

Elements Curriculum Plan Drama

Building Block 3 ≈ KS3 (Y7)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	<p>Theme: Welcome to drama – Toys (6 weeks) Introducing drama to KS3 using toys as a stimulus. With focus on developing key skills and drama techniques such as roleplay and improvisation. Students will be encouraged to use their imaginations and physical/vocal creativity to personify their own toys within a range of different scenes and settings, using spontaneous and rehearsed drama both independently and in small groups.</p>	Still Image (solo/group), space and levels, thought tracking, machines, narration, soundscapes, stylised movement, physical theatre, improvisation, self and peer evaluation. Introduce basic mime through use of toys/puppets.	<p><u>The Bigger Picture</u> Communication Independence Self Motivation Teamwork</p>
Assessment	Analysis of own practical skills using self-assessment, demonstrated in a piece of written work		
Autumn 2	<p>Theme: Horror, Murder Mystery/Darkwood Manor (6 weeks)</p>	A 6-week scheme of work exploring and demonstrating tension in drama, exploring gothic characters and creating role scenes as a whole class group.	<p><u>The Bigger Picture</u> Teamwork Communication Self-Motivation</p>
Assessment	Written evaluation of creating tension in drama		
Spring 1	<p>Theme: Shakespeare Workshop (6 weeks)</p>	An exploration of Shakespeare’s most famous plays, where students will read a range of extracts independently, create posters to demonstrate understanding and to learn about each play. This knowledge will then be transferred into creating a Shakespearean market environment event, showcasing each play for an audience such as other KS3 classes, parents/carers or staff.	<p><u>The Bigger Picture</u> Confidence Communication Self-awareness Self-motivation Independence Teamwork</p>
Assessment	Speaking and listening assessment		

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Spring 2	<p><u>Theme: An Introduction to Becoming a Theatre Critic</u> Based around a school trip to the theatre, viewing a live or recorded performance students will learn how to form their own opinion based on evaluating and reviewing a play such as The Curious Incident of the Dog in the Night-time.</p>	RAG rating to review, analyse and evaluate skills and techniques viewed as a member of the audience using the drama department's performance success criteria.	<p><u>The Bigger Picture</u> Confidence Self-awareness Self-motivation Independence</p>
Assessment			
Summer 1	<p><u>Theme: Issue Based Drama (Bullying)</u> Students will learn how to combat a key issue which may arise within the community and work towards finding solutions within a dramatic setting.</p>	Transitions, discussion of issues, role acting, still image, split stage, news report	<p><u>The Bigger Picture</u> Teamwork Communication Self-motivation Self-awareness</p>
Assessment			
Summer 2	<p><u>Theme: Commedia Dell' Arte</u> Students will research the history of comedy within drama and compare it to modern comedy.</p>	Character walks Story boards Masks Freeze frames	<p><u>The Bigger Picture</u> Confidence Self-awareness Self-motivation Independence</p>
Assessment			

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Building Block 4 ≈ KS3 (Y8)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	<u>Theatre Theme: Mime</u> Students will use Trestle masks to explore mime and character expressions.	Exploring the rules of the mask and understanding the use of body language and proxemics combined with basic mime skills (revisited from year 7) Mime, proxemics, mask work, improvisation.	<u>The Bigger Picture</u> Confidence Self-awareness Self-motivation Independence
Assessment			
Autumn 2	<u>Theatre Theme: Melodrama – Silent Movies</u> Students will explore communication through non-verbal expressions.	Body language, asides, dramatic pause, cliff hangers, stock characters Hero, clown, villain, Damsel in distress.	<u>The Bigger Picture</u> Confidence Communication Self-awareness Self-motivation Independence Teamwork
Assessment			
Spring 1	<u>Theatre Theme: Play text (Mugged)</u> Students will explore the text Mugged by Andrew Payne using improvisation techniques.	Skills can be transferred from last term to improve the students’ non-verbal communication, use of stereotypical characters, text work and rehearsal, exploration of themes.	<u>The Bigger Picture</u> Confidence Communication Self-awareness Self-motivation Independence Teamwork
Assessment			
Spring 2	<u>Theme: Becoming a Theatre Critic</u> Students will watch a recorded performance and learn how to form their own opinion based on evaluating and reviewing a play.	RAG rating to review, analyse and evaluate skills and techniques viewed as a member of the audience using the drama department’s performance success criteria.	<u>The Bigger Picture</u> Confidence Self-awareness Self-motivation Independence
Assessment			
Summer 1	<u>Theatre Theme: Issue Based Drama</u> Students will explore the effects of stereotyping.	text work in groups, class discussion, interview, hot-seating, social media analysis	<u>The Bigger Picture</u> Confidence Self-awareness

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			Self-motivation Independence
Assessment			
Summer 2	<u>Theme: Shakespeare Workshop</u>	An extension of skills used in Y7: An exploration of Shakespeare's most famous plays, where students will read a range of extracts independently, create posters to demonstrate understanding and to learn about each play. This knowledge will then be transferred into creating a Shakespearean market environment event, showcasing each play for an audience such as other KS3 classes, parents/carers or staff.	<u>The Bigger Picture</u> Confidence Communication Self-awareness Self-motivation Independence Teamwork
Assessment			

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Building Block 5 ≈ KS3-4 bridging year (Y9)

Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	<p>Theme: Macbeth An introduction to one of Shakespeare's most popular tragedies, students will read and perform an extract from the play to gain an understanding of the characters motives.</p>	Learning Stage Combat Techniques and Performing a duologue.	<p><u>The Bigger Picture</u> Confidence Communication Self-awareness Self-motivation Independence Teamwork</p>
Assessment			
Autumn 2	<p>Theme: The Woman in Black (Gothic Fiction) Students will learn the conventions of gothic fiction while studying an extract from the play and performing part of it.</p>	Exploring and demonstrating tension in drama, exploring gothic characters and creating role scenes as a whole class group.	<p><u>The Bigger Picture</u> Confidence Communication Self-awareness Self-motivation Independence Teamwork</p>
Assessment			
Spring 1	<p>Theme: I Am a Theatre Critic Based around a school trip to the theatre, viewing a live or recorded performance students will learn how to develop their own opinion based on evaluating and reviewing a play such as Of Mice and Men.</p>	To review, analyse and evaluate skills and techniques viewed as a member of the audience using the drama department's performance success criteria to form and develop an opinion based on viewing a live performance. (Developing skills from Y7 and 8)	<p><u>The Bigger Picture</u> Confidence Self-awareness Self-motivation Independence</p>
Assessment			
Spring 2	<p>Theme: Comedy and Satire Students will rediscover the art of 'play' and create their own versions of comedy and explore the meaning of Satire.</p>	Physical Comedy, Clowning and Scriptwriting.	<p><u>The Bigger Picture</u> Confidence Communication Self-awareness Self-motivation Independence Teamwork</p>

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Assessment			
Summer 1	<p><u>Theme: Media and Film</u> Students will engage in an independent learning project. Students study different TV/Film genres. Students then are encouraged to work independently to write, film and edit their own short films.</p>	<p>Different acting styles for each genre, defining genre in your work, how to act for camera, how to plan and create a group project, scriptwriting and storyboarding, film production, camera shots, lighting and sound effects, postproduction and editing.</p>	<p><u>The Bigger Picture</u> Confidence Self-awareness Self-motivation Independence</p>
Assessment			
Summer 2	<p><u>Theme: Exploring Scripts</u> Students will learn how to bring the character to life and give meaning to the performance.</p>	<p>Characterisation, vocal skills, split-stage, proxemics, re-action/action analysis and evaluation.</p>	<p><u>The Bigger Picture</u> Confidence Self-awareness Self-motivation Independence</p>
Assessment			

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Rationale – The aim of the Drama curriculum for KS3 is to use a spiral approach to build on knowledge and skills, whilst also giving learners a breadth of experience across the dramatic genres. Students will learn about Drama as an art form, as well as Drama as a process, leading to more meaningful exploration of the emotional, intellectual and technical aspects of the subject. As yet, with no plan for Drama to be taught as a discrete GCSE subject, the intention is for Drama in building blocks 3-5 to be an engaging, exciting and varied subject that provides students with a range of experiences and opportunities to learn about the art form, hone dramatic skills and build self-confidence.

BB3-5

- Each building block incorporates a variety of skills, techniques and genres.
- Learners moving through the building blocks revisit skills and 'topics', though indicative content will change and increase in challenge.
- Emphasis is placed on the personal development opportunities within the subject.
- Texts are selected as appropriate for age, stage, thematic links and engagement.
- Summative assessment occurs in each half-term, and includes evaluations, essays, performance and speaking and listening tasks.
- Formative assessment with 'Michaela-style' marking will take place regularly to feed-forward into summative pieces.

BB6ab – not currently applicable