

Subject: Drama	Components			Composite	KS3 Mission Statement
	What new knowledge/content do we introduce?			What do students do with this knowledge?	<i>By the end of year 9, a WVC drama student will...</i>
	<u>Understanding Drama</u> <ul style="list-style-type: none"> Introduction to Drama Introducing or reintroducing Drama as a lesson and performance form. Core Performance skills. Introduction to script work. 	<u>Ensemble Skills and abstract drama</u> <ul style="list-style-type: none"> Recapping core physical and vocal performance skills Introduction to stylised drama Ensemble skills Devising Drama Interpreting a text 	<u>Exploring practitioners and applying KS4 practices to performance and research.</u> <ul style="list-style-type: none"> Introduction to practitioners. Presenting and performing. Performing from a text. Devising Drama 		
Autumn	<p>Students develop an understanding of the importance of Drama and the role that it plays in society and its cultural influence. They learn that, at its root, Drama is a storytelling device that throughout the ages has been a source of education, information and entertainment. Students will be brought</p>	<p>Developing on from the work in Year 7, students will understand the techniques used for Naturalism and Non-Naturalistic performances. Students will review the naturalistic techniques learnt from last year and begin to break these down to form stylised drama. They will explore the use of epic theatre and physical</p>	<p>Further developing on from year 8, students will review the naturalistic and stylised performance conventions they have studied through KS3. These conventions will now be associated with the practitioners who influenced each style and students will study these practices in greater depth. Students will</p>	<p>They learn to utilise Drama in their daily lives via the way they communicate with others, appreciate arts around them and think more deeply about social/historical/cultural issues. They act out devised and scripted performances, in groups and as solo performers. The participate in warm-up, skills-based games and exercises</p>	<p>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 within the industry, as well as possess awareness of social skills that will benefit them in relationships and in</p>

	<p>back to basics, focussing on the core skills of how to act and use the theatre space/ staging configurations. They will then study techniques such as, given circumstance, observation and hot seating to become a character. Students will be encouraged to use their imagination when creating and be supported in finding their confidence in the performance space. Students will explore characters through and an understanding of script through Harry Potter text. Students will be assessed on how they apply all of the newly learnt or refined performance skills to a script extract from Harry potter as a formal assessment. <i>This supports our 4 C's, building CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and CELEBRATING.</i></p>	<p>theatre and apply the techniques into devising their own work. They theatre of breaking the fourth wall, soundscapes and seven levels or tension within ensemble work, based on themes and creating an atmosphere for the audience. Students will develop their artistic intentions and skills required to communicate this to an audience. They will then be given the opportunity to explore these skills through devising their own work based around a given stimulus. From this, they will have the opportunity to perform their pieces within the annual Christmas concert. <i>This supports our 4 C's, building CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and CELEBRATING.</i></p>	<p>explore each practitioner through a range of workshops and devising sessions, to see the impact each style has on both an actor and the audience. Students will build upon their vocal and physical skills in an end of term performance using a practitioner of their choice. From this, they will have the opportunity to perform their pieces within the annual Christmas concert. <i>This supports our 4 C's, building CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and CELEBRATING.</i></p>	<p>They demonstrate the ability to communicate with others in a formal and discursive setting; They evaluate key moments of assessment in verbal format.</p> <p>All transfer their communication skills and improved self-confidence to other aspects of the curriculum and in their daily lives.</p> <p><i>Students engage with a range of different musical foci across KS3. Each topic builds upon a spiral of learning that build on previous learning and has a different focus genre or style.</i></p> <p><i>Students are asked to learn new concepts through a topical focus; for example, learning to play chords on the keyboard to perform the 12 bar blues. Skills across each discipline feed understanding in each other.</i></p>	<p>vocations and jobs for life. Appreciate the work of theatre makers and use this knowledge to improve their own work and that of others.</p>
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<p style="text-align: center;">Spring</p>	<p>After spending last term focussing on the basics of naturalism, students will now explore the idea of showing emotion through their physicality. 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. From this students will learn the basic performing conventions such as tableaux and mime, as well as reinforce an understanding of a range of physical skills such as posture, pace, facial expressions and gestures. They will be encouraged to explore this work through improvisation.</p>	<p>Having explored and presented their devised performances focusing on the idea of abstract theatre and working as an ensemble, students will continue to explore the use of ensemble skills and themes with the exploration of a modern text.</p>	<p>Following the theme of practitioners, students will work on the Script Teachers. Through a series of workshops students will develop an understanding of the rehearsal process as well as developing on performance conventions such as the use of multi-role. Students explore, experience and demonstrate the different styles, whilst becoming familiar with the language and terminology. A collaboration of these scene will be performed to experience the requirements for 'presenting and performing' within GCSE Drama.</p>		
<p style="text-align: center;">Summer</p>	<p>An exploration of popular forms of arts and entertainment, and of what a careers in theatre might involve, not just as a performer, but also in other crucial roles such as designers, directors,</p>	<p>Students begin a term of Shakespeare in performance and experiment with how to design the supernatural elements of his drama, as well as how 21st century theatre practice requires</p>	<p>This term starts the process of devising and focussing specifically on Theatre in Education. Students are set a task to devise a piece from a stimulus and a set target audience , drawing on the</p>		

	<p>producers and playwrights. With these responsibilities, students will be given a short extract and will be given the opportunity to explore the skills they have learnt this year. These extracts will be performed within a school festival at the end of term giving students the chance to perform and use their roles within the industry to support other students within the production. <i>This supports our 4 C's, building CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and CELEBRATING.</i></p>	<p>publicity that is creative and dramatic. They practically explore tetrameter and other musical features of Shakespeare's language. Students are given the opportunity to participate in the schools Shakespeare program. This will also be performed within a school festival where the students will be able to experience outdoor theatre. This will link to developing an understanding of roles and responsibilities and students will put this into practice with the outside Shakespeare's festival. <i>This supports our 4 C's, building CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and CELEBRATING</i></p>	<p>skills and knowledge throughout KS3 and the practitioners and performance conventions learnt previously in the year. . Students create a portfolio to support their creative choices and show the journey in devising for educational purposes. This is in preparation for portfolio section of component 1 and 2 at GCSE. Technical and performing pathways are offered. Students prepare for an evening to perform their pieces. <i>This supports our 4 C's, building CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and CELEBRATING.</i></p>		
<p><i>Rationale for these specific components and composite outcomes:</i></p>	<p><i>To give Year 7 a comprehensive appreciation of what it means to create and perform, and to challenge their skills set as actors in using both voice and movement. To also introduce basic techniques through historical styles and forms to have an understanding of what is to be an 'Actor'.</i></p>	<p><i>To enhance students' awareness of physical theatre and abstract drama and feel confident in breaking boundaries. Students utilise these styles to devise and interpret scripted Drama and understand how an ensemble can be used to portray an emotion or theme within the work studied.</i></p>	<p><i>To empower students in their individual abilities to communicate in groups, to mature and become more aware of real-life issues and problems in society, so as to show empathy and see the power of catharsis that exists in theatre.</i></p>		

How is challenge embedded into the KS3 curriculum?

Through the skills developed, the performance opportunities, the group work, the texts studied, the focus required and the contexts and vocabulary referenced..

How does the KS3 curriculum above build on previous learning in 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 as well as reflecting on the work they see are all new concepts in a serious sense. Students are also encouraged to attend the extra-curricular clubs on offer from the performing arts dept (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.