a year group performance of one of Shakespeare's plays.</p>	<p>Inspired by the methods of voice teacher Patsy Rodenburg and social observations of power structures, students are coached into delivering solo speeches from history and debating how power can be used for love or fear. In the process, they explore forum theatre and the way it can be used to address real-life situations in which abuses of power might occur, and consider what it means to be 'present' and become a positive leader, growing familiar with body language theories, sightlines and proxemics.</p>
Summer	<p>An exploration of popular forms of arts and entertainment, and of what a careers in musical theatre might involve, focusing on auditions that require multi-disciplinary techniques. Students will understand the use of heightened drama and how song can be used to develop a story.</p>	<p>Students move away from the exploration of traditional theatre and begin to explore Theatre in Education. Students have their first experience of devising drama, taking the myth of the 'Fen Tiger' and creating a piece of theatre aimed for young children. Students will use devices to create tension, suspense and comedy to perform in front of a live audience.</p>	<p>Students will explore the text 'Teachers' discussing the social, cultural and historical context and debating whether we have made a positive change to the opportunities given to those who's social status may differ. Students will present an extract from the performance using devices, character building and design which they have learnt throughout their experience of KS3.</p>

## How and where do students build knowledge through KS3?

Students develop their knowledge and understanding for drama not only through the scheme of work, but through extra curricular activities in all performing arts areas, school concerts and productions as well as theatre trips and live workshops. Resources, such as iPads, are used to help student reflect on their own work and evaluate, as well as having the opportunity to work with lighting, costume, props and staging to enhance their experience.