

Key Stage 3 **DRAMA**

Curriculum Map for Students: **YEAR 7**

	Autumn 1	Spring 1	Summer 1
Topic Overview	<i>Serious Fun</i> Skill Building	<i>Barry and His Shadow</i> Devising from a picture stimulus.	<i>Chicken!</i> Scripted performance.
Focus	<p>Students learn and demonstrate the four key skills for Drama (concentration, cooperation, communication and imagination) through practical Drama games. As the games develop they are introduced to basic principles for improvisation. Gradually build their confidence with performing short devised and scripted scenes.</p> <p>Key Skills</p> <ul style="list-style-type: none"> -Communication -Cooperation -Imagination -Concentration -Basic improvisation 	<p>Students explore and develop ideas from a picture stimulus, using it to create a piece of Drama that explores the issue of bullying. Over the course of the unit students are introduced to new techniques such as still images, thought tracking, choral speech, and direct address. Each lesson they work with a different technique to create a scene that explores a different aspect of the character <i>Barry's</i> life. Scenes are they structured together to create a final performance piece.</p> <p>Key Skills</p> <ul style="list-style-type: none"> -Exploring a stimulus -Still image -Choral speech - Audience awareness 	<p>Students explore and perform extracts from the play script <i>Chicken!</i> by Mark Wheeler. The play looks at road safety and incorporates a mixture of comedy and tragedy in telling the story. Students firstly explore the overall plot, characters and setting of the whole play, before focusing on a short assigned extract in small groups/pairs. In each rehearsal lesson they are introduced to techniques for line learning, vocal skills, physical skills and stage directions. All of which are assessed in the final performance of their assigned extract.</p> <p>Key Skills</p> <ul style="list-style-type: none"> -Line learning -Vocal projection -Gesture -Blocking and use of space.
Assessment	<p>AO1: Creating</p> <ul style="list-style-type: none"> - Performance of short devised scene. <p>AO2: Performing</p> <ul style="list-style-type: none"> - Performance of short devised scene. - Performance of short scripted extract. <p>AO3: Responding/Appreciation</p> <ul style="list-style-type: none"> - Evaluation of Drama skills, considering their own strengths and areas for development over the unit. 	<p>AO1: Creating</p> <ul style="list-style-type: none"> - Performance of all scenes in devised piece. <p>AO2: Performing</p> <ul style="list-style-type: none"> - Application of vocal and physical performance skills in devised performance. 	<p>AO2: Performing</p> <ul style="list-style-type: none"> - Performance of a scripted duologue or group extract from the play <i>Chicken</i>. <p>AO3: Responding/Appreciation</p> <ul style="list-style-type: none"> - Self and peer assessment reflecting on application of skills.

Key Stage 3 **DRAMA**

Curriculum Map for Students: **YEAR 8**

	Autumn 1	Spring 1	Summer 1
Topic Overview	<i>Greek Theatre</i> Skill building: Introduction to non-naturalistic techniques seen in Greek Theatre.	<i>Matilda Who Told Lies</i> Devising from a poem in a Brechtian/ non-naturalistic style.	<i>Ernie's Incredible 'Illucinations</i> Scripted performances.
Focus	<p>Students will acquire detailed knowledge of Greek Theatrical conventions and Greek Myths. Through the unit they will explore the content and meaning behind Greek Myths, and will develop their understanding of elements of Physical Theatre, sound-scaping, choral work and storytelling. Through creative tasks they will explore the moral and ethical beliefs inherent in these myths and demonstrate their understanding through small improvisation and creative tasks each lesson, as well as a final assessed performance.</p> <p>Key Skills</p> <ul style="list-style-type: none"> -Improvisation - Choral movement - Mime -Teamwork and communication 	<p>Students develop and apply their knowledge of non-naturalistic techniques further, by using these techniques to create a devised performance based on a poem. The poem considers the moral issue of 'telling lies'. Students work in groups to explore the themes and issues in the poem, and consider how a range of non-naturalistic techniques such as still image, soundscapes, thought tracking, human props/scenery and mime can be used to create a performance which communicates a moral/social message to the audience. Students are guided to create, structure, rehearse and then perform a piece of non-naturalistic Drama.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Still image - Using a non-linear structure - Thought tracking - Narration 	<p><i>Ernie's Incredible 'illucinations</i> tells the story of a boy with a wild imagination. Everything he imagines comes to life. In this unit students develop their performance skills focusing specifically on movement in exaggerated style to create comedy. Throughout the unit they have the opportunity to explore, rehearse, stage and perform three different scenes from the play. With each extract they are given more freedom as directors, this develops their understanding of 'page to stage' and how to bring a script to life.</p> <p>Keys Skills:</p> <ul style="list-style-type: none"> - Gesture - Posture - Facial Expression - Exaggerated movement

Assessment	<p style="text-align: center;">AO1: Creating</p> <ul style="list-style-type: none"> - Ongoing assessment of practical work created and performed at the end of each workshop. <p style="text-align: center;">AO3: Responding/Appreciation</p> <ul style="list-style-type: none"> - Knowledge of Greek theatrical conventions. 	<p style="text-align: center;">AO1: Creating</p> <ul style="list-style-type: none"> -Devised performance based on the poem. Focus is on the application of techniques and non-linear structures. <p style="text-align: center;">AO2: Performing</p> <ul style="list-style-type: none"> - Application of vocal and physical skills in performance of devised piece. 	<p style="text-align: center;">AO2: Performing</p> <ul style="list-style-type: none"> -Assessed on performance of two scripted extracts. Specific focus on application of physical skills and movement in an exaggerated style. <p style="text-align: center;">AO1: Creating</p> <ul style="list-style-type: none"> - Staging of extracts and directing decisions are considered alongside performance assessment. <ul style="list-style-type: none"> - AO3: Responding/Appreciation Self-evaluation discussing and analysing individual staging and acting choices.
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Key Stage 3 **DRAMA**

Curriculum Map for Students: **YEAR 9**

	Autumn	Spring 1	Summer 1
Topic Overview	<i>Blood Brothers</i> Scripted performances from GCSE Drama set text.	<i>Physical Theatre</i> Devised performance based on a music stimulus.	<i>Hamilton</i> Appreciation and practical exploration of a professional musical.
Focus	<p>Students develop knowledge of the plot and characters of the play <i>Blood Brothers</i> by Willy Russell in preparation for study at GCSE. They explore and perform extracts from three key moments in the play developing physical, vocal and 'page to stage' skills for each, with a specific focus on how to create tension and comedy for an audience through appropriate selection and application of performance skills.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> -Tone -Emphasis -Pause -Facial expression -Proxemics 	<p>Students use a piece of (eery/tense) music as a stimulus. From this they identify atmospheres, characters and settings that the music makes them think of and construct a plot/narrative. They then create a devised piece of Drama based on these ideas using physical theatre and non-naturalistic techniques such as choral work, mime, abstract movement, sound-scaping and human props/scenery to communicate a theme. This unit develops exploration and skills in preparation for devising component in GCSE Drama.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> -Exploration of stimulus -Abstract choral speech and movement. -Planning, organisation and rehearsal discipline 	<p>Students look at the plot and key characters of the musical using explorative strategies such as still imaging and hotseating. They develop their appreciation skills by watching and discussing clips from the musical; firstly with a focus both on performance skills and how professional actor's utilise different vocal and physical skills to communicate character; and secondly exploring design and technical elements within the production and considering how these support the communication of themes and narratives in the musical. Students then have the choice to work as actors or designers as they explore the script from a key scene in the musical.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> -Analysis of production/technical elements -Analysis of vocal and physical skills -Evaluation of production elements and performance skills. - Vocal projection, use of space,
Assessment	<p>AO1: Performing</p> <p>Performance of two group extracts from <i>Blood Brothers</i>. Students are assessed on their application of physical and vocal skills used to create atmospheres of comedy, and of tension.</p>	<p>AO2: Creating</p> <p>Performance of devised physical theatre performance.</p>	<p>AO3: Responding/Appreciating</p> <p>Analysis and evaluation of professional actors' performance skills and interpretation of design elements.</p> <p>AO2: Creating</p> <p>Practical exploration of character, overall plot and key scenes.</p> <p>AO1: Performing</p> <p>Performance of key scene</p>

